Models of International Living Learning Communities

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Program Outline

• History of the Living Learning Communities
• Description of Programs/Facilities
• Challenges & Successes
• Discussion
• Questions
Why International Living Learning Communities?

• Promote connection to the institution and higher level of academic engagement
• Increase intercultural development sensitivity
• Provide an inclusive community
Juan’s Story

“It was my first night of college and I had just moved in. I had decided that I would just stay in my room and not leave until the morning. Or so I thought. I heard a sharp knock on my door and I reluctantly got up to open it. It was Megan Ness, an upper classman who had helped me move in earlier. I opened it to her saying in a jovial tone that I should come down stairs and join in on the fun. Pushing away my second thoughts, I went with her to the basement to see my neighbors. These were no ordinary neighbors, no. That night I played pool with Rwandans, ping pong with a Dane, chatted with girls from Korea, and ate chips with Japanese guys. The entire world in a basement. It’s a small place isn’t it? For the first time in my life, I wasn’t a minority, but a majority. I was at home. And isn’t that what it’s supposed to be? An Embassy where you can wear your pajamas, where the diplomats eat, sleep, study, and have a fun time doing it. That’s what Holcombe is.” –Juan Holmes
Facilities & Programs

- Student Profiles
- Application Process
- Staffing Structure
- Budget
- Programming
- Facilities
Student Profiles for Holcombe

• Population: 142 Undergraduate students
  – 72 International Students
  – 70 U.S. Americans

• Programs of Study: Intensive English Language, Exchange/Visiting Students, Degree Seeking
Countries Represented

- Armenia
- Barbados
- Bolivia
- China
- Denmark
- India
- Indonesia
- Jamaica
- Japan
- Kosovo
- Macedonia
- Mongolia
- Philippines
- Rwanda
- Serbia
- South Korea
- Trinidad & Tobago
- United States
- Vietnam
Application Process

• Currently do not require application for the themed community
• Academic Learning Team must apply to participate
• All residents must agree to the following:

  The mission of the Holcombe International Living Learning Community is to create an environment that fosters cultural awareness, develops a broader world outlook, and builds strong, lasting bonds among citizens of the world.

  The majority of Holcombe’s residents are U.S. American students, but we also have several international students from various regions including South America, Africa, Europe, the Middle East, and South East Asia.

  While I am not required to participate in any activities the program offers, I understand that I am strongly encouraged to be an engaged member of the International Living Learning Community by:

  • Actively participating in multicultural events, floor meetings, socials, and hall-wide programs.
  • Embracing and learning from cultures and experiences different from my own.
  • Sharing my culture with residents from other backgrounds.
Staff
Staffing Structure

• 1 Coordinator for Residence Education
• 1 Program Coordinator
• 1 Secretary
• 5 Resident Assistants
Staff Training

• Defining roles and setting expectations
• Knowing our population
• Understanding the unique needs each population
Budget

• Programming/Development: $2,138.00
• Hall Senate: $1,890.00
• International Living Learning Community: $2,500
Programming

- Not a programming model in place
- Tied to Mission & Vision of Program
- Students complete interest inventory at the beginning of the year
Past Programs
Facilities

• Traditional residence hall
• Single/double rooms
• Community restrooms
• Common kitchens/study areas
• Game room
• Living room
Challenges

• Staff Turnover
• Filling the spaces in the academic program
• Balancing security with accessibility
• Assessment
Successes

- Relationship with campus partners
- Staffing structure
- Affects on success of students/relationships
RA Mykel

Major: International Relations/Political Science

Year: Junior

Short term goal: Study abroad in China during the 2010-2011 academic year

Post graduation: Work in China/South Korea

Quote:
Discussion

• Does your campus have an international living/learning community?

• How is it structured?

• What challenges the you faced?

• What successes have you experienced?
Questions?