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FIR: A Close Up Look at Butler University's Faculty-in-Residence Program

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FIR: A Close Up Look at Butler University's Faculty-in-Residence Program

A Thesis

Presented to the Department of Strategic Communication and Primary Education

College of Communication and College of Education

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The Honors Program

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Sarah Braunstein

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Abstract

This study examined the variety of perspectives of having a Faculty in Residence (FIR) program on campus. The research questions framing the study were as follows: (1) What effects does the FIR program have on faculty and their families? (2) How does having a FIR program on campus affect the dynamic of residence life? (3) In what ways does having a FIR program impact student experience? The study involved interviews with a variety of on-campus personnel including the Vice President of Student Affairs, Dr. Frank Ross III, University President James Danko, three resident assistants, and one FIR family. Additionally, this study features survey responses from 170 students over the span of four years regarding their interactions with their FIR, Dr. Catherine Pangan. Results overall were similar to previous research using surveys, indicating an overall positive student experience as result of the FIR program. Descriptive results regarding interviews indicated the positive effect that this program has on faculty member professional development and family dynamic and development. Looking at both of these pieces of data, it is clear that the FIR program has positively affected all parties involved.

Chapter I

Introduction

The transition from living at home to living on campus is a difficult one for most college students. Many students find themselves feeling home sick or missing the presence of a parental figure and family structure. To compensate for this, colleges and universities have implemented various forms of a Faculty-in-Residence (FIR) programming. This type of program involves integrating both a faculty member and their family into a residence hall or dorm setting in various degrees. Through this incorporation, full-time faculty members are able to provide support and learning both in and outside of the classroom.

At Butler University, FIRs have been part of campus culture for 31 years. The program began when a professor moved into one of the university's dorms in 1989. Duane Leatherman, an Associate Professor of Mathematics and Actuarial Science, joined the program in its inaugural year, living in a dorm for first year students, Schwitzer Hall (Prekert, 2019). The program has expanded since its inception and now consists of nine faculty members spread across four different residence halls. These faculty are diverse, ranging in academic disciplines, familial structures, and backgrounds (Residence Life Staff, 2020).

Through the FIR program, students are able to benefit from much more than merely being exposed to the variety of academic and social programming through their designated FIRs. Faculty members are made aware of pressing issues facing students, allowing them to adapt their teaching styles to meet the needs of students (Sriram et al., 2011). Families are strengthened as a result of their unique living situation ("Professors Leave Home To Live On Campus," 1995). The learning and living experiences of students are greatly impacted in a positive way (Wecker,

2011). Despite all of the good that these programs have accomplished, FIR programs appear to be relatively underutilized and not well advertised. For these reasons, it is clear that FIR programs need to be researched further in order to fully understand and articulate their benefits.

Statement of Problem

The first program involving academic role models living on among students began in the 1640's at one institution and it has since spread to hundreds of universities over the past 380 years in various forms across the country (Wecker, 2011). However, limited research has surrounded the benefits and perspectives of having a FIR program on campus. Recent research on how the frequency of out-of-class communication affects student perceptions of their instructor show that “perceived instructor qualities such as kindness, compassion, and helpfulness [help to foster] conversations that extend to issues beyond the specifics of course assignments and information” (Aylor & Opplinger, 2003). Aylor and Opplinger's study was designed to measure the impact of humor and out-of-class communication on students' perceptions of instructors and how these perceptions then alter the depth and breadth of both academic and personal problem solving students are willing to work through with instructors. By placing FIRs in residence halls, educational institutions are promoting greater out-of-class communication, and as a result, allowing students to form deeper relationships with faculty, leading to deeper and more impactful learning. Through research, a better understanding of how relationships formed by FIRs impact students' academic and social development in college may be reached and may support ways of increasing FIR programs in this area. Through interviews conducted with a Butler University FIR and other staff and a survey conducted by Butler University Residence Life about student satisfaction with the FIR program, this study sought to

discover greater insights into the positive benefits of FIR programming to students, faculty, and campus learning and growth.

Purpose of Study

This study was designed to contribute to existing research on the impact of FIR programs on student, faculty, and family development, as well as spark discussion on how FIR programs can be modified and grown in order to more effectively help spur the personal and professional growth of all those touched by the FIR program. This study is framed by three research questions:

1. What effects does the FIR program have on faculty and their families?
2. How does having a FIR program on campus affect the dynamic of residence life?
3. In what ways does having a FIR program impact student experience?

In the next four chapters, background information and existing research on FIR programs will be discussed. Methods, results, and finally conclusions for the data collected as a result of this study will also be described as they relate to the three research questions.

Chapter II

Review of Literature

Faculty-in-Residence (FIR) programs are not a novel concept to higher education. Dating back to as early as 1640's in the United States, the value of having FIR programs on campus has been recognized (Wecker, 2011). Though there is very little published on the subject, hundreds of variations of this type of program have emerged over the past 200 years. In order to ensure the longevity of this type of programming and to continue to enhance it, the benefits and impact of the program must be examined thoroughly. Furthermore, research must be conducted on the effects that this type of programming has on the FIRs and families involved in order to ensure that universities are providing proper support for the faculty as they hold the very special and public role of being a FIR. First, this chapter will provide a historical overview of FIR programming. Next, the definition and responsibilities will be explored. Third, the impact of the FIR program on faculty and their families will be explored. Finally, the effects of FIR programming on student experience and satisfaction will be analyzed before the paper delves into the methods of this particular study.

History of FIR Program

Though the earliest record of the Faculty-in-Residence in the United States begins in 1827, the most rudimentary form of this type of education dates back much further. In fact, according to historical records, thinkers have long taught within housing. Dating back to the House of Life and House of Books in Egypt, the Confucian schools of China, and Plato's Academy during Greece's Golden Age, students have lived among their teachers. This idea concept was carried into the Middle Ages, when students were housed alongside faculty. It was

found that students benefited from the close proximity to their classes and frequent interaction with their classmates and teachers. This model became the prevailing model of residential education at Oxford and Cambridge (Healea, 2014).

One historian, Frederick Rudolph, sought to put to words the way in which living and learning in the same community is essential to the college student experience. He would go on to describe this concept as the “collegiate way,” defining it as “the notion that a curriculum, a library, a faculty, and students are not enough to make a college. It is an adherence to the residential scheme of things. It is respectful of quiet rural settings, dependent on dormitories, committed to dining halls, permeated by parternalism” (Rudolph, 1990). This description of the vitality of a residential component in education highlights the importance of the work of Faculty-in-Residence.

American colleges later sought to follow this “collegiate way” through the implementation of live-in tutors. The first institution to adopt this policy was actually the oldest college in America, Harvard University. The program initially started with tutors living in, teaching curriculum, and supervising extracurricular activities as early as the 1640s. In the early 1800s though, this program was disbanded as Harvard restructured into academic departments that were led by professors (Healea, 2014).

As the 1800s progressed, institutions began to organize their residence life into house systems. These systems involve students being divided into different housing options based upon a mutually shared theme. This model allows cohorts to form from like-minded individuals, causing houses to further lend themselves to living and learning. With each house headed by a faculty member, the house program could be considered the first model where professors

actually lived on-campus in modern higher education. As the first institution to take on this model, the system continues to be one of Harvard's most vibrant traditions and has grown from the original seven house system into one consisting of twelve houses ("Life at Harvard," 2020).

In the present day, the Faculty-in-Residence program where faculty and their families live on campus has spread to hundreds of institutions. In fact, at some institutions, it has become very common for faculty to live on campus. According to Jeff Kosmacher, the director of media relations and public affairs at Vassar College, more than 70 percent of the faculty lives on or near campus (Wecker, 2011). Unfortunately, there is no centralized website or method of tracking how many programs exist among the nearly 5,300 colleges and universities in the United States.

Defining the Role of Faculty-in-Residence

Due to the lack of documentation and awareness of Faculty-in-Residence, there is no standard, agreed upon definition of the position or its responsibilities; however, institutions that do possess these programs have clearly defined and similar definitions of the role.

Faculty-in-Residence, as defined by Butler University's Residence Life Staff (2020), are "individuals who are committed to students and the learning experience that takes place outside of the classroom. They plan and implement educational and social initiatives within the halls. They also provide academic support and opportunities within and outside of the Residential areas." Looking at this definition, it is clear that the role of a FIR is multi-faceted.

Sriram et al. (2011) attempted to explain the many aspects of being a FIR through the "Faculty-in-Residence Development Model." This model consists of five distinct themes: Opportunities, Means, Roles, Benefits and Outcomes.

Opportunities analyze the way that living in a residence allows faculty to motivate their students to pursue education outside of the classroom. It allows students to be engaged more fully which is, in turn, more satisfying for professors. This type of engagement shows students how to put learning into perspective outside of a lecture hall and causes them to engage with content they are learning in a more relaxed and approachable setting. Additionally, faculty are able to learn more about the ever-changing lives of students and how to best approach teaching them (p. 86).

Means refers to the ways faculty can implement their own teaching philosophy. FIRs are exposed to a variety of resources upon the beginning of their role: increased availability to students, expectations of the community, collaboration opportunities with housing and residence life professionals, and a physical setting in which to engage students in a deeper way. How instructors choose to take advantage of this setting is up to them. For many faculty, the lines between academic and non-academic discussions become blurred, which allow students to break down perceived barriers between themselves and professors which allow them to explore and learn content more deeply. The relaxed living environment allows faculty to learn new slang words and pop culture references that could be used in the classroom. Being in this capacity allows faculty to relate with new students away and modify their teaching philosophies (p. 87).

Role illustrates the new roles for faculty in relation to both their students and colleagues. As a FIR, faculty members must not only maintain their roles as an advisor, an instructor, and potentially a parent or a spouse, but also as a developer. It is essential for FIRs to develop a sense of community among their respective housing areas. Additionally, a FIR is responsible for advocating for the needs of their students and the importance of the FIR program to their

colleagues and residence life. A FIR must also strive to be a good role model to students, their colleagues, and university administration. All of these roles can be burdensome individually, but Herculean when combined (p. 88).

Benefits refers to how faculty can progress in both personal and professional capacities. Many FIRs find that not only are they given new perspectives as to how they can modify things in the classroom to adapt to the changing needs of students, but also unique insight into how FIRs exist as parents. By becoming a “parent” to hundreds of students, FIRs are able to anticipate concerns and challenges that their own children may face. In doing so, they are better prepared to navigate these situations as they arise. Additionally, young children of FIRs receive the benefit of learning to be comfortable socializing with adults at a young age due to their exposure to college students (p. 89).

Lastly, outcomes discuss how faculty change in meaningful ways. Primarily, how they develop as educators. Many FIRs have found that learning occurs best when institutions offer holistic learning approaches. In a residence hall, faculty are able to learn more about the complexity of students’ lives and what they value in an educator. There are also increased chances to make an impact due to increased exposure to students. These three changes are key to guiding faculty to have renewed and deeper commitment to bridging the connection between classroom learning and life experiences (p. 90).

These themes illustrate the many pieces of being a Faculty-in-Residence and highlight the complexity of the role. In addition to the ideas brought forth by Sriram and Butler University, many institutions have crafted similar descriptions and expectations for FIRs.

Duke University describes the goal of the program as being one “to foster faculty and student interaction outside of the classroom setting by enhancing the intellectual life of the residence halls through programming” (“Faculty-in-Residence,” 2020). The University of California, Los Angeles describes the goal of their program being “to provide both formal and informal resident-faculty interactions through educational programming, classes, individual and small-group advising, and casual association (“Faculty-in-Residence Positions,” 2020). The University of South Carolina describes FIRs executing their roles through three main components: “1) Serving as a model and mentor to residents in the residential colleges, 2) Initiating and participating in residential college programming, and 3) Facilitating the involvement of other campus faculty colleagues in residential colleges” (“Faculty in Residence Position Description,” 2020).

Analyzing the definitions provided by these three institutions, in addition to the one provided by Butler University and Sriram et. al’s Faculty-in-Residence Development Model, the following definition of a Faculty-in-Residence can be discerned: A faculty role model seeking to bridge the gap between formal and informal learning through faculty interaction and programming.

Effects of FIR Program on Faculty and their Families

Several interviews have been conducted focusing on the effects of Faculty-in-Residence programs on faculty and their families (“Professors Leave Home to Live on Campus,” 1995). In general, these interviews span two topics: how faculty have grown as professionals and educators and how families are affected as a result of their new role. In order to truly understand the impact of the FIR program, both of these areas must be explored.

In Sriram et. al (2011)'s study, he found that as faculty began to blur the lines between academic and non-academic discussions, they were able to push students to learn on a deeper level than they would have had they solely been in a classroom setting. One faculty member describes this phenomenon:

Having access to students outside of the classroom enables the boundaries of the classroom to melt away... There have been multiple occasions that my students who live in [this residence hall] have sought me out to extend a discussion from class, to ask questions about assignments, or to ask my opinion about a topic relevant to my discipline... I have been able to mentor those students in real life situations that likely have been more meaningful and memorable than any classroom experience. (p. 47).

This type of interaction is not only more useful to students, but more meaningful for faculty. By having these higher level conversations with students as a result of the proximity and familiarity created by the FIR program, faculty are challenged to think more critically. For both faculty and students, academics is also extended into their everyday lives, causing the concepts they are discussing to become more realistic and present.

Another phenomenon that has occurred as a result of living in close quarters with students is faculty learning new ways to relate to their students. One faculty-in-residence at Boston University, Karen Jacobs, has found that her residents keep her up-to-date on music, pop culture, and language that she utilizes in her teaching. She carries these cultural references into her lessons, helping her be a more relatable and effective teacher (Waltz, 2011). Another faculty member at Bowling Green State University and director of Chapman Learning Center, Thomas Klein (2000, p. 16) experienced similar carryover from dorm room to classroom. By living

among students, he learned more about the problems they faced outside of the classroom which gave him a greater sense of empathy and adaptability when dealing with students that suffer hardships. The now renewed commitment to understanding the problems of students as a holistic person rather than purely through an academic lens has been something Klein has felt has improved his abilities as an instructor holistically. Klein (p. 17) describes this in saying, “What is noteworthy and downright radical is how much I am learning, not necessarily about my subject area but about how students learn and about myself as a teacher.”

In addition to forging closer and deeper bonds with students, Faculty-in-Residence also have the unique benefit of living so close to campus. For some FIRs, being closer has the benefit of allowing faculty to be closer to their research projects and office spaces, providing greater productivity. This rings true for Karen Jacobs. Jacobs, a clinical professor of occupational therapy in Sargent College at Boston University, is able to leverage her on campus living situation to enhance her research (Lee et. al., 2001). A notable example of this is her project on determining the proper ergonomics of a laptop. Students are constantly using their laptops on their beds and at tables, causing health problems like wrist, neck, shoulder, head, and back pain, making them the perfect subjects for her study. Many of Jacob’s residents agreed to help with this research project and be participants. Without her Faculty-in-Residence position, finding test subjects may have been much more difficult and inconvenient (Waltz, 2011).

For other FIRs, living so close to campus allows them to be more involved in their family lives. Dr. Al Filreis, chairman of the English program at the University of Pennsylvania is a prime example of this phenomenon. In the 10 years prior to moving into the Van Pelt dormitory, Filreis only saw his wife four nights a week due to Filreis’s three hour commute from their home

in Selinsgrove, Pennsylvania. During this time, Filreis spent several nights a week in the Van Pelt dormitory that he would later call home. Upon their move to the dorms, Dr. Filreis and his wife were able to not only enjoy having more time together, but Filreis is also able to devote more lots of time to his young son and daughter (“Professors Leave Home To Live On Campus,” 1995).

Not only are the children of Faculty-in-Residence able to spend more time with their parents, but they are also able to interact with college students. This interaction has been found to help young children learn to engage in conversation with adults and help them learn social skills (Sriram et. al, 2011, p.49). Dr. Pangan, a professor of education at Butler University, has found this ring true with her son, Hudson. Hudson interacts with the students living in Schwitzer Hall and has found himself feeling as though he is part of a larger family. “It’s getting to be like he has 500 sisters,” Pangan describes, “he adores the Schwitzer residents and [in return] they seem extremely protective of him.” He enjoys visiting students in their rooms, and in return, he invites them to the Pangan’s apartment for snacks. Through these interactions, Hudson, like many other FIR children, showcases the positive effects of the program on the children’s social skills and confidence in exchanging with adults (“Faculty-in-residence combine work and family,” 2010).

FIR Program and Student Experience

Faculty-in-Residence have the unique ability to spend a significantly larger amount of time with students than typical faculty. From living among students, to being able to eat meals with them in the dining halls as part of most schools' FIR benefit packages, to engaging in regular and casual conversation with students, FIRs are able to actually know what is going on in the lives of students. With this knowledge comes the ability to directly impact student experience and student retention. At Bowling Green State University, the institution took the time to look at

the link between retention rates and involvement in Bowling Green's living learning community in Chapman Hall. The university found that Chapman's total retention numbers showed a positive correlation between retention and living with faculty, its retention rate being at least ten percent about the university average in the program's first three years (Klein, 2000, p. 17). There are three primary factors that contributed to this retention rate: higher GPA's as a result of the direct faculty interaction, a reduction in behavioral issues, and the strong personal relationships developed through the program.

First, GPA is positively affected by the direct and informal interaction of faculty members and students. This effect is seen most strongly in minority students. Darnell Cole (2011) conducted a study about this strong correlation featuring 2073 African American, Asian American, and Latino/a students. The study utilized data from the College Student Experiences Questionnaire. The study showed that mentoring relationships, relationships revolving around research and personal-professional nature, contributed positively to minority student GPA's across the board ranging between Latinos experiencing a 3.8% increase to African Americans experiencing a 13.2% increase. Though this study is not directly about FIRs, the relationships examined are similar to the nature of those that FIRs are likely to form with their residents.

Second, having Faculty-in-Residence reduces behavioral issues. Having faculty living in the residence halls creates a new set of expectations for students. Students feel more responsible for taking care of their surroundings and being respectful of their noise levels and behaviors. This National Study of Living-Learning Program (NSLPP), the first national study of living-learning programs, surveyed 24,000 students across the country. Half of these students lived in 268 living-learning programs at 34 colleges and universities, while the other half of these

students lived in traditional residence halls at those same institutions. The results of these surveys found that living-learning students showed positive outcomes in a variety of areas, particularly in regard to lower levels of drinking and fewer negative consequences from drinking, greater commitment to issues related to civic engagement, and perception of the residence hall as a socially supportive climate (Bergman, C., & Bower, A., 2008). These results are echoed in Colorado University-Boulder's residence halls. According to associate vice chancellor for undergraduate education, Michael Grant, with faculty members and their family living in the dorms, students tend to treat the form with more respect and more like a community. "One of the things that happens is behavioral issues go down dramatically," Grant remarks (Anas, 2010). As evidenced by these examples the lack of behavioral issues and heightened accountability provided by FIRs contributes positively to student experience.

Another large contributor to student experience are the personal relationships forged between Faculty-in-Residence and their residents. Many students enjoy the benefit of having faculty readily available and engage in close relationships with them and their families. From these close relationships, trusting relationships are formed, causing impactful and meaningful interactions in residence halls. For one student, the relationship she had with her FIR, Dr. Filreis meant life or death. The student had received a message from a friend who said he was planning to commit suicide. With the confidence she had built with her FIR, the student approached him and together, they were able to find the troubled student before it was too late ("Professors Leave Home to Live on Campus," 1995).

For many FIRs, the positive relationships they form with students last long after graduation. Duane Leatherman, a professor of mathematics and actuarial science in the college

of Liberal Arts and Science, is one FIR that has experienced these lifetime long relationships. He has attended 15 former students' weddings, and he and his wife sang at two of them. Leatherman forms these positive relationships through a variety of programming. One of his most frequent and popular programs is taking students to ethnic dinners. By forming relationships in these informal settings, he is able to connect on a deeper and more meaningful level. "It has been a wonderful experience," Leatherman describes, "I don't have kids of my own, so I have adopted many Butler kids" (Maritato, M., 2014). These stories highlight how students form meaningful and trusting relationships with faculty through the program, contributing to both student satisfaction and redemption.

Purpose of Study

The results and implications of the studies and stories explored beckon further research into the effects of having a Faculty-in-Residence program on campus. This study employs a combination of surveying students and interviewing FIRs, their families, and other relevant personnel in order to learn more about the real-time and lasting effects on students, faculty, and residence life holistically. Through the collection and comparison of survey and interview results, this study examined the following research questions.

1. What effects does the FIR program have on faculty and their families?
2. How does having a FIR program on campus affect the dynamic of residence life?
3. In what ways does having a FIR program impact student experience?

Chapter III

Method

The design of this study is a series of interviews, and survey results from Faculty-in-Residence Feedback forms spanning between 2013-2017. The interviews involved participants undergoing a nine to thirteen question interview, the questions of which are varied, depending upon the participant's relationship to the program. The annual survey of a singular FIR was reviewed in order to gauge student satisfaction and experience within the context of the FIR program. The study sought to examine the total impact of the Faculty-in-Residence program on every party touched by it.

Participants

The sample for this study was drawn from student and faculty populations who are enrolled in or employed by Butler University.

Interview participants were contacted via email and selectively chosen: one FIR who is a professor in the College of Education, her spouse, their two children, the Vice President of Student Affairs, three Resident Advisors, and Butler University's President and his wife.

Survey participants were contacted via LISTSERV. These participants were all undergraduate students living within one particular wing of Residential College over the span of four years (2014-2017). The demographics of these students are included in Tables 1-4.

Table 1

Demographic Characteristics of all Respondents to Faculty-in-Residence Feedback Form in 2014 (N=49)

Variable	Frequency	Sample %
Gender		
Male	17	34.70
Female	31	63.30
Other	1	2.00
Year in College		
First Year	12	24.50
Sophomore	34	69.40
Junior	0	0
Senior	3	6.10

Table 2

Demographic Characteristics of all Respondents to Faculty-in-Residence Feedback Form in 2015 (N=36)

Variable	Frequency	Sample %
Gender		
Male	9	25.00
Female	27	75.00
Year in College		
First Year	7	19.44
Sophomore	28	77.78
Junior	0	0
Senior	1	2.78

Table 3

Demographic Characteristics of all Respondents to Faculty-in-Residence Feedback Form in 2016 (N=35)

Variable	Frequency	Sample %
Gender		
Male	15	44.10
Female	19	55.90
Other	0	0
Year in College		
First Year	29	85.30
Sophomore	3	8.80
Junior	1	2.90
Senior	1	2.90

Table 4

Demographic Characteristics of all Respondents to Faculty-in-Residence Feedback Form in 2017 (N=50)

Variable	Frequency	Sample %
<i>*Gender</i>		
Year in College		
First Year	7	14.30
Sophomore	40	81.60
Other	2	4.10

**Note: Gender was not an item on the survey this year.*

Instrument

There were two instruments used in this study: interview questions (see Appendices B-G for full transcriptions of these interviews), and a two section survey (see Appendix A for this entire instrument).

First, the interview questions utilized for the in person interviews with a FIR, their family, Resident Advisors, the Vice President of Student. Each list of interview questions was individualized based on the participant's relationship to the FIR program and consisted of 9-15 items. These questions are composed primarily of open-ended questions. At the conclusion of the interview questions, participants were then encouraged to share any additional ideas or information they cared to. The goal of this instrument was to evaluate the actual experiences of each party involved in the Faculty-in-Residence program.

Second, the two section survey. This survey was composed of 23 questions, 20 of which were ranked on a scale and 3 of which were open ended. All of these questions were provided by the Butler University's department of Residence Life with the aim of discovering how well Dr. Catherine Pangan, the FIR being evaluated, met the objectives of Butler's FIR program. All participants were expected to answer every question of the instrument with no additional logic embedded into the survey.

Context

All participants are either current students, faculty or staff members of Butler University. Butler University is a small private liberal arts university located in Indianapolis, Indiana. Founded in 1855 by Ovid Butler, the school's namesake, Butler is home to over 60 major academic fields across six colleges: College of Communication, College of Liberal Arts and

Sciences, College of Pharmacy and Health Sciences, Lacy School of Business, and Jordan College of the Arts. The school consists of 4,481 undergraduate students, and 541 post graduates. Butler has a residency requirement for the first three years of its four year program, and is primarily a residential campus with a small commuter population. As a result of the way Butler's housing is structured, the majority of students should have had at least two Faculty-in-Residence before they graduate.

Procedures and Data Analysis

Regarding interviews, emails were sent out explaining the nature of the study and inviting respondents to reply with a time they would be available for a face-to-face interview, if interested in participation. After respondents indicated interest, a consent/assent form and list of sample questions were sent to be reviewed before the interview. Consent/assent forms were then reviewed and signed on the day the interview took place.

Interviews took place in the residence or offices of participants, allowing for optimal privacy and comfort. The interviews were recorded on a phone, stored to a secure drive where it will be held for ten years, and then transcribed. After transcribed, interviews were reviewed for content which has been synthesized in the discussion of the research questions.

Regarding the Faculty-in-Residence Feedback Form, emails were sent via LISTSERV in the Spring semesters of 2013-2017 to all residents living within all residence halls hosting a FIR. A second reminder email was then sent out to all residents. All survey responses were anonymous and collected through an online system.

For the purpose of this study, results used focused on one Faculty-in-Residence, Dr. Catherine Pangan. Pangan has lived in three different residence halls throughout her time as a

FIR: Schwitzer, Residential College, and Fairview Hall. She spent her first three years assisting the women of Schwitzer Hall before it was torn down. After Schwitzer, the Pangans moved to Residential College where they supported first year students for four years. Most recently, the Pangans have taken up residence in the sophomore residence hall, Fairview House.

Tables 5-8 indicate the results of four particular questions over the span of 2013-2017 within Pangan's units:

1. How often have you visited your FIR's apartment in the residence hall this year?
2. To what extent have your FIR's program/interactions enhanced your BU experience?
3. To what extent have your FIR's program/interactions helped you be a better student?
4. I am more comfortable around faculty because of my interactions with faculty in the FIR program [on a scale of "Strongly Disagree" to "Strongly Agree"].

These four questions directly address the three primary research questions of this study.

Table 5

Survey Results Faculty-in-Residence Feedback Form in 2014 (N=49)

Variable	Frequency	Sample %
How often have you visited your FIR's apartment in the residence hall this year?		
Very Often (over 9 times)	6	12.50
Often (4-8 times)	18	37.50
Occasionally (1-3 times)	22	45.80
Never	2	4.20
To what extent have your FIR's program/interactions enhanced your BU experience?		
Very Much	22	44.90
Quite a Bit	16	32.70
Very Little	8	16.30
None	3	6.10
To what extent have your FIR's program/interactions helped you be a better student?		
Very Much	11	22.90
Quite a Bit	18	37.50
Very Little	11	22.90
None	8	16.70
I am more comfortable around faculty because of my interactions with faculty in the FIR program.		
Strongly Agree	16	32.70
Agree	28	57.10
Disagree	2	4.10
Strongly Disagree	3	6.10

Table 6

Survey Results Faculty-in-Residence Feedback Form in 2015 (N=36)

Variable	Frequency	Sample %
How often have you visited your FIR's apartment in the residence hall this year?		
Very Often (over 9 times)	4	11.11
Often (4-8 times)	13	36.11
Occasionally (1-3 times)	17	47.22
Never	2	5.56
To what extent have your FIR's program/interactions enhanced your BU experience?		
Very Much	14	38.89
Quite a Bit	7	19.44
Very Little	5	13.89
None	10	27.78
To what extent have your FIR's program/interactions helped you be a better student?		
Very Much	5	13.89
Quite a Bit	11	30.56
Very Little	8	22.22
None	12	33.33
I am more comfortable around faculty because of my interactions with faculty in the FIR program.		
Strongly Agree	11	30.56
Agree	16	44.44
Disagree	4	11.11
Strongly Disagree	5	13.8

Table 7

Survey Results Faculty-in-Residence Feedback Form in 2016 (N=35)

Variable	Frequency	Sample %
How often have you visited your FIR's apartment in the residence hall this year?		
Very Often (over 9 times)	8	22.90
Often (4-8 times)	7	20.00
Occasionally (1-3 times)	15	42.90
Never	5	14.30
To what extent have your FIR's program/interactions enhanced your BU experience?		
Very Much	13	37.10
Quite a Bit	11	31.40
Very Little	6	17.10
None	5	14.30
To what extent have your FIR's program/interactions helped you be a better student?		
Very Much	6	17.60
Quite a Bit	14	41.20
Very Little	8	23.50
None	6	17.60
I am more comfortable around faculty because of my interactions with faculty in the FIR program.		
Strongly Agree	9	26.50
Agree	22	64.70
Disagree	1	2.90
Strongly Disagree	2	5.90

Table 8

Survey Results Faculty-in-Residence Feedback Form in 2017 (N=50)

Variable	Frequency	Sample %
How often have you visited your FIR's apartment in the residence hall this year?		
Very Often (over 9 times)	2	4.00
Often (4-8 times)	12	24.00
Occasionally (1-3 times)	19	38.00
Never	17	34.00
To what extent have your FIR's program/interactions enhanced your BU experience?		
Very Much	11	22.00
Quite a Bit	18	36.00
Very Little	12	24.00
None	9	18.00
To what extent have your FIR's program/interactions helped you be a better student?		
Very Much	11	22.00
Quite a Bit	18	36.00
Very Little	12	24.00
None	9	18.00
I am more comfortable around faculty because of my interactions with faculty in the FIR program.		
Strongly Agree	12	24.00
Agree	29	58.00
Disagree	8	16.00
Strongly Disagree	1	2.00

Survey results indicate an overwhelmingly positive to the four questions over the span of four years. Of the 170 students surveyed approximately 76.47% reported visiting their FIR's apartment in the residence hall at least once, with nearly 12% of respondents visiting more than 9 times. This shows that students have more interaction with faculty than a student not living in the residence halls. In fact, 65.88% of residents indicated that their FIR's programs/interactions enhanced their BU experience "quite a bit" or more. Furthermore, more than half of the students surveyed expressed that these programs helped them to become a better student. These statistics play directly into student experience and retention. Additionally, 84.12% of respondents indicated that they were more comfortable around faculty because of their interactions with faculty in the FIR program. This statistic underscores the studies brought forth by Cole (2011) and Bergman and Bower (2008), showing how positive interactions with faculty improve GPA and student retention.

Statement of Researcher Bias

When conducting qualitative research, it is essential to acknowledge the researcher's own connection to the context and results of the study. As a student who has participated in Hall Government and worked closely with Faculty-in-Residence and a Higher Education and Student Affairs M.S. candidate, I am knowledgeable about the interactions that FIRs have with students, the current climate of residence halls, and the specific attitudes towards the FIR program on campus. As I have worked alongside Dr. Pangan, a FIR and my advisor for this project, I have discovered how intertwined FIR performance and student satisfaction in the residence halls and performance in the classroom are. I have also learned about the direct and indirect effects being part of a FIR program can have on faculty and their family. I feel that these topics are worth

studying due to the lack of research done in regards to FIR programs and the rapid spread of programs of this nature.

Trustworthiness

In order to increase trustworthiness, I ensured that I interviewed people in a variety of positions in relation to the FIR program. This was done in an attempt to not only gain multiple perspectives, but also reduce the potential of bias. Additionally, objective survey results from Residential College residents are included over the span of 2014-2017. The survey was distributed to all Residential College residents, and not a selection of students based upon any certain factor.

In the next chapter, the results of the study will be scrutinized through the lense of the three research questions listed earlier:

1. What effects does the FIR program have on faculty and their families?
2. How does having a FIR program on campus affect the dynamic of residence life?
3. In what ways does having a FIR program impact student experience?

Chapter IV

Results

This chapter will report the results found from the survey and interviews described in Chapter III. The results will be examined in regards to how they relate to each of the research questions.

Research Question 1

The first research question was, *what effects does the FIR program have on faculty and their families?*

The best experts on what effects the FIR program have on faculty and their family are obviously FIRs and their families. Dr. Catherine Pangan, an education professor, and her two children, Violet and Hudson, gave great insight into this research question (Appendix F). The five main areas that the FIR program has impacted the Pangan family are in the spheres of: creating meaningful relationships with faculty, staff, and students; an increased understanding of pedagogy; a strengthened family dynamic; and enhanced opportunities and social skills for their children.

Faculty-in-Residence and their families have the unique opportunity to interface with several different groups of people on campus, including Residence Life Staff, Alumni, upper-level administrators, and, of course, students. Each of these groups have offered a series of unique and meaningful relationships for the Pangan's.

Regarding Residence Life, FIRs interact with staff in both personal and professional capacities. FIRs often co-program with Residential Advisors, work in harmony with their respective Community Directors, and report to the Vice President of Student Affairs. Through

these interactions, FIRs strengthen their team building, communication and planning skills. In addition to these raw skills, the Pangans have found they have gained a family through Residence Life. A shining example of how this rings true is when the Pangans brought their youngest child, Violet, home for the first time. “The Resident Advisors (RAs) and the building director went inside our apartment and decorated like crazy,” Pangan reminisces, “they had a huge sign and they made a really sweet gift basket for Hudson being a big brother. It was the sweetest thing.”

Similarly, the Pangans have found an impactful relationship with University President, James Danko, and his wife, Bethanie. The Dankos attended Violet’s first birthday celebration and have gotten to experience Violet’s growth over the years. “We were recently reminiscing about Violet Pangan’s one-year birthday celebration...and now Violet is baking up a storm and dancing in *The Nutcracker!*” Bethanie Danko remarks, “It is very gratifying for us to see faculty, staff, and families grow and evolve through the years.”

The sentiment of deep and meaningful relationships continues across to students and alumni. The Pangans have been invited to many former students’ weddings and Dr. Pangan has even officiated one. Violet and Hudson have also played an active role in the lives of students. Many students throughout the years have babysat them, allowing for a unique bond between the Pangan children and residents. Additionally, Violet has taught students valuable life skills, including how to navigate Atherton dining hall with a serious allergy and riding a bike. Conversely, students have helped Hudson and Violet with their homework and school projects.

Dr. Pangan’s academic understanding has also been increased as a result of the FIR program. Through her direct interactions with students, Pangan gains insight into what students

are facing on a college campus, as well as learning about what things engage them in the classroom. Armed with this knowledge, she is able to not only improve her teaching style in the classroom, but is able to create new academic residential programming that is based on students' needs. An example of one such programming initiative is when Pangan and her family took a group of students to see an Egyptologist's presentation at Clowes Memorial Hall. Not only did she offer students a unique educational opportunity that counted towards her students' cultural requirement, but she also offered a debriefing discussion before the event. Another practice she has developed as a FIR that stems into her classroom is making a photo guide of her students and placing it on the inside of her cabinets so she can learn names quickly.

The Pangan's family dynamic was also strengthened as a result of this program and its living style. Because of the comparatively small, cozy apartment the Pangans live in, they are able to know exactly what everyone is doing at all times. Sharing a living space like that together has allowed for the Pangan's to become very close and learn how to navigate the space together.

Additionally, living in a FIR apartment has provided Pangan's children unique opportunities for social engagement and entertainment. Both Violet and Hudson have expressed that their living on a college campus has made them more comfortable speaking with adults and given them the opportunity to practice strong conversational skills. Both kids are very social and are empowered to learn from the college kids surrounding them.

Dr. Pangan, who had initially planned on moving her kids out of the dorms when her children hit their teenage years, decided not to because of the strong role models here kids were surrounded by. "This is the best place for a kid, you know, 11 to 13 to grow up because they see all of these great role models," Pangan describes.

In addition to building stronger social skills and being surrounded by strong models, Hudson and Violet have benefited from the resources associated with the campus. Hudson, an avid soccer player, enjoys playing on the university's field, the Butler Bowl and viewing games that take place there. Violet, a budding ballerina, has been able to take advantage of Butler's excellent ballet program and participate in Butler's production of *The Nutcracker*. Both kids also get to enjoy the unique programs their parents put on that explore Indianapolis and interface with college students, experiences that would be difficult to come by had they not been part of the FIR program.

Research Question 2

The second research question was, *How does having a FIR program on campus affect the dynamic of residence life?*

After speaking to three resident advisors, Kimberly Kholb, Allison Keane, and Josh Rajkumar; Vice President of Student Affairs, Dr. Frank Ross III; and Butler University President, James Danko and his wife Bethanie, it is clear that the FIR program has a strong effect on the dynamic of residence life (see Appendices B-F for full interview transcripts). The impact of FIRs is predominantly seen in four areas: the faculty's active presence and support in residence life, the ease they bring to the Resident Advisor position, the confusion they bring to the roles in residence life, and creating a "home" aspect within residence halls.

According to the Faculty-in-Residence Feedback surveys conducted between 2013 and 2017, 91.18% of respondents felt that the FIR living in their unit was visible and available to them. This sentiment is echoed in the experience of Resident Advisors (RA's) that have cooperated with the FIR program. These RA's have indicated that they see their

Faculty-in-Residence nearly every day in passing, and once every three weeks to intentionally program within the residence halls. Additionally RAs and FIRs mutually make a strong effort to attend each other's programs. It is through this visibility and support that Faculty-in-Residence contribute strongly to residence life personnel.

Additionally, FIRs lend great support in easing the burdens of the RA role. Resident Advisor, Allison Keane (Appendix D) notes that the faculty understand the difficulty of balancing a course load and the demands of the RA role. FIRs frequently implement supplemental programming to alleviate some of the stress for RAs. FIRs are also a great resource for helping RAs navigate the confusion that residence life can occasionally generate. Kimberly Kholb (Appendix B) does an excellent job of explaining this phenomenon:

As a RA, like, they [Faculty-in-Residence] kind of give you good support on the backend. Res life can be a little bit like all over the place and they're more like a stable source of like, "Okay, you know what we need to do, I know what we need to do and we can work together despite the mayhem."

The programming and moral support of FIRs, as described by Kimberly, creates a stabilizing force against the inevitable chaos of Residence Life.

Similarly, the difficulty in working with Faculty-in-Residence results from the confusion of Residence Life. The lines can become blurred among many aspects of the positions of FIR, RA, Community Director, and Assistant Community Director. There is currently no clearly defined amount of programs that each of these parties are expected to complete, nor is it clear how funds overlap in regards to programming (Appendices C and D). Though the confusion regarding the Faculty-in-Residence in program is not directly linked to the FIRs themselves, it is

critical that the lines between each role of residence life are more clearly defined in order for residence life to program and perform to its maximum capacity.

Research Question 3

The third research question was, *In what ways does having a FIR program impact student experience?*

The Faculty-in-Residence program has an overwhelmingly positive effect on student experience. The Faculty-in-Residence Feedback (see Appendix A and Tables 5-8) survey indicated that 65.88% of students that were surveyed expressed that their FIR's programs/interactions enhanced their Butler University experience "quite a bit" or more. Interviews with residence life and administrative staff support this statistic and identify four primary areas FIRs impact student experience: through humanizing professors, adding a familial support structure to residence halls, offering strong career and life advice, and providing academic support and enrichment opportunities (see Appendices B-F).

First, FIRs humanize professors. For many incoming college students, the concept of interacting with faculty members can be very intimidating. This intimidation is often caused by only seeing professors as strong academic and renowned researchers, as opposed to holistic people with families and lives outside of academia. Faculty-in-Residence break down this school of thought through showcasing their family life to students. The following quote from Resident Advisor Josh Rajkumar depicts this effect:

I guess it's really nice to have like another family that cares about you and see them, like, with their kids. And this is like good role models... Like seeing a professor outside of

their normal setting has really been impactful for me because it shows that like there is a life kind of outside of the academics.

Rajukmar is not the only student to have benefitted from having both a faculty member and their family on campus. For many students, having all members of the faculty's family has provided a unique substitute for the families many students have left behind at home. According to Dr. Ross (Appendix E), the entering first year class right now has 60 percent of students coming from out-of-state. For this class especially, FIRs can offer familial support when parents may not be present. Ross, who did not experience a FIR in college, remarked that he would have found great comfort in having a FIR who baked like his family. For him, baking was symbolic of home, and having a FIR who baked cookies would have reminded him of it.

Similar to a family member, FIRs are a great source of advice. Ranging in topics from careers, academics, to basic life advice, residents have benefited greatly from the source of knowledge FIRs provide. For Kimberly Kholb (Appendix B), she found her FIR being influential in her professional life. When asked if her FIRs had helped her develop as a professor, Kholb responded, "I think Dr. Pangan [has] especially, because we did a networking night with her, she was very good about explaining how you should initiate contact. She walks you through the process and she does it in a way that's not condescending. And I think that's really beneficial." The sentiment of FIRs offering good advice and doing so in a judgement free manner is a consistent theme in all three Resident Advisor interviews (Appendices B-D).

In addition to providing advice, FIRs contribute greatly to the academic success of students. According to Dr. Ross (Appendix E), "When you look at the student success literature, there is a direct positive correlation between student engagement with faculty outside of the

classroom and their academic success.” FIRs work very hard to engage students actively outside of the classroom. This engagement takes a variety of forms. For Professor John Esteb, a chemistry and biochemistry professor at Butler, engagement looks like checking on student groups and making himself available for questions on the evenings before chemistry exams (see Appendix F). For other professors, engagement takes a more informal setting. It is common practice for FIRs to take students off-campus to go to a park, see a show or play, or go to an on-campus program together and then return to the FIR’s apartment to debrief. This type of out-of-classroom learning causes students to interact with content in creative and meaningful ways.

What is a FIR at Butler University?

After looking at the ways Faculty-in-Residence affects all aspects of campus life, it is important to consider what exactly a FIR is on Butler University’s campus. A FIR has the power to be able to fill a variety of roles and capacities for students, faculty, and staff and, as such, each interviewee defines the FIR role slightly differently (Appendices B-G).

For Resident Advisor Kimberly Khlob (Appendix B), she has found having Faculty-in-Residence to be a truly humanizing experience. Many students begin college nervous to talk to professors due to their various achievements, accolades and degrees. FIRS, as Khlob describes, are meant to show students that professors are parents and spouses, as well as being academics.

I would say it's [the Faculty-in-Residence role] a professor who lives on campus with their family that is meant to really put a face to the faculty of Butler and just make residents realize that, even though you like have professors they have these professional

degrees and they have so many accolades, they really are just humans with families and they want nothing more than your success in your education (Appendix B).

The quote above does an excellent job of summarizing Kholb's thoughts on how FIRs humanize professors. For Kholb, this element made seeking out professors in the future a more feasible task.

Another critical part of the FIR role at Butler University, is to give students an additional, judgement free resource that can offer advice students would typically go to parents for. "They really understand that students aren't perfect people, but they never hold that against anyone," Kholb describes, "They're very realistic about like, okay, you're probably gonna be struggling with this. Like you might have not made the best decision, but we're here right now, and they're not going to judge you for that." It is through this judgement free relationship that students feel comfortable reaching out to faculty in times of crisis, adding a very large safety component to the FIR role.

Resident Advisor Allison Keane was able to take advantage of this truly unique resource during her college career. She has found that whenever she needs advice on something personal in her life, or needs assistance in a crisis with one of her friends or residents, she feels completely comfortable asking the FIRs for help. "My Sophomore year, my friend was having an anxiety attack. And we just took her down to Dr. Pangan's room and talked it through with Dr. Pangan," Keane describes, "And that was really helpful. And then just overall, like whenever I need advice on anything, they definitely provide and I feel like we're good friends." It is very powerful to have a resource like this on campus when students are in crisis. In order to prepare FIRs to be

able to handle these situations correctly, the office of Residence Life works hard to provide mental health and first aid training to faculty (Appendix D).

A large component of being a FIR that leads to students feeling comfortable approaching them for help is simply just being visible and present. FIRs work hard to make sure that they are highly visible on campus, whether that means eating in the meal halls or attending campus programming. FIRs work hard to make intentional interactions with students.

They're always checking in with you, even like in a conversation that you see them in the hallway, like they're always asking how you're doing. Like intentionally asking not just for the sake of it. Asking about things I'm involved in that I might have mentioned to them like at the beginning of the semester, and then they just follow up with me about it.

So that's really nice (Appendix C).

This description, provided by Resident Advisor Josh Rajkumar, showcases the effort put into and impact of intentional interaction actions provided by FIRs. FIRs may have hundreds of students in their hall; however, they go out of their way to make sure they know about the lives of their students because they genuinely care about them. This unique relationship promotes the sense of a larger “Butler family” on campus.

Looking at any of the interviews conducted, it is clear that FIRs contribute largely to the concept of the Butler student being a family. Dr. Frank Ross III, the Vice President of Student Affairs, aptly describes this concept and aim of the FIR program. “We're trying to create for students that sense of family. That when you come to Butler, we are a family. And the FIRs are a really important part of your family and they're here for you, just like members of your own

family would be (Appendix E).” Ross describes this role as being a strong element of Butler’s support system.

It is critical this support system be in place on Butler’s campus due to the very high population of out of state students. Dr. Ross noted that approximately 60 percent of the entering first year class comes from out of state, which indicates to him that family is not nearby to offer close support from adults. The FIR program strives to offer this type of support.

When students come to college, you know what's important to me is that we create an environment where all students feel that they belong and not only can be successful, but where they thrive. And that's important. And so we put... In order to build that supportive environment where students can thrive, we put a number of people and things in place to help students (Appendix E).

The presence of a family on campus works to not only offer unconditional family support on campus (Appendix D), but also empowers students by seeing strong and passionate role models daily. In the following quote, Kimberly Kholb describes the way FIRs display passion through solely choosing to be FIRs. “You wouldn't choose to live here if you weren't passionate about the student body and what a college education can do for you. And that shines through both in Dr. Flessner and Dr. Pangan [Kholb’s FIRs].”

For Josh Rajkumar (Appendix C), this exposure to role models helped him decide what he wanted to do for a career. “I have a strong desire to be a professor, and maybe a FIR one day, too,” Rajkumar explains, “so it's nice to see that they're able to balance it [their career] efficiently and still have it [a strong family dynamic].”

Through these different perspectives, it is clear to see that the Faculty-in-Residence role dramatically enhances the familial atmosphere on campus, as well as providing support and role models to young students who need them.

Chapter V

Discussion

Despite the growing interest in Faculty-in-Residence programs and the large impact they have on the community involved, FIR programs have not been extensively researched. Because of their multifaceted nature, it is important to examine Faculty-in-Residence through a variety of lenses: as a student, as a FIR, as their family, as residence life staff, and as a university administrator. This study has aimed to explore all of these viewpoints through both interviews and a survey sent to students. In looking at the research questions, results from the study align well with existing literature.

Regarding the impact of the program on faculty and their families, both existing literature and this study's testimony confirm overall positive effects. Through the context of Sriram et. al (2011)'s "Faculty-in-Residence Development Model," it is clear Pangan and her family have experienced results within the sphere of the model. Pangan has been able to adapt her teaching style to meet the growing needs of students through her unique insight as a FIR (p. 86). She and her family have been able to foster deep and meaningful relationships with students as a result of their living environment. This is exemplified in the many positive and lasting relationships they have formed (p. 87). Through the FIR role, Pangan has been able develop a sense of community within her residence hall, as well as advocated the importance of the FIR program (p. 88). Pangan has developed as both a professional and a parent, as a result of her position as a FIR and exposure to students in an informal setting (p. 89).

Looking at how the FIR program has impacted residence life, it is clear that FIRs bring order to a typically chaotic office. By providing aid and support to residential advisors and

giving them direction, FIRs are an invaluable part of the residence hall. Additionally, they add a familial component to the residence halls, providing support and engaging relationships with residents. This is exemplified through all interviews (Appendices B-F) and echoes the sentiments felt in “Professors Leave Home to Live on Campus” (1995). Overall, interviews indicated positive attitudes regarding the Faculty-in-Residence program and optimism about how the program could expand.

Lastly, examining the survey results brought forth by the Faculty-in-Residence Feedback form (Appendix A), it is clear that FIRs have positively impacted student experience and retention through their programming and presence. A strong correlation is seen between the FIR experience and a deeper level of comfort regarding speaking with faculty members, as well as with experience at Butler University. This mirrors the findings in Klein (2000)’s study that found a strong tie between retention rates and involvement in Bowling Green’s living learning community.

Limitations

There are three primary limitations that need to be discussed in regard to the current study. Access was a large issue due to the COVID-17 virus. Several intended interviews could not be conducted due to the lockdown of several states, including Butler University’s home state of Indiana. Additionally, with the sudden shift to online learning and the consideration of time zones, interviewing faculty and their families became a non-option for Spring 2020. Additionally, there was a low response rate among survey participants. The survey was also voluntary and online, meaning those who participated chose whether or not they wanted to complete the survey. Lastly, participants for this study came from only one institution, Butler

University. All of these limitations cause this study to not be generalizable to the broader population of Faculty-in-Residence.

Implications for Further Research

Based upon the findings of this study, future research for Faculty-in-Residence programming should focus not only on analyzing the effects of the FIR program, but also breaking down the development of a FIR program step-by-step from the ground up. While the origins of FIR programming are known, there is no documentation on how to begin a new FIR program. Going hand-in-hand with this idea, criterion for how Faculty-in-Residence are selected and evaluated should be developed and streamlined. Additionally, there is no central location where information regarding Faculty-in-Residence programming without affiliation to a specific university.

Ideally, a researcher could compile a resource, database, or website where the following questions are answered: How many Faculty-in-Residence programs are there in the country? Which institutions have this type of programming? What institution type are they? Is there an instrument that can be developed to compare FIR programs for benchmarking? What sort of assessment tools are needed to evaluate the program, not necessarily the FIRs themselves? How can universities support their FIR programming more?

Institutions looking to develop a Faculty-in-Residence program or to enhance their current ones need to not only be aware of the impact of their FIR program on their university, but also how their programming measures up to comparable programs. FIRs and institutions need to be given a resource that allows them to understand what other institutions are doing well, and to share ideas.

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Appendix A

General Faculty-in-Residence Feedback Survey

1. I live in the following residence hall area:
 - a. A wing of Resco (Prof. Lecklider)
 - b. B wing of Resco (Prof. Pangan)
 - c. C wing of Resco (Prof. Esteb)
 - d. D wing of Resco (Prof. Leatherman)
 - e. Ross Hall (Prof. Flessner)
 - f. Schwitzer Hall (Prof. Scott)

2. This year the FIRs in ResCo programmed some activities around a theme. (A wing = Global Exploration, B wing = Out and About in Indy, C wing = Surviving Science Classes for Sophomore Year/Indy Cuisine, D wing = Cultural Indianapolis) The FIRs in Ross and Schwitzer also do some programs around academic support and a living/learning community. How important were the various themes in selecting a unit in which you chose to live?
 - a. Very Important
 - b. Somewhat Important
 - c. Neutral
 - d. Somewhat Unimportant
 - e. Very Unimportant

3. How often have you visited your FIR's apartment in the residence hall this year.
 - a. Very Often (over 9 times)

- b. Often (4-8 times)
 - c. Occasionally (1-3 times)
 - d. Never
4. To what extent has your FIR introduced you to cultures, issues, fine arts, or new experiences that you would not have done without the program?
- a. Very Much
 - b. Quite a bit
 - c. Very Little
 - d. None
5. How many meaningful or interesting conversations have you had with your FIR this year? (not just hello in passing)
- a. Over five
 - b. Three or four
 - c. One or two
 - d. None
6. To what extent has your FIR's program or conversations created new interests for you?
- a. Very Much (4 or more new interests)
 - b. Quite a bit (2-3 new interests)
 - c. Very Little (1 new interest)
 - d. None
7. To what extent has programs or interactions with your FIR helped you be a better student?

- a. Very Much
 - b. Quite a bit
 - c. Very Little
 - d. None
8. To what extent has your FIR's program/interactions enhanced your BU experience?
- a. Very Much
 - b. Quite a bit
 - c. Very Little
 - d. None
9. What have you learned from your FIR or the FIR program?
10. The FIR in my living unit has sponsored a wide variety of activities/programs.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. No Opinion
11. I have participating in the following number of FIR programs this year (sponsored by my FIR):
- a. 0
 - b. 1-2
 - c. 3-4
 - d. 5-6

- e. 7-8
 - f. 9 or more
12. The FIR in my living unit is visible and available to me.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. No Opinion
13. The FIR in my living unit is welcoming and approachable.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. No Opinion
14. I am more comfortable around faculty because of my interactions with faculty in the FIR program.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. No Opinion
15. Please indicate the best method(s) of promoting FIR activities to you:

- a. Emails
 - b. Phone message
 - c. Flyers/posters in hall
 - d. Facebook page
 - e. Text message
 - f. Personal invitation from FIR
 - g. Personal invitation from RA
16. My RA encouraged me to participate in my FIR programs and activities.
- a. Very Often
 - b. Often
 - c. Occasionally
 - d. Never
17. Please describe your FIR's activities which you most enjoyed.
18. If you have not participated in any FIR program or interacted with the FIR in your unit, please state your reason(s).
19. Please give us any suggestions you have for improving the FIR program
20. Please make any general comments regarding your experience with your FIR this year.
21. Feel free to make any comments you have about other Faculty In Residence whose activities you have attended or with whom you have interacted this year.
22. My gender is:
- a. Male
 - b. Female

c. Other

23. My class in college:

a. First year

b. Second year

c. Third year

d. Fourth/Fifth/Sixth year

*The included survey is from 2014, surveys from 2015-2017 have the same content just different phrasing.

Appendix B**Interview Transcript with Resident Advisor, Kimberly Kholb**

- Sarah: Hi Kimberly. Can you spell your name for me? Kimberly Kholb.
- Kimberly: Kimberly, K-I-M-B-E-R-L-Y, Kholb, K-H-O-L-B.
- Sarah: Alright, which dorms did you live in as both a resident and a resident assistant?
- Kimberly: So I actually only lived as a resident for one year. I lived as a resident in Schwitzer my freshman year, I was the last class Schwitzer, and then I lived in Fairview as an R.A. for the next three years.
- Sarah: Who was/were your FIRs, as both a resident and then as a RA?
- Kimberly: So for being resident, it was the Garriott family who is super sweet. And then as a RA, think they're both technically my FIRS now, but my sophomore year it was Dr. Flessner and then my junior it was Dr. Pangan. And now I think it's both because we restructured.
- Sarah: How frequently did you interact with your FIR, once again, as a resident and then a RA?
- Kimberly: As a resident, it was probably like once a quarter, so probably two times a semester like if I went to a program or they were just hanging out in the lobby.. Well, formally, I would say like two times a semester, but informally, probably once a week, I was saying hi, or, seeing them in the halls or something like that. And then as a RA, I would say formally probably once a month, once every three weeks. And then... I don't know. I see them probably like once every three days.

Sarah: How comfortable were you with going to your FIRs when you needed help as both a resident and then a RA?

Kimberly: I've never hesitated as a resident, I didn't really see them as like a resource I wanted from, like, an emotional standpoint. When it came to like advising, I had no idea. So that was a good thing to ask questions for. It was like, "Hi, I don't even know how to use my butler. Do you know how to do this?" Whereas like now as As a RA, they kind of give you good support on the backend. Res life can be a little bit like all over the place and they're more like a stable source of like, "Okay, you know what we need to do, I know what we need to do and we can work together despite the mayhem." So, like, as an RA, totally comfortable under any circumstance reaching out.

Sarah: How would you describe the FIR role in your own words?

Kimberly: I would say it's a professor who lives on campus with their family that is meant to really put a face to the faculty of Butler and just make residents realize that, even though you like have professors they have these professional degrees and they have so many accolades, they really are just humans with families and they want nothing more than your success in your education.

Sarah: Have you kept in contact with your FIRs?

Kimberly: How do I?

Sarah: Have you kept in contact with the Garriots from your first year?

Kimberly: I wouldn't say I seek them out, but when I'm walking around campus and they're going for a walk, or like they're at the dining hall, I definitely stop and say hi, I

ask how they're doing... They ask how I'm doing. It's not an active pursuit, but like when it happens naturally, I don't ignore them.

Sarah: In regards to your contact with Dr. Flessner and Dr. Pangan, how is that initiated?

Kimberly: Usually it depends what we're doing. If it's just like a quick question about something they're posting I might text them, if they texted me first, I'll respond via text. If it's more formal, like these are the action items I want you to complete, I'll email them or I'll just like swing by and see if they're home.

Sarah: In what ways have your FIRs left an impact on you?

Kimberly: Mostly as my role as a RA, because I got to know them a lot better as a RA. They're both so well put together and willing to put into their community to see something beautiful come out of it. And I think both of their examples show that it really does pay off to put work, effort, and time into the community that you're a part of.

Sarah: If you could summarize your FIRs in three words, what would they be and why?

Kimberly: Caring, compassionate, and then passionate. Like both of them, they care so deeply about students and their experience here. They really understand that students aren't perfect people, but they never hold that against anyone. They're very realistic about like, okay, you're probably gonna be struggling with this. Like you might have not made the best decision, but we're here right now, and they're not going to judge you for that. And then passionate. You wouldn't choose to live here if you weren't passionate about the student body and what a college

education can do for you. And that shines through both in Dr. Flessner and Dr. Pangan.

Sarah: What was your relationship like with your FIR's family?

Kimberly: I don't really know the Flessner's children that well, but I think it's because like Adelyn, is really, really busy because she's got a lot of gymnastic stuff and like, I don't see them around as much. But when I do hang out in the Pangan's apartment, I always talk to Violet about dance and then Hudson, he's very intelligent. We talk about science stuff. And so it's just natural to be able to feel a little bit involved in their lives, or know what they like, and what they don't, and what they care about, and what they don't.

Sarah: Was it beneficial to you to have not only a FIR, but their family living on campus with you?

Kimberly: Oh, yeah. I think that it brings more of a humanity to both professors. And it just reminds you that there's a world that exists outside of college because it's real easy for you to forget that college isn't real life. Like I went home and I was in a coffee shop and there were like high school students there. And it honestly took me a second. I was like, "Oh my gosh." I keep forgetting that people outside the age of like 18 to 26 exist. And so I think having the families there kind of brings you back to like, hey, this is real life, and it's not just the bubble you currently live in.

Sarah: How do you feel that having FIRs has helped your professional development?

Kimberly: I think Dr. Pangan [has] especially, because we did a networking night with her, she was very good about explaining how you should initiate contact. She walks you through the process and she does it in a way that's not condescending. And I think that's really beneficial.

Sarah: That's all of the questions I had.

Kimberly: Do you have anything you'd like to add about the FIR program? The FIRs are great. That's all I have to say. Thanks.

Appendix C

Interview Transcript with Resident Advisor, Josh Rajkumar

- Sarah: If you could just go ahead and say your name for me?
- Josh: Josh Rajkumar.
- Sarah: And can you spell that out for me?
- Josh: R-A-J-K-U-M-A-R
- Sarah: And which dorm do you currently live in? Fairview House. And where have you lived for the past couple years?
- Josh: Fairview House.
- Sarah: And what year are you?
- Josh: Senior.
- Sarah: And how did you hear about the FIR program?
- Josh: I heard about it, I guess, through my freshman year experience. We lived in Ross and the Flessners were there. And then they would always just do fun events with us. I remember one time one of my friends said he was going to get dinner with the FIRs. And so he asked if I wanted to join them, and I joined him. And that's how I was introduced to it.
- Sarah: How frequently did you interact with your FIR? First as a resident and then as a RA?
- Josh: As a resident, not much freshman year. A lot more sophomore year, just by the events they put on. And then as a RA, I would say a little bit more than when I was a resident. We had planned programs with them, and have more intentional

time with them at the beginning. Get to know them. And then we would help plan programs. And then they would always come to our meeting and help us out.

Sarah: How comfortable were you with going to your FIRs when you needed help? As a resident and then as a RA?

Josh: As a resident, I was comfortable going to them. I never actually went to them for anything, if I can recall. As a RA, I felt very comfortable reaching out because they were so welcome and warm. And just always encouraging us to keep them in the loop about things going on in our lives and then just the lives of our residents.

Sarah: How would you describe the role in your own words?

Josh: I see it as a way for the faculty to get to know the students on a more personal level, as well as just having a home away from home. Like having another family and support system for you that's really pouring into you.

Sarah: What role did your FIR play in your residence life experience, both as a resident and as a RA?

Josh: So I remember there would be programs like Dr. Flessner would take us out to dinner our freshman year. He would put on like an Oscar night for us and have us vote and like pop popcorn. He would take us out to the movies and that was as a resident. And as a RA. They would have us over for dinner, like, during the breaks, or like before school was starting, they'd have us over. They'd email us about programming ideas and then we worked with them on that.

Sarah: How did having a FIR make your job easier or more difficult?

Josh: I think it made my job easier because they are really proactive at planning out programs. Our requirements kind of match up with theirs so we can collaborate on a lot of things with that. In terms of more difficult, that is the requirements aspect. It's more of an issue with Residence Life where you have to like meet these requirements instead of just doing an intentional program that happens spontaneously.

Sarah: Have you kept in contact with any of your FIRs past like the Flessners?

Josh: Not like a direct contact. I guess, like more informal and frequent, when I see them in Starbucks or just talk with them.

Sarah: In what ways have your FIRs left an impact on you?

Josh: I guess it's really nice to have like another family that cares about you and see them, like, with their kids. And this is like good role models... Like seeing a professor outside of their normal setting has really been impactful for me because it shows that like there is a life kind of outside of the academics.

Sarah: If you could summarize your FIR experience in three words, what would they be and why?

Josh: I would say intentional, fun and productive. Intentional. They're always checking in with you, even like in a conversation that you see them in the hallway, like they're always asking how you're doing. Like intentionally asking not just for the sake of it. Asking about things I'm involved in that I might have mentioned to them like at the beginning of the semester, and then they just follow up with me

about it. So that's really nice. It's been fun. Just been doing all the programs and stuff with them. Being able to go and do fun events off campus such as, like, go see a movie or like go to the IMA and like have a walk in the park. That's just simply as simple as that. That's been good. It's just productive. Like we both have a job and a role to do. So when I meet with them, it's very much a very productive meeting that allows us to get a lot of work done and plan out well in advance. So it's not as stressful when it gets stressful for us as students and them as professors.

Sarah: What was your relationship like with your FIRs' families?

Josh: My relationship with the FIRs families hasn't been a lot. I've been mainly just interacting with either Dr. Flessner or Dr. Pangan. I haven't really interacted with their significant others or their kids either. I remember... I think in terms of the family, it's just more connecting with the adults rather than the kids, I think.

Sarah: Was it beneficial to you to have not only a FIR but also their family living on campus?

Josh: I think it is beneficial. It's really nice to see them outside of the academic setting and being able to see how they operate their family and showing that there is a balance. I have a strong desire to be a professor, and maybe a FIR one day, too. So it's nice to see that they're able to balance it efficiently and still have it. So, it's also nice seeing the kids too, because I love kids. So it's nice to see people who aren't college students.

Sarah: So would you say that the program has had an impact on you professionally, as well?

Josh: Yeah. It's like kind of shaped a little bit of what I would want to do for a career.

Sarah: Is there anything else that you'd like to add?

Josh: No, I don't think so. Thank you so much.

Appendix D**Interview Transcript with Resident Advisor, Allison Keane**

- Sarah: Can you state your name for me?
- Allison: I'm Allison Keane.
- Sarah: And if you could spell your last name for me?
- Allison: K-E-A-N-E.
- Sarah: So which dorms have you lived in? As both a resident and then a RA?
- Allison: I have lived in Schwitzer Hall and Fairview House.
- Sarah: And what year are you currently?
- Allison: I'm currently a Senior.
- Sarah: And who was your FIR in Schwitzer? And who is currently your FIR?
- Allison: I have had Dr. Garriot, that was first year. And second and now, I have Dr. Pangan. And Junior Year I had Dr. Flessner.
- Sarah: And throughout your time as both a resident and a RA, how frequently did you interact with your FIRs in those respective roles?
- Allison: First year, I saw Dr. Garriot at multiple programs and I saw her like once a month, I would estimate. She came to like the Schwitzer Hall Halloween and she took us to The Nutcracker. She had like treats at her door, like the first day of school and just sort of like in passing. She was always in the lobby playing with their kids. That was really nice. And then when I got to Fairview, it was a little more often because I was getting into the RA job. So I wanted to make sure I got to know the FIRs. And, so I interacted with Dr. Pangan like once a week. And we

always say hi to each other in passing as well as the Flessners too, after I got to know them Junior year. And they go to most of our programs, we go to most of theirs and we see each other a lot.

Sarah: As both a resident and a RA, how comfortable were you going to your FIR when you needed help?

Allison: As a resident I was a little less comfortable because, you know, it was my first year at Butler and I didn't really know a lot of people, especially the FIRs, and, I don't know, I just felt like I was one of, however many girls that lived in Schwitzer. So I was like, "I don't know if they remember me. I don't want to burden them." But then when I got to Fairview, I was like "We're just going to be best friends with the FIRs." So I put myself out there and I was very comfortable coming to them for help. And I usually ask them for anything I need. They're like my parents.

Sarah: How would you describe the FIR role in your own words?

Allison: I would just say, like a parent, more so than like the community directors. They're more like, you know, like a boss to me, of course. But like when I need something personal in my life, or if there's like an emergency situation with a friend that I need someone to talk to, I usually take them to the FIRs. Like for example, my Sophomore year, my friend was having an anxiety attack. And we just took her down to Dr. Pangan's room and talked it through with Dr. Pangan. And that was really helpful. And then just overall, like whenever I need advice on anything, they definitely provide and I feel like we're good friends.

Sarah: What role did your FIRs play in your residence life experience?

Allison: Just overall, I think that they made it a lot more positive and like making residence halls seem like homes because without them, you know, it's just a bunch of students. But then you remember that there are families that live here. And if you utilize them and you put yourself out there, try to get to know them. It makes a lot of difference for you because they can't do an outreach period for 600 people. Like you have to initiate that as well. So just like going to their programs, making sure to stop by their room when they offer things. It's definitely important for you.

Sarah: How did having a FIR make your job easier as an RA?

Allison: Well, the FIRs definitely help the programming a lot. Like without them, we wouldn't have had probably half as many programs because they just plan things all the time and they'll just email us and be like, "Anybody want to tag on for this?" And we're like, "Oh, yeah, like that sounds great." They just take that initiative and they have like, really great ideas.

Sarah: How does having a FIR make your job more difficult?

Allison: I guess it just makes it more confusing, not necessarily difficult because we don't know where the boundaries end for RAs and where they start for FIRs. It's like, we don't know what kind of like, funds overlap for programming and we don't know, like, how many programs we have to have a semester. So it just sort of gets a little dicey because you can understand your own programming that I need to complete. But then when it comes to like co-programming with the FIRs, it's a

little murky and they haven't really made a lot of decisions. So I guess it's not really the FIRs fault. It's just sort of like the context around them. It's hard.

Sarah: In regards to Dr. Pangan and Dr. Garriott, have you had any contact with either of them consistently?

Allison: I mean, I still say hi to Dr. Garriott when I see her. I don't think she remembers my name anymore because it's been like four years. For the other two, like I see them mostly every day. So pretty steady contact.

Sarah: In what ways is having a FIR left an impact on you?

Allison: For me, it's just like some great memories. It's just like having a professor that was really invested in my life that wants to see me succeed not only academically, but as a person. It's like outside of pharmacy school, I don't really get to see a lot of professors. So it's nice to have those education professors that I can get to know and get to know why they like Butler and why they're still here. It's just really great.

Sarah: If you could summarize your FIR in three words, what would they be and why?

Allison: I would say caring because they just provide that familial support to me unconditionally whenever I need it. Organized, because they always have their stuff together and they know what's going on even when we don't. And while we might get overwhelmed, as like students, they guide us back and say, oh, this is all we need to complete. So they keep us on track. Then I guess just initiative because they're really good at making their own programs and then just tagging us on and asking us for help.

Sarah: What was your relationship like with your FIRs' families throughout the years?

Allison: Throughout the years. I mean, I would say like the FIR is like my main focal point usually for each of them. But then like, I'll just, you know, hang out with the kids sometimes if we're at programs like Wes, my first year, he was like, adorable. I haven't seen in a while. I don't know if he's still adorable, probably is. But he was like a little baby four years ago. So he's really cute. Like, I would say hi to Mr. Garriott whenever I saw them. And then for both the Fairview FIRs right now I know both of their spouses and they know my name. So like it's great to see them at programs and just talk with them and see how their years are going.

Sarah: Was it beneficial to you to have not only a FIR but their family live on campus with you?

Allison: I would say definitely, just having that positive experience in the residence halls. So changes like the atmosphere from a college campus to more like a family-oriented home. It's pretty good.

Sarah: Would you say that having FIRs present on campus has impacted you professionally?

Allison: I mean, I would say yes, especially since right now it's more of a job kind of role for me. They're just sort of helping me, like, develop as a professional in the workplace. I don't know if as much my first since I was just, you know, a baby first year, I didn't really concern myself about, like, my future professional role. But nowadays, you know, we talk more about, like, what I want to do after

college. And they told me some friends in the Indianapolis area that they could network me to. So that's really nice, too.

Sarah: Is there anything else you'd like to add about the program?

Allison: I don't think so.

Sarah: Thank you so much for your time, Allison.

Appendix E

Interview Transcript with Vice President of Student Affairs, Dr. Frank Ross, III

Sarah: Can you please state your name and your title and the spelling of your last name, sir?

Dr. Ross: Dr. Frank Ross, R-O-S-S and I'm Vice President for Student Affairs.

Sarah: I'll just jump right into it. So how do you believe the program FIR has benefited or detrimented the average student's residence life experience?

Dr. Ross: Well, I wouldn't say it's detrimented, hopefully anybody. So a lot of things I could say about that. When you look at the student success literature, there is a direct positive correlation between student engagement with faculty outside of the classroom and their academic success. And, so at the heart of what we do, that's why the FIR program is so important.

So I think to answer your question specifically, I think how it's benefited students is because having access to faculty outside of normal office hours, outside of your classroom time, outside of maybe your lab time, but having them where you live is a great benefit to students because again, the research shows it helps you be more successful.

I think other ways that it's benefited our students... If you look at our entering first year class right now as an example, 60 percent of our entering first year class come from out of state, which tells me that the family is not nearby. And so

having some adults that can be there when you need somebody, when you're parents aren't, I think is another positive benefit of the program.

And having said that, obviously students who do have family local also benefit from having the FIRs there as well, too. You know, I think the FIR program has also benefited students because the faculty plan social gatherings for students. So it's a nice opportunity to become socially engaged with other students. And if you look at our BU, Be Well framework, social development is an important dimension of that. So that's important as well, too. But the faculty will often take students to programs on campus. And so it's nice to have an opportunity to attend a program with a group of your friends from your floor, from the residence hall with the FIR and often with their family.

But then, you know, what I think is also very powerful is when the FIRs and students come back and you're actually in a very comfortable setting debriefing. "What did you just learn?" And "How does this program that you just attended validate and support what I learned in the class? Or how is it completely different from what I've learned in my classes? How does that make you feel?" So I think having a faculty member there to process those experiences is really important to them. Thank you. Does that answer your question?

Sarah: Yes, definitely. How have you seen the program affect student retention and satisfaction rates?

Dr. Ross: Yeah, so you know, it's hard when you're looking at retention. It's hard to say something is causal. So by having a FIR, I was more likely to be retained, right? So retention, there is a multifaceted outcome and many things impact retention. So just because someone had a FIR doesn't mean that they were necessarily retained at a higher level.

I think it certainly contributes to that fact. I think it's one of the many interventions that we offer at the university that helps students be more successful. So I think it's... There's definitely, I think, a strong correlation between students who've had FIRs and then retention rates.

Similarly, satisfaction with the campus. There's lots of things that go into your perception of the campus climate. You know, your peer groups, your availability of classes, quality academic advising, the food you eat. Everything kind of goes into your overall satisfaction. I think, though, having those relationships with FIR faculty outside of the classroom has a positive impact on student satisfaction.

I know the department of Residence Life will annually do surveys of students that gets at, you know, the visibility of your Faculty-in-Residence and that type of thing. And I would bet that those data would also show a positive impact on students' satisfaction with campus.

Sarah: In your time here, how have you seen the dynamic of the FIR position shift?

Dr. Ross: So this is... So I've been here... This June will be my third year. So this is my third academic year. You know, in that amount of time, I don't know that I've seen the dynamic of the position shift.

Sarah: How would you describe the FIR role in your own words?

Dr. Ross: A FIR is another layer of support. And so when students come to college, you know what's important to me is that we create an environment where all students feel that they belong and not only can be successful, but where they thrive. And that's important. And so we put... In order to build that supportive environment where students can thrive, we put a number of people and things in place to help students.

And so for residential students specifically, you know, you move in and you have a Community Assistant [formerly Resident Assistant] on your floor and you have an Assistant Community Director and a Community Director who live in your building or in proximity to you. But we also round out that level of support for residential students with a FIR. And so to me, it's another layer of support for students.

You know, there are some days when going to your CA is the most immediate or the most appropriate level of support for you. There are some days when, you know, maybe your Community Director, and there are some days like that FIR

might be the person like you feel I need to talk to.

You know, I know when I was in college, I would often miss, you know baking was a big part of my family, right, and so, you know, in the kitchen with my mother in the kitchen, my grandmother cooking, baking, that was that was symbolic of home for me. You know, I didn't have a faculty member living in my residence hall when I was in college, but I can only anticipate that would've been something that I would've loved, that if my FIR was making cookies and I could be there for that. I would have reminded me of home.

So, you know, we're trying to create for students that sense of family. That when you come to Butler, we are a family. And the FIRs are a really important part of your family and they're here for you, just like members of your own family would be.

Sarah: So what is your relationship like with the various FIRs and their families on campus?

Dr. Ross: That varies from FIR to FIR and family to family. I try to eat on campus as frequently as I can. So often I will see FIRs and their families there. Given my role, I'm on campus many evenings and many weekends for things. And so often I will see FIRs and their kids on campus at events. So, yeah, it varies on the FIR and their family.

Sarah: How long do you think Butler will continue to keep the FIR program in place?

Do you see it being an indefinite thing or like something that'll transition into something else?

Dr. Ross: Oh, yeah, I can't... I mean, I think we're always evolving, right? I think things are always changing. I can't imagine, at least under my leadership, us not having a FIR program. You know, we are undergoing, and I've met with several FIRs to talk about this, we're undergoing a student housing master planning process right now because I specifically wanted to look at upperclass student housing and the residential experience for those students.

We've given so much attention to developing first Fairview Housing and now Irvington House. So even from a facilities perspective, there's quite a difference in our facilities on campus. And what's important for me is also figuring out how, you know, what the role of faculty presence in upper class housing looks like. Because right now, you know, I don't have FIRs living in apartments, for example. You know, there's no FIR at South Campus apartments. But it was important for me that our FIRs were always invited to be part of this process. So the consultants we're working with have had sessions with the FIRs for their feedback.

You know, I think the presence of, I mean, you're a Senior, so you'll get this. So, you know, when you're older, obviously, they could play a very different role for you than they might when you're a 18-year-old first student. You know, I am

looking forward to what their recommendations about what academic presence in upper class housing might look like. But yeah, we will always have them as long as I'm here.

Sarah: I like that a lot. What is one thing you would do to improve the program?

Dr. Ross: What is one thing I would do? You know, I've been talking to a number of the faculty that are part of the FIR program in very recent weeks around this very issue. "What is it that you think the FIR program does really well?" and "What are things we can improve in?"

And I will say a common theme I'm hearing is communication, enhanced communication. And I will tell you, the older you get, you'll learn that's an issue everywhere you go. So people want more communication. Trying to communicate more. And then it's maybe not the right kind of communication. So you're always trying to figure out how to communicate with people. So I think, you know, I think communication would definitely be on the list. And, you know, how do we communicate better with the FIRs?

I am very, extremely cognizant of the fact that they have busy schedules and they're teaching. And so a lot of the FIR magic happens in the evenings. You know, I mean, students are in class during the day and faculty are teaching. And so their schedules are different than some of my other staff that might be in their office from nine to five, let's say. So, you know, I think, you know, it's important

for me that they feel included in the work that we do. And so I think communication is probably something that we could do better at making sure that we are communicating effectively with the FIRs.

I think one of the challenges, and I hope this is changing now, is sometimes in Student Affairs generally we don't do a good job of telling our story. So, you know, this office is doing amazing work. Students are engaged in really powerful ways. We're seeing great outcomes, but nobody knows. And so I think it kind of connects to communication. But I think we need to do a better job of telling the story of the FIRs and highlighting the great work they're doing.

You know, it's been really powerful for me to meet with some FIRs recently and hear what they think is going really well and the stuff that they're doing in the residence halls. I want to amplify that. I want to be able to tell that story more, because I think, I will tell you, I've worked at other campuses and I would have given anything to have the resources to have a FIR program like we have.

You know, I've worked on one campus where I created a faculty fellowship position for Student Affairs, where they worked with the residential community, but they didn't live there and they certainly didn't have family there. And they certainly weren't doing programming. I mean, this is a phenomenal opportunity that we have for our students on this campus that as you will learn, every other

campus doesn't have. You may have a faculty member connected to a themed living community or something. But the fact that we have faculty living in residence that are here 24/7, pretty much, you know, for our students is a tremendous resource and asset. And so, you know, I'm committed now to amplifying the work that they're doing and making sure that people know what a good program it is. Yeah. And I'm excited to see that somebody is doing research on it.

Sarah: I'm trying to figure more out about it. I feel like it's very unsung. I had a question that popped into my head, actually: So what do you personally do to make sure the FIRs are supported? Just because they are so busy with their class schedule, their family, and then their FIR program as well.

Dr. Ross: Yeah. What do I do personally? Well, one thing is making sure when I meet with FIRs that not only do I want them to know how much I appreciate the work they do, but making sure that they know how committed I am to the program and to the future of the program.

Administratively, the Faculty-in-Residence work up through our Residence Life Office. So, you know, the staff in Residence Life work with them more directly. But, you know, I mean, other types of support we provide... I mean, obviously, housing for meal plans and that type of thing, too. They have a stipend and whatnot. And so, you know, I try to support them in that way, obviously, that's important.

Sarah: What does that recruitment process look like for if you were to take on a new FIR?

Dr. Ross: Good question. I have a FIR who, the family and the FIR are both moving out. So, I mean I assume after this year. And they just let me know this, so I've got to figure that out. So I don't know yet. I personally have not been involved in a FIR recruitment process before, but I would want to look at, I mean, obviously, with any open position on our staff, we always look at, you know, any time there's an opening we look at the job description. Like, what are the expectations for the position? That's very important to me that people know what they're signing up for. And I think every FIR does their job differently. But what are those kinds of minimal expectations?

You also look at every opportunity when we hire someone new as an opportunity to maximize diversity on our staff as well. And diversity, you know, in all ways. And so, you know, including academic disciplines. So I would look at, you know, of all the FIRs that we have, like what programs, what colleges, schools are they from? And then look at, you know, are there certain colleges that we should specifically target in our recruitment efforts? You know, do many of the FIRs come from one area? And we really want to diversify that. So that will be part of the process, too.

And it's, you know, it's also important for me that, you know, we find people that

are committed to Butler and our students. And you know, faculty that already have great experience supporting students on campus. So that would be part of it, too. Is getting that student input. That's really important.

Sarah: Do you think it'll be challenging to fill this FIR family's spot? Like the faculty have a positive attitude towards the FIR program that aren't involved in it?

Dr. Ross: I can't answer that because I don't know what the faculty think. But I assume that either, that we've had a long enough that they do get it's, you know, positive.

You know, I think it's really an issue of timing. Right. So think about it, if you're a professor. I mean, you might have just signed the lease on a new house. Right. Or something like it. It may not be the right time for you. And you may be interested, but it may not work out for you personally or you let all sorts of life circumstances make it not a good time for you, but I don't anticipate faculty would have a bad perception, but I would hope not. I would anticipate that some faculty that aren't really informed, they don't really know much about it. But I, you know, I think it's such a good opportunity for people who want to be involved and support our students in another way, in addition to what they already do in the classroom. I cannot imagine that we would have a problem with interest at all.

Sarah: So you've worked for a variety of different sizes and types of campuses. Could you see this type of role fitting into like a large public university or like an even smaller university? Do you think it's very adaptable?

Dr. Ross: So, you know, I mean, I think it all depends on the mission of your institution, right? And so that's what you should always drive what you do. So, you know, if you're a large public research university, you know, let me step back.

I think Butler has a very strong emphasis on undergraduate teaching and learning. And so because that's our mission, I think the FIR program fits in and supports that mission because what the FIRs are doing outside the classroom, it's teaching and helping students. I mean, it's it's it's a strong support mechanism, but it's it's another type of teaching, right? You know, so I think what they're doing really aligns with our teaching mission at Butler.

A large research public institution, you know, it might not support the mission. That's not to say they don't care about academics and they don't have other things in Residence Life that support academics, but it may not make sense there. But, you know, at larger schools, and IU [Indiana University]'s an example, you may have residential living communities that are connected with academic colleges.

So maybe you're a student at the School of Public Affairs at this school and maybe, you know, first year students from that college all live in this residence hall. So, you know, maybe you have a really intentional way of connecting faculty to the students and residents, but they don't live there.

You know, I've worked at two smaller Liberal Arts institutions. My first two jobs in my career, actually, you know, and again, it's also a resource issue, too. So we might not have had the resources to put a faculty member in their family. And, you know, you would have to convert part of a residence hall to an apartment, that type of thing. But being a smaller liberal arts college, we had university owned houses around the campus, and this is common at many small schools, and so we had many faculty and their families living on campus. So while they weren't in the residence hall, specifically, their proximity to campus allowed them to be very engaged in the life of the campus and our students. And so they weren't in the residence halls, but they were living on campus, essentially. So they were always around and having students over for dinner and having study breaks at their house and that kind of thing. So performing many of the FIR-like functions just from their own house on campus.

Other types of institutions like community colleges... Probably not. Many community colleges are commuter institutions anyway. So you wouldn't have that. So I think it fits very squarely within our teaching mission here, and that's why it works so well. But, you know, it could work at other campuses, but to have it develop just as much as ours is... You know, maybe maybe not to that extent, but maybe a position.

Sarah: What would you like to see the program do in the future? Like, how would you

like to see it grow? Whether that be like in the role itself or its presence on campus?

Dr. Ross: You know, I've really talked about some improvements in the area of communication on our end. You know, really amplifying and telling the story of the work the FIRs do. But to see the program change and grow...

Good question. You know, I think before I could answer that, I would want to hear from the experts. And that's our FIRs: What ideas do you have to see? You know, I mean, here's what my experience with the FIRs that I've spoken with, is that everyone is in this because they love the students. I mean, sure, it's great to live on campus close to your office. But, you know, I mean, it's a lot of work. And they love it and they love our students. And so I'd want to hear from them and what ideas they have for how they'd like to see the program grow.

And, you know, I think that evolves over time, right? Students in 2020 are very different from how they were when I started my career doing this 25 years ago. Right. And so, conversely, 25 years from now, students will be very different. So I think part of it, the FIR program has to evolve with student needs and changes because you're living there with your family, that won't change. You're providing support to students, but the students need change. So, you know, I think I would look to the faculty, but I would also look to the students and see what our students need changing. You know, there's a significant emphasis on students'

mental health, on college campuses. And so one of the many things that we're trying to do this year to assist with that is we've implemented some mental health first aid training.

And it was something that in the back in the start of the academic year, even our fraternity and sorority chapter leaders went through training. And so we're trying to have more people trained in that type of basic type of how basic helping students in need and development.

And so I think, you know, perhaps that, doing more training for the firms around mental health or other areas that I think are important. But I think I would look to the changing needs of our students to help answer how I would see the program changing.

Sarah: Thank you so much for your time.

Appendix F

Interview Transcript with Butler University President, James Danko, and his wife,

Bethanie Danko

Sarah: How do you believe the FIR program has benefited/detrimented the average student's residence life experience?

Dankos: We think that the FIR program enriches the average student's residence life experience in many ways. For example, FIRs play an important role in providing social and programming opportunities for students outside the classroom. They also provide educational support. (Good examples include Professor Esteb, checking on student groups and making himself available for questions on the evenings before chemistry exams, as well as the FIRs who work with specific Learning Communities).

FIRs are caring professionals who have chosen to work and live on a college campus because they have a heart for working with students; they make themselves available to help students with an incredible range of things, from high-level academic questions to "adulting" advice.

In addition, FIRs and their families enrich each community by adding different ages to the community, whether their own or that of their children. For example, Professor Leatherman and his wife Linnea, Butler's longest-serving FIR couple, over 30 years, have treated generations of students as members of their own

family and continue to stay in touch with them, celebrating milestones throughout their lives. And students who babysit for FIR families tend to cherish those memories and bonds long after their Butler experience is over.

Lastly, we believe it's a comfort to students to simply know that their FIR is there. Although a student may never have a need to knock on their FIR's door, we think it's important for each student to know that their FIR is there, and would open the door if ever needed.

Sarah: How do you believe the FIR program has benefitted RA's?

Dankos: FIRs also serve as a resource to all students in the building—including CAs, formerly known as RAs. Although CAs are leaders, they, too, might wish to talk with their FIR about their own concerns from time to time. FIRs can serve as sounding boards for CAs. FIRs and CAs also partner and collaborate often, coordinating communication and events in an effort to have the greatest positive impact on the greatest number of students.

Sarah: In your time here, how have you seen the dynamic of the FIR position shift?

Dankos: Mainly, we've seen a shift in the individuals and families who fill the FIR roles in each community. We have so enjoyed getting to know FIRs and their families, both past and present. They are not only our colleagues, but our neighbors!

Sarah: How would you describe the FIR role in your own words?

- Dankos: The role includes many facets—from mentor and academic professional to surrogate parent. FIRs personify the care and steady presence and support that makes the Butler community so often feel like a family.
- Sarah: Did you have a FIR in college? If not, how do you think having a FIR would have impacted your experience?
- Dankos: No, neither of us had a FIR in college. We were both nontraditional students.
- Sarah: What is your relationship like with the various FIRs and their families on campus?
- Dankos: We think they are wonderful and we have so enjoyed getting to know them! FIRs have enriched our Butler experience, too. We were recently reminiscing about Violet Pangan’s one-year birthday celebration...and now Violet is baking up a storm and dancing in *The Nutcracker*! It is very gratifying for us to see faculty, staff, and families grow and evolve through the years.
- Sarah: How long do you intend on keeping the FIR program in place at Butler?
- Dankos: Indefinitely; we are now in our ninth year on campus and have never heard anyone suggest that the FIR program should be discontinued.
- Sarah: What would you like to see the FIR program do in the future?
- Dankos: We think the FIR program is great. We would defer to VP Ross, CAs and other students, and the FIRs themselves to identify opportunities for improvement as Butler moves forward in the coming years to ensure that the needs of each residential community are being met.

Appendix G

Interview Transcript with FIR, Dr. Catherine Pangan, and her Two Children, Violet and Hudson

- Sarah: So how has being a FIR impacted your personal and academic experiences on campus?
- Dr. Pangan: It has impacted it in significant ways. I feel so much more connected with students. I feel like we know the personal and academic side of students so much better and our relationships truly last longer than just the year in the dorm. But years, and years, and years. We've been invited to people's weddings. I've officiated a person's wedding who was a first year student in our dorm.
- Violet: I've been a flower girl in somebody's wedding.
- Dr. Pangan: So, I would say it's impacted our relationships in a tremendously significant way. And again, academically and personally, I've gotten to work with so many students in different colleges and even advising, Roland [Pangan's husband] will help out business majors and help them with internship practice, or interview practices, all those things. So I'd say every facet of our lives, even eating, has changed because of our FIR experience. We helped kids who, and it's rare that a student feels uncomfortable in the cafeteria, but there've been a couple who were just really nervous about the full group situation, so they sat with us for a while. Violet spent I'd say, gosh, you were three years old and four years old... She ate with the same first year and sophomores for two whole years at lunch every day because her babysitter would take her in the cafeteria and Resco, so she had her

own “lunch bunch” and got to know those students really well.

Sarah: Which dorm do you currently live and which ones have you lived in?

Dr. Pangan: We currently are in Fairview, as you know, and then we lived in Schwitzer for three years. Me, for like one. And Resco for four years, and now Fairview.

Sarah: How did you hear about the FIR program?

Dr. Pangan: I had two colleagues who were FIRs when I first got hired at Butler and they loved it. And they said that they thought... They were like, "Catherine, your personality fits great with this. You should apply." So I did. And I remember we got a call, we were in the Indianapolis Zoo parking lot, getting ready to head to the zoo. And Irene Stephens called us and offered the position. We were walking around the zoo so happy. I was so excited to try it out for a year or two. And who knew we'd be here for twelve? Thought it was gonna be a short term gig. Me for eight. And Hudson for eleven?

Hudson: Twelve.

Sarah: What initially drew you to the FIR position?

Dr. Pangan: Just the models that were already on campus. It really had a strong connection with students. I think it fits, I mean, it fits all sorts of different personalities, but especially for an education professor... We live and breathe students, like so many professors. So I think it was just a really good fit for our personality. And I always like adventures. I've moved a lot as a child. And so that also fit in. And we recently lived in New York City. So we were used to kind of apartment living. So that part wasn't different for us either.

Sarah: What did the application process look like for you when you were being recruited?

Dr. Pangan: It was pretty intense, especially for Fairview. So we had a written application and then we had one-on-one meetings, or team meetings with students. They were interviews. And there was an interview selection committee. So just like any search around campus, you have a team of people that has student representatives, faculty, staff, student affairs, all those folks, and a FIR. So there were three rounds of interviews. And, I remember, I made a big mock pamphlet for my interview that articulated all the ways that... It was for a mock pamphlet for students, but I gave it to the interview committee about all the ways I was hoping to engage students. So it was a pretty intense process.

Sarah: When you first became a FIR how smooth, were your first few weeks in the dorms?

Dr. Pangan: Well, it was really smooth, but so wild and wacky. We just did not know what to expect. We had a three year old and we were an all female dorm and in August, before school had started, the sororities were starting to move in and people started to be on campus. And, so we opened up our kitchen blinds and we lived directly across from the Delta Gamma house. I am a Delta Gamma, so I can say this, but they had a huge swimming pool in their front yard and they were all in their bathing suits. And so Hudson looked out the window and he was like, "Can I go swimming?" You're like, "I don't think so."

But anyway, they were so kind and came over and all that stuff. But that was not the view I was expecting. But anyway, it was really smooth. People were so used to having FIRs, we were kind of the ones that didn't know the expectations. But the RAs were fantastic and our residents were spectacular, of course. They always have been. And they're so impressive to be around. So it was a smooth transition.

Sarah: Reflecting on those first few weeks, what would you have done differently, knowing what you know now?

Dr. Pangan: So after my first year, I started making photo guides of residents. And so, I would ask the RAs to take photos and names of their residents, and that's when we had like one hundred forty. Six hundred residents is a lot different, obviously, than 140 in Schwitzer and Resco. And the residents knew I did this, but I put their pictures on the inside of our cabinets with their names so I would know people really quickly.

Violet: You did?

Dr. Pangan: I did, and that's how I do classes, too. I make flashcards so I know their names on their first day. But anyway, I wish I would have done that the first year, but I learned to do that the second year.

Sarah: In your years as a FIR, what has been the most challenging part of your position and what has been the most rewarding?

Dr. Pangan: Challenging is just knowing that I'm doing the right things. You know, we age and our residents don't. And so I want to make sure that I really stay relevant to

the needs of 18 to 22 year olds. So that's been the most challenging. And I think we definitely have a good feel for what works. But there's always something new and exciting that people want to do. So we have our traditions and then we have the new stuff that we do. So the challenge is just staying on top of student needs.

And also we've watched the student body become busier and busier with student programming. So we've worked with Butler instead of creating additional programs. One example was the Egyptologist that we saw from National Geographic. And I knew that some students wanted to do that. It was BCR. And just providing that opportunity to do those things. So that's the biggest challenge.

The most rewarding. Oh, my gosh. Again, the relationships. We have worked with kids and supported them in their dreams getting to med school. There's so many different ways of support. And that is a two way street. So just the relationships have been the biggest benefit.

Sarah: In regard to your family dynamic, how do you feel being a FIR has strengthened or detracted from that?

Dr. Pangan: It's interesting. I am a strong believer in the benefits of having a small, cozy home. And it's so interesting because we have friends with, everybody does, with ginormous homes. And I think there's true value in having a smaller living space for the family dynamic. And I'm just speaking for students in the dorm. too. Like having a pod of eight people, you really get to know them and you get to work

on your relationship skills, and how you're going to live in a space together. But, in a weird way, I think it's really strengthened our family, because we all know what every is up to, so I would say that.

Sarah: How do you prioritize your responsibilities to your family, to your students, and to your residence?

Dr. Pangan: That's really difficult. I don't think I prioritize very well. I always feel like I don't do enough for each group, but we just do the best we can. I always feel like I need to do more for the residents. And then when I do a lot for the residents, I feel like my kids need more attention. And then I'm like, oh, my gosh, Roland and I haven't been on a date night in like two years.

But we try to blend all that, too. So like pumpkin carving or truffle making or all those holiday things, we just include 60 extra people. So they become part of our family.

Violet: Six hundred!

Sarah: How does the university support you with all of these roles?

Dr. Pangan: Oh my gosh. They are tremendously supportive. Just 100 percent. So I think President Danko, from day one, like he came to Violet's first birthday party on campus. So he knows the importance of the program. And I have always been supported by our dean and student affairs. I think it's just kind of a natural part of the role.

Sarah: How have you seen your residents' needs evolve over the past several years?

Dr. Pangan: Well, it's interesting because I think it's because of the building landscape, their needs haven't necessarily changed, but are just a little bit different. So first years' needs obviously are a lot different than sophomores who know what is up and know how to register for classes and kind of have that vibe. But having pod's with everybody, having their own kind of living space and kitchen area, they don't need us as much in that aspect for cooking, or entertainment, or feeling lonely. So that's the only thing that's really shifted. I think that we've adapted to connecting with people in those living spaces.

Sarah: What kinds of changes have you seen in residence life over the past twelve years?

Dr. Pangan: A lot in leadership. Obviously, we've had three different Vice Presidents of Student Affairs and Dr. Click has stayed the same, but just leadership changes and then that brings different ways of communication, just like any type of leadership change. So LJ, obviously, is different from Dr. Ross and Dean. Stevens is different from Dr. Ross, and he's different from Dr. Click. They all have been supportive of the program.

Sarah: How much longer do you intend to hold your FIR position?

Dr. Pangan: I'm not sure. I think as long as we still enjoy it, that's what we've always said. And when Hudson was three, I thought at puberty we would leave just because you'd be living the college kids [to kids] and then when he was going through puberty, I thought students are such great role models. And I was like, "This is the best place for a kid, you know, 11 to 13 to grow up because they see all of

these great role models. So, I don't know. As long as we're doing a good job and meeting students' needs, I think we'll stick around.

Sarah: And then what do you think the future of the FIR program could look like?

Dr. Pangan: Well, I know that right now, we are combining living and learning communities with classes. So that's kind of the new, next iteration. So Dr. Gervasio has an amazing class about food and nutrition and her residents have signed up and applied to take the class. And there's enough spots for 30 and she has 67 applicants. So that's super exciting. They're actually going to double run the class. So I think that's the next phase for people who want it.

But there's some really good things that just work well to keep on track. So hopefully just keep doing what we do well and then combining it with academic work if the students want it. We've always had push back in the past, the students not wanting FIRs in that academic role, which I totally understand. But now it seems like they want at least the First Years.

Sarah: Is there anything you wish I would have asked you?

Dr. Pangan: I don't think so, there have been so many stories though.

Sarah: Have you always lived at Butler? And if not, how long have you lived at Butler?

Violet: I have. I've lived always at Butler.

Dr. Pangan: And I remember it when we brought her home... Oh, my gosh. The RA's and the building director went inside our apartment and decorated like crazy. They had a huge sign and they made a really sweet gift basket for Hudson being a big

brother. It was the sweetest thing. We had baby clothes hanging on our doors. It was just insane. She was spoiled rotten from the moment we brought her home.

Hudson: I've lived on Butler's campus since I was three, so 12 years.

Sarah: How old are you and what grade are you in?

Violet: I'm in second grade and I'm 8.

Hudson: I'm 15 and I'm in ninth grade.

Sarah: What does your daily routine look like?

Violet: My normal school day, I wake up at like 6:30 or something like that, and then I just take a shower and get dressed and stuff and then eat a little breakfast and then go off to school because school starts at 8:00.

Dr. Pangan: Sometimes, you'd come home and we'd do events at night. Maybe like once every other week.

Violet: I usually just watch TV.

Hudson: I wake up at 5:30, then take a shower, eat breakfast, then go to school, so then I get to school about like 6:50, and then it starts at 7:20. And then when I get home, I take the bus to the Butler Bowl and then walk up through Butler and then I do homework. If I practice, then I'll do that.

Sarah: What do you practice?

Hudson: Oh, I play soccer.

Violet: And I do ballet.

Sarah: What school do you guys go to?

Violet: I go to Sycamore.

- Hudson: And then I go to North Central.
- Sarah: Where is your favorite place to go on Butler's campus?
- Violet: Starbucks!
- Sarah: Why Starbucks?
- Violet: I love getting drinks there and I love the cups. They're so cute!
- Dr. Pangan: And how about the people? What about that?
- Violet: I know pretty much all of the coffee makers and stuff like that. So, yeah.
- Dr. Pangan: Yeah. It's like her extension of our living room. Everybody is so kind. And there's a lot of Butler ballet dancers that work at Starbucks and a lot of RA's. And it's kind of, just fun to check in.

I remember once when she was only three or four, there was a student who was transitioning genders and so she was working at Starbucks. And Violet saw Olivia and was curious. You could tell, she got really quiet. And so she just asked, she was like, "Are you a boy or a girl?" And so Olivia said, "Well, I'm a girl." And so Violet was like, "Okay!" and just kind of moved on. And I thought what a powerful moment that was for the student, and Violet. And I wish that more of the world had interactions like that: just asking the question, accepting the answer, and then just having a happy conversation after. So, I know she says Starbucks, but there've been some profound conversations and communication.

I'm surprised you didn't see the bookstore.

- Violet: Yeah, well, that's pretty much integrated.
- Hudson: And then my favorite place is probably the Butler Bowl because I get to play soccer down there. The field is really nice. And I get to play with some friends there. And then also like the different soccer games that are there. It's cool to watch the different sports teams.
- Sarah: Do you guys hang out with the other FIR kids?
- Hudson: Sometimes.
- Dr. Pangan: Yeah. When they were littler and had more time. Yes. But now that everybody is really engaged in their activities. so I would say not as much. But they used to play Ghost in the Graveyard in the summertime.
- Violet: That was so scary because we always did it at night. I'm scared of the dark.
- Dr. Pangan: But, yeah, it's like a little neighborhood.
- Sarah: What's your favorite part of being a FIR kid? And your least favorite part?
- Violet: My favorite part is that I get to see so many more people. And it's just a great living space because I mean, like it's a great place to grow up. And my least favorite part is that our house is kind of small. I have to say, I like bigger houses better.
- Hudson: Hudson: And then, probably, my favorite part is like the different events that go on at Butler, like, I don't know what they're called... But I remember every year there's like the different clubs around the mall and you go through and see what's going on around there.
- Dr. Pangan: Block party!

Hudson: And then, like during Christmas, like the holiday season, some of the Frat houses used to play Dominick the Donkey and that was fun. And then probably, the least favorite part, this doesn't affect me as much now, but it did basically up until this year. Since it's not like a normal neighborhood, I didn't have a bunch of people like living around me, but now I do. And so that problem is kinda alleviated.

Violet: I only have one friend who lives next to me. I used to have two, but she just moved.

Dr. Pangan: Your age.

Sarah: Have you ever been scared while living on campus? Just like being around all the college students?

Violet: Not really.

Hudson: I mean, I mean when we moved in here I wasn't used to sleeping, so my room's like on the downstairs floor and then the other rooms are on like the top floor...

Violet: When we moved here, you slept with dad because you were scared. Because of intruders... You'd be the first person to get attacked.

Hudson: But now I'm fine!

Dr. Pangan: The residents have been scared of them. On Halloween. I don't know if we did this to your room or not [speaking to Sarah], Violet would dress up as a werewolf.

Violet: And I would just be like ah!

Dr. Pangan: We sent around a message, I think you were in Fairview at the time. We sent out a message and we reverse trick or treat so we'd scare them. But Violet, since she

was so little, she would peak around the door and there were some residents who screamed like crazy. It was so funny. But I have lots of pictures. Violet: I would also dress up like the scream ghost.

Sarah: I just remember you shoving whipped cream into my face and that's about it.

Violet: Oh, that was funny.

Dr. Pangan: There was this one time where Violet was scary to a resident. In Resco, we had a resident stop by and just hang out on our porch and Violet had just been shopping at Target or something. And she's super excited about her new big girl underwear. So this is embarrassing... But anyway, the resident was sitting on the porch and she's like, "Oh, you want to see my new clothes?" And so he was like, "Sure!" And so she brought out all this underwear, And she said, "It's my big girl underwear." And she plopped into this lap. So I'm sure he was scared, but he handled it very well.

Sarah: Do you guys ever wish you lived in a normal house?

Violet: Kind of. But I really like all the people.

Hudson: I don't know. Sometimes I think about it, but then also I think about how much I like the social events.

Sarah: What is your favorite thing about your room?

Violet: Well, I have a hamster in it. I'm a very hard sleeper so she doesn't wake me up at night and I have a lot of stuffed animals.

Hudson: So I think this was in the 6th grade, I did this [academic] competition and my mom said that if I made it to like the final point in the competition, then I would

get like a TV in my room. And then I did. So. I have a TV and a couch.

Violet: I'm super jealous right now.

Dr. Pangan: And he has a mini-fridge. We all hang out in Hudson's room.

Violet: My bed is so big. My bed is a queen bed, so my bed is too big to have that stuff in my room.

Sarah: So when you start looking at colleges, do you think you'll look at Butler?

Violet: Yeah, I've always talked about that.

Hudson: Well, I think that depends on what major I'm looking at, but definitely, I think it would be an option. Since I've always been here, it's like it's kind of moving next door.

Violet: Yeah, and if we stay here till I go to college, I won't really have to move. I could just stay here. I can just move my stuff to just the dorm. Some people move all the way from Canada, like my babysitter moved from Vermont. But ultimately, just like, this is our house and this is where I'm supposed to be.

Sarah: What do you think of like Butler students as a group? Like if you could describe a typical Butler student, what would that look like?

Violet: Kind, funny, and awesome.

Hudson: I also think they're very hardworking. Like, there's always people studying, doing. But then they still find time to just kind of hang out like on the mall. Things like spikeball and stuff.

Sarah: What do you like to do with Butler students there on Butler's campus in general?

Violet: I just kind of like to hang out and talk.

Dr. Pangan: Yeah, Violet's really good at that actually. I don't know. if she remembers, she was so young, but she helped a student with significant food allergies feel comfortable in the cafeteria because of Violet's significant food allergies. So hanging out and talking. I think that this is a perfect answer for you.

Violet: I also helped a student ride a bike on training wheels.

Dr. Pangan: No, she was not on training wheels. She was on two wheels. Violet: Really just skipped training wheels.

Hudson: I like to just hang out and talk, too. I had a project for my biology class and so I interviewed a couple of students for that. It was like a video project.

Sarah: Do you feel like being part of the program has helped your social skills?

Violet: Yeah, I think it's made me a lot more social.

Hudson: I think so, as well. And especially like getting to know new people every year, you just kind of keep refreshing.

Violet: But it's also sad when the people you know so well move out and graduate.

Dr. Pangan: Yeah, Violet, was really upset her first... Hudson's always kind of gone with the flow, you understood that people were graduating. But as a two year old, she didn't understand that she wasn't gonna see those people again. And she got really mad when people moved in the dorm. She was like, "Where's Taylor? Where's Bridget? Why did they leave me?" So that was an interesting conversation to have. I did not think about prepping the two year old for understanding graduation. And obviously, she got it right away. But she was really mad with new people moving into other people's rooms.

Sarah: Do you feel like you're more comfortable talking to adults?

Violet: Yeah. So a bunch of my friends are scared of the middle schoolers. But since I have a high school brother and live on a college campus, I was like, enh.

Hudson: Well, my parents always taught me to have good conversation skills with adults. And I think that just kind of helped. I could apply those skills pretty well with.

Sarah: Do you feel like being a part of the program has helped you, like with your classes and schoolwork?

Dr. Pangan: Talk about your hundred's project.

Violet: Oh, yeah. I had a hundred's project in Pre-K, so I just went to Atherton and asked a bunch of people for pictures with ice cream. So I got a hundred pictures of people with dessert.

Dr. Pangan: And actually, Hudson did that too. He took pictures of 100 females in the dorm for his Pre-K collection.

Sarah: I think that's all the questions I have for you guys. Do you have anything you want to add?

Violet: I don't think so.

Sarah: Thank you so much.