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COTTEN, Sheila R.

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Abstract

This paper documents the results of a qualitative study of student?faculty interactions. The work explores the frequency and nature of interactions, sheds light on the determinants of interactions, and reveals the dynamic processes that underlie contact between faculty and students. Focus group results indicate that students have minimal contact with faculty outside the classroom, and do not appear to be aware of the importance of interacting with faculty. Results also illustrate key factors that deter and facilitate student?faculty interactions. The findings and their implications should be beneficial to faculty, student life professionals, and administrators alike. (HRK / Abstract übernommen), Cotton, Shelia R., E-Mail: cotten@umbc.edu