



## Department of Residential Education

### Major Program Accomplishments/Developments:

- Twenty-five Explorations communities (twenty-one first-year student communities—including five linked to academic course, three Sophomore/Junior/Senior communities, and three student-designed communities) housed 842 students (590 first-year students and 252 sophomore/junior/senior students).
- Recruitment for the 2006-2007 Explorations communities produced a total of 1,420 applicants (743 first-year students and 677 sophomore/junior/senior students), representing an increase of 35% from the application period for the 2005-2006 cohort. A total of 1140 students were placed in Explorations communities, an increase of 45% from the previous year. One additional course was linked to Explorations communities.
- Twenty-one new faculty affiliates were recruited. Faculty affiliates represent six undergraduate NYU schools/colleges.
- Expanded the Faculty Fellow in Residence (FFIR) program with the addition of two new positions in Hayden Hall. Four new FFIR were appointed. Faculty Fellows in Residence represent 7 NYU schools/colleges: College of Arts and Science, Gallatin, SCPS, School of Medicine, Steinhardt, Stern, and Tisch.
- Continued a theory-based approach to structure the first six weeks of the semester. Utilized intentional curricula to target the needs of distinct populations: first-year students, sophomore students, transfer students, and international students.
- Produced several campus-wide, traditional-creating/enhancing events: Union Square Welcome (4000 participants from NYU and the local community); South Street Seaport Welcome (2000 participants); Midnight Breakfast (Fall 2005, 2546 participants; Spring 2006, 2535 participants); The Next Step, a social justice retreat, was attended by 48 residents this past year; Ultra Violet Live, a talent showcase sponsored by the Inter-Residence Hall Council (IRHC) at the Skirball Center for the Performing Arts, was attended by approximately 800 students; IRHC sponsored the NYU American Cancer Society Relay for Life, raising \$192,000 to support cancer research.
- Continued the use of technology to create a virtual community, consisting of a hall website and a designated blackboard site, for each building community.
- Members of the Residential Education team (resident assistants, peer educators, faculty fellows, faculty affiliates, and hall government leaders) facilitated over 4,800 events (a 26% increase in the number of reported programs last year), including 2,611 community development programs, 297 academic/career programs, 995 intellectual/cultural programs, 466 diversity programs, 336 leadership/service programs, and 705 wellness programs. Cumulative student participation at these events numbered over 66,000 students.
- Of the 650 residential international students, 200 (150 in Fall 2005 and 50 in Spring 2006) attended the two centralized welcome socials sponsored by the Residential International Student Engagement (RISE) program. The RISE program endeavors to increase connection of international students to the residential and University community.
- Revised the BASE (Bridging Academic and Social Experiences) approach, which requires Resident Assistants to conduct a one-to-one conversation with each student living on their floor. The data collected from the conversations included student perceptions regarding overall safety and wellness, academic achievement and connection to the NYU community. In Fall 2005, 10,977 students participated in BASE interviews; 10,275 student completed BASE interviews in the Spring 2006 semester.

- Results of the Fall 2005 survey indicate: 88% were aware of NYU resources available if one had a problem with overall wellness; 89% felt connected to the NYU community; 98% felt safe/somewhat safe living in the residence halls; and, 50% were interested in interacting with faculty outside of the classroom.
- In Spring 2005: 96% had knowledge of wellness resources; 83% felt connected/somewhat connected to the floor; 91% had met/somewhat met their academic goals; and, 99% felt safe/somewhat safe in the residence halls.
- Responded to 317 medical (decrease of 7.6%) and 209 (decrease of 19%) psychological incidents involving resident students. Forty-one students were hospitalized for psychological reasons (decrease of 51%). Eighty-two students were transported to the ER for concerns related to use of alcohol and other drugs.
- Documented 3,600 incident reports; 2,280 of the adjudicated cases resulted in a determination of student responsibility for violation of one or more Residential Education policy, and increase of 28% from the previous academic year.
- Conducted a national search to fill twelve professional staff positions: one Assistant Director, Community Development; one Assistant Director, Residential Leadership; six Community Development Educators; and, four Assistant Community Development Educators.
- Appointed 209 students as Resident Assistants (from 539 total applicants) through the Resident Assistant Leadership Institute (459 participants). Of sixty-five applicants, forty-five potential graduate student staff members were interviewed, resulting in the hiring of ten new graduate student staff members.
- The student staff selection processes yielded a diverse pool of RAs: 58% White/Caucasian; 6% black (non-Hispanic); 17% Asian; 5% Hispanic; and, 6% bi-/multi- racial (calculated from those who reported race/ethnicity).
- Collaborated with other Students Affairs offices to manage the university's peer education program. A comprehensive recruitment program resulted in 206 peer educators-in-residence (PEIR) applicants among a total of 362 students who had applied for peer educator positions. This applicant pool represents an increase of 43% from the number of applicants in the previous year. A total of fifty-two PEIRs were appointed for the 2005-2006 academic year, an increase of 24% from the previous cohort of PEIRs.
- Contributed to the profession at a state, regional, national and international level by serving on association executive boards and committees, presenting at conferences, publishing in magazines and journals, hosting a regional conference, and coordinating a grant-funded study.