

Creating an Intentional, Interdepartmental International Living Learning Community

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Int'l Living Learning Communities

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- I. History: Creating an LLC
- I. Organization and Activities
- I. Challenges and Successes
- I. Assessing
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Research on International Living-Learning Communities

What is a “Learning Community?”

- Shapiro and Levine (1999) identified 4 types of learning communities: (1) paired or clustered courses (2) cohorts in large courses, or First-year Interest Groups (FIGS) (3) team-taught courses or (4) *residential learning communities, or Living-Learning (L/L) programs*

What is a “Living-Learning (L/L) Community?”

- “...a residential education unit in a college or university that is organized on the basis of an academic theme or approach and is intended to integrate academic learning and community living. The unit may or may not be degree granting and may involve collaboration with formal academic departments outside the unit. It provides formal and/or informal, credit and/or noncredit learning opportunities (courses, seminars, tutorials, firesides). Residential freshman year experience programs are included in this definition. Participation is usually voluntary” –National Study of Living Learning Communities (2007)
- L/L community are “programs in which undergraduate students live together in a discrete portion of a residence hall (or the entire hall) and participate in academic and/or extra-curricular programming designed especially for them. The breadth of this definition permitted including in the study a wide variety of program types (NSLLP 2007)

Research on International Living-Learning Communities

Types of Residential “Living-Learning (L/L) Community?”

- 17 Broad Categories: from a survey type of 555 programs with 41 sub-types (see handout)

Civic & Social Leadership	Cultural Programs	ROTC Programs	Wellness Programs
Disciplinary Programs	Leisure Programs	Transition Programs	Women’s Programs
Fine & Creative Arts	Umbrella Programs	Sophomore Programs	Upper-Division Programs
General Academic Programs	Political Interest Programs	Transition Programs	Residential colleges and Honor Programs

Research on International Living-Learning Communities

Types of Cultural Programs (NSLLP, 2007)

1. International/Global Programs	may have been focused on a single country or region, or, more broadly, developing international competencies or fostering an interest in international affairs
2. Language Programs	focused on developing linguistic and, to a lesser extent, cultural proficiency
3. Cultural/Diversity Programs	focused on domestic diversity issues, including race/ethnicity, sexual orientation, or other social identity

Research on International Living-Learning Communities

L/L—What's all the fuss?

Key Findings for Living-Learning Communities (Overall) benchmarked against “traditional residence hall” floors

- Enjoyed a smoother academic transition to college academically/socially (Inkelas & Weisman, 2003)
- Greater first generation transition (2003)
- Greater enjoyment of challenging academic pursuits (2003)
- Intellectual growth: gains in growth of “liberal learning,” openness to new ideas and concepts (Inkelas et al., 2006)
- Increased civic engagement (Rowan-Kenyon, Soldner, & Inkelas, 2007)
- Greater sense of belonging (Johnson et al., 2007)

Research on International Living-Learning Communities

Key Findings for Living-Learning Communities (Overall) benchmarked against “traditional residence hall” floors

NSLLP, 2007

- Second-hand benefits: increased overall identification of community being “socially supportive”
- “Positive diversity interactions” than building w/out L/L programs
- Overwhelming: freshman/sophomores
- Increase interaction with *Peers* and *Faculty*
- Greater use of Residence Hall resources and Residence Hall climate
- More time attending class, doing homework/studying, participating in arts and music activities, SGA, political activism, ethnic cross/cultural clubs activities, community service , sports
- Greater confidence in academic, collegiate and professional success
- Less likely to drink alcohol/binge drink
- More L/L planned to participate in community service, service learning, research, and leadership, as well as study abroad

Research on International Living-Learning Communities

Key Findings for International Living Communities/Cultural Programming/Language Communities

- Students reported more socially supportive environments in comparison to other L/L and traditional floors
- More frequent interactions with diverse others
- Greater appreciation for diversity (psychosocial)
- Greater benefits: discussion on study abroad, travel,

History: Creating an LLC

- University of Arkansas
- University of Central Arkansas
- Georgia State University
- University of South Carolina

The background of the slide is a photograph of a large, multi-story brick building with white window frames and dormers, likely a university residence hall. The building is surrounded by green trees and a lawn under a clear blue sky.

University of Arkansas History

- Initiative of Vice Chancellor, Student Affairs
- International Students and Scholars/University Housing developed common goals
- Housing of athletes put project on hold for several years
- New Housing Director had a vision for residence education
- Established Living/Learning communities on campus
- Along with the Honor's Quarters, the Holcombe International Living Learning Community is one of the largest on campus with 140 resident spaces.



University of Central Arkansas Global Village/EDGE Residential College

History

- Began as initiative between Housing & International Affairs to simplify and centralize International Student Housing.
- Transformed to a LLC for Intl Students through cooperation with Housing and Intl Affairs.
- “Moved” to new Residence Hall and refigured as EDGE Residence College for liberal arts, global education and civic engagement.



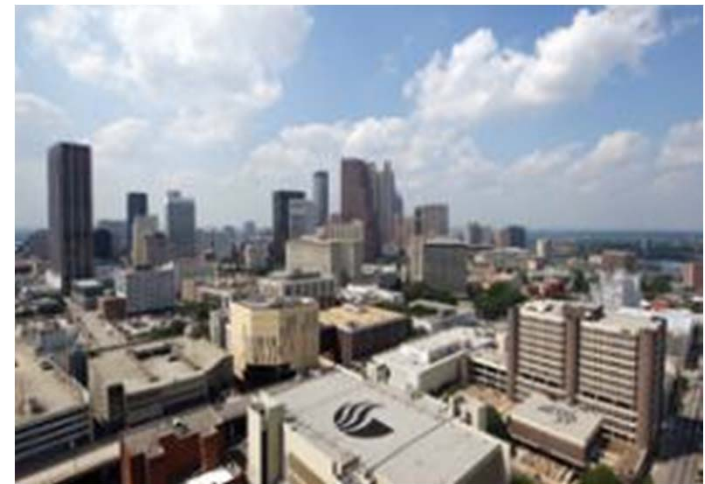
Georgia State University Global Living-Learning Community (GLLC)

History

- Began an initiative from Assoc. Provost for Int'l Initiatives (Jan)
- Implemented in partnership with University Housing, ISSS, and Study Abroad
- Launched on limited scale due to timing, future goals
- Integrated with current, developed LLCs
- Proposal draft in early February
- Large, metropolitan campus



The Lofts Apartments-Home of GLLC



Downtown Atlanta-GSU Urban Campus

The international House At *Maxcy* College

HISTORY

- ❖ Origin in Carolina Global Community
- ❖ Housing/Provost Office/International Programs initiative
- ❖ New building availability + Model on other successful LLCs
→ Rebirth of CGC into Maxcy
- ❖ Planning
 - Development
 - Searches and Recruitment
 - One summer of construction



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Organization and Activities

- University of Arkansas
- University of Central Arkansas
- Georgia State University
- University of South Carolina



Organization and Activities

- Coordinator of Residential Education
- Co-Ed, 2 Resident Assistants on each floor
- Program Assistant (Graduate Assistant) live-in
- Student Hall Government
- Shared program space – classroom, living room
- Private resident space – study room, kitchens, den
- Global Perspectives



University of Central Arkansas Global Village/EDGE Residential College

Organization & Activities

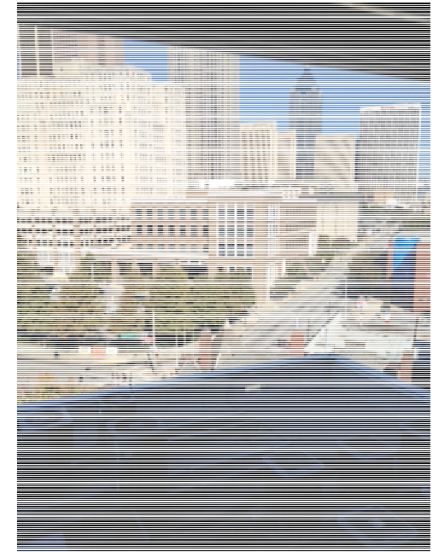
- Live-in Faculty Member
- Live-in Graduate Assistant (Hall Director)
- 2 RAs (undergraduate) per floor
- Classroom, Common Living Space, Community Kitchen
- Named “Residence College” however follows the traditional model of a LLC
- Had direct connection with academic department through live-in faculty
- Residence College specific programming model



Georgia State University Global Living-Learning Community (GLLC)

Organization & Activities

- 8 international students; 16 Dome students (co-ed)
- Dedicated wing on floor of Lofts
- Staffing:
 - Live-in Hall Director in building
 - Live-in Asst. Hall Director (ARD)
 - Graduate Assistant (GA) for LLCs
 - 2 Live-in Program Assistants (PA)
 - 1 RA
- Programming



The international House At *Maxcy* College

Organization and Activities


- ❖ Different layers of programming
- ❖ Faculty Principal: the academic heart of the Int'l House
- ❖ Graduate Assistant assigned to Maxcy specifically
- ❖ Resident Mentors: Student involvement
- ❖ Student Hall Government: More student involvement
- ❖ Campus Partners: Collaborations to create opportunities
 - Int'l Student Services, Study Abroad Office, Student Affairs, Student Organizations, Various Academic Departments, Community involvement
- ❖ Kitchen, Classroom, Lounge: Numerous possibilities



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Challenges and Successes

- University of Arkansas
- University of Central Arkansas
- Georgia State University
- University of South Carolina



Challenges/Successes

— Successes

- Collaboration between ISS and HILLC
- Residence Experience
- International community feeling it is “home”

— Challenges

- Marketing/Assignments/Placements
- Academic connections
- Staff continuity



University of Central Arkansas Global Village/EDGE Residential College

Challenges & Successes

- *(challenge)* Collaboration Lessened as Housing Department took more control of specific location and programming
- *(challenge)* Increasing interaction between domestic and International students. Many Intl still lived in previous location.
- *(success)* Connection of academic life to residence life and a space specifically designated for global education, greater collaboration with Study Abroad.



Georgia State University

Global Living-Learning Community (GLLC)

Challenges

- Short Time frame
 - Proposal
 - Goals/Objectives
 - Programming/Staffing/Details
- Collaboration b/w Housing, ISSS, and Study Abroad
- Marketing/Recruitment
- Placements
 - How to match
 - Cost of lofts

Successes

- Launch of community
- Strong student interest
- Diverse floor make up
- Programming

Assessment

- In progress

The international House At *Maxcy* College

Successes and Challenges

❖ Top-Down Decisions ↓

❖ A lot of actors =

❖ Placement / Recruitment =

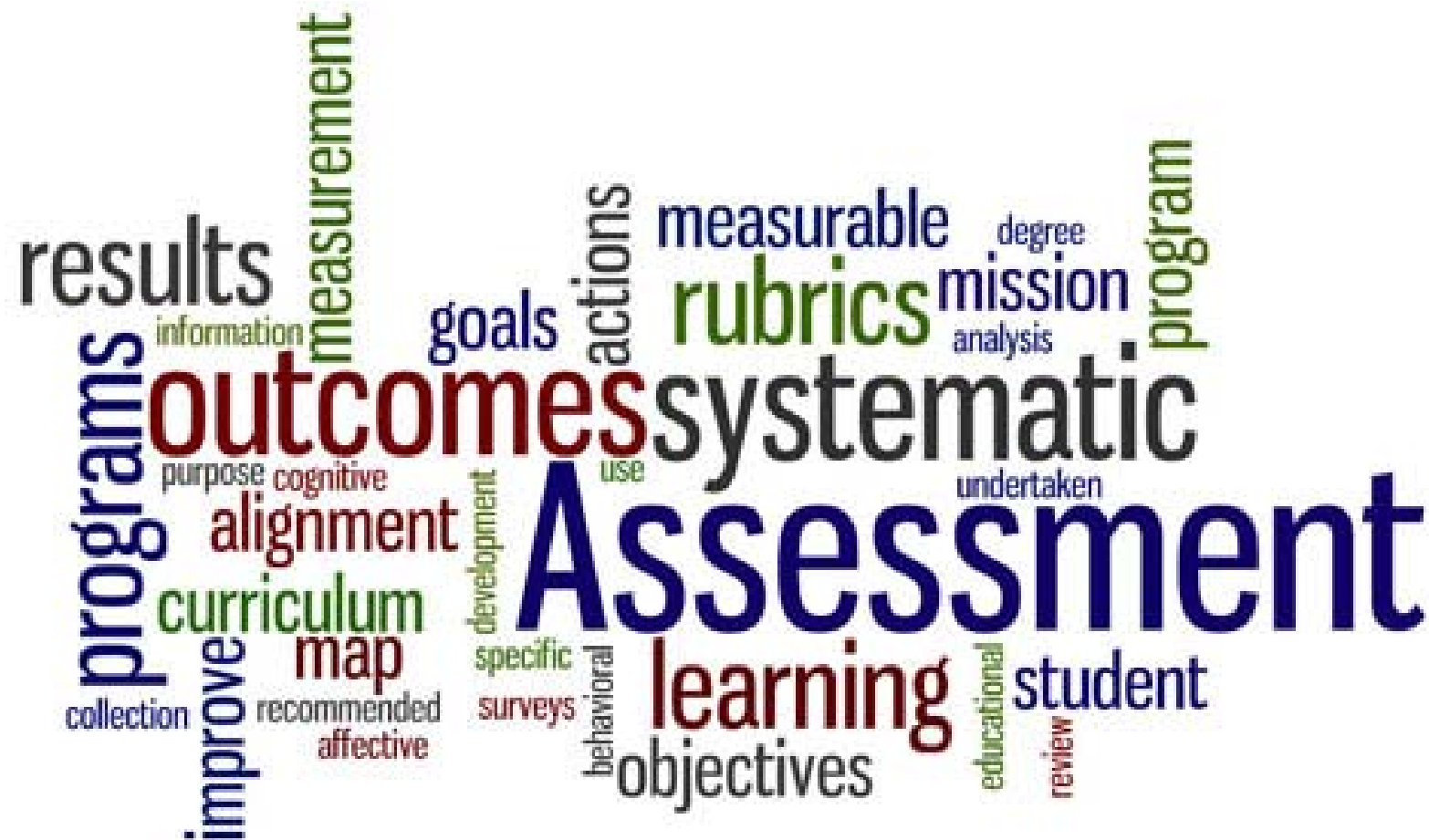
❖ Student Involvement ↑

❖ Campus buy-in ↑



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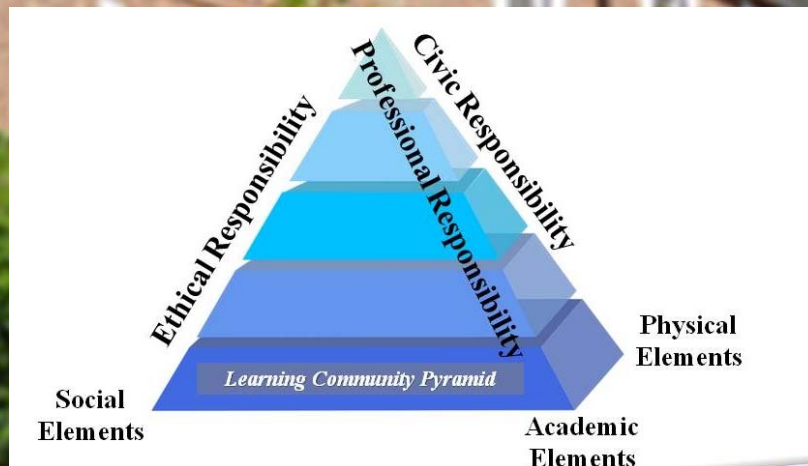
Assessment



Assessment

Learning Community Pyramid

Brower and Dettinger (1998)



Academic Elements



- Global Perspective Learning Team
- Geography Series
- Collaboration with professors on campus

Social Elements



- Game Night
- Cupcake Social
- Pancake Social
- Potluck Party
- Halloween Party

Physical Elements



- Half American students and half international students living under one roof

Professional Responsibility



- Planning and implementing educational programs
- Fundraising to respond to natural disasters

Civic Responsibility



- Hall Senate
- Residents' Interhall Congress
- Community development programming

Ethical Responsibility



- Community Service Projects:
 - Holcomb Elementary International Celebration
 - Tree Planting



University of Central Arkansas Global Village/EDGE Residential College

Assessment

- Assessment of programming and activities by Housing and Residence Life
- Staff Assessment of RAs and Hall Directors
- Faculty Assessment through academic department.

The international House At *Maxcy* College

Assessment

- ❖ Housing collects data from residents (demographics, reason for choosing Maxcy, etc.)
- ❖ Housing conducts satisfaction surveys using online tools at the end of each semester (CampusLabs, etc.)
- ❖ Student Organizations that use Maxcy conduct paper satisfaction surveys after each event
- ❖ More assessment tools



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Q&A

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Share best practices