



ELON
UNIVERSITY

CENTER FOR
Engaged
Learning

Conference on Residential Learning Communities as a High-Impact Practice

Elon University, Elon, North Carolina

Sunday, June 16, 2019

5:30-6:00 PM Welcome Reception, Upstairs Lakeside

6:00-7:30 PM Opening Keynote and Dinner, Upstairs Lakeside
**Residential Learning Communities: What We Know
(and More Importantly) What We Have Yet to Learn**



Karen Inkelas

Ph.D., University of Michigan, 2000; M.S.E., Northwestern University, 1994

Co-author of *Living-Learning Communities That Work: A Research-Based Model for Design, Delivery, and Assessment* (Stylus, 2018; with Jody E. Jessup-Anger, Mimi Benjamin, and Matthew R. Wawrzynski)

Dr. Inkelas has had a longstanding interest in how college environments — curricular, co-curricular, interpersonal, and structural — affect students. She is the Research Director of the Crafting Success for Underrepresented Scientists and Engineers Project, which seeks to identify effective ways to close the achievement gap for underrepresented students in science, technology, engineering, and mathematics (STEM) fields at UVA. In addition, she holds an appointment in the UVA Contemplative Sciences Center as Research Director of Undergraduate Initiatives, where she is Co-Principal Investigator of the Student Flourishing Initiative, a collaborative project with Penn State and the University of Wisconsin focusing on creating an undergraduate curriculum on mindfulness and flourishing for first-year students.

Her prior research has focused on the impact of living-learning communities, or academic programs based in residence halls that strive to integrate students' academic and social spheres to optimize learning, on undergraduate student outcomes. She is the Principal Investigator for the National Study of Living-Learning Programs (NSLLP), which was awarded two grants from the National Science Foundation to study the role of living-learning programs in facilitating the success of women in science, technology, engineering, and mathematics (STEM) majors.

Sunday, June 16, 2019

7:30-8:30 PM Posters & Dessert Reception, Great Hall, Global Commons

The Development and Validation of an Instrument Measuring Academic, Social, and Deeper Life

Interactions, *Cliff Haynes, University of Florida; Joseph Cheatle, Michigan State University; Chris Marquart, St. Lawrence University; Joe Murray, Bucknell University; Rishi Sriram, Baylor University; Sue Weintraub, Saint Anselm College*

Defining Collaboration and Exploring Integrated Learning in Residential Learning Communities

John R Sopper, University of North Carolina, Greensboro; Richard Gebauer, Cabrini University; Samantha Kramer, University of Central Oklahoma; Margaret Leary, University of San Diego; Tina Muller, Cal Poly San Luis Obispo; Mary Ellen Wade, Loyola University Maryland

A Partnership Between a STEM RLC and a Science Center: Effect on Persistence and Development of STEM Identity

Charity Lovitt, University of Washington Bothell; Josh Kemper and Chris Cadenhead, Pacific Science Center

Attributes of Residential Learning Communities that Contribute To Students' Learning: Findings from the Interviews with Students, Faculty, and Staff

Boeun Choi, University of Wisconsin-Madison

Adding an "L" to Our LCs

Carla M. Eastis, Morgan Murray, Danielle Calliccoat, Tiffany Morin, Brenda Ward, Sarah Haley, and Gina Kelley, University of North Carolina at Charlotte

The Evolution of the STEM Living Learning Community at UMBC: Moving from Optional to Required Programming

Lucie K. Blauvelt, Laura E. Ott, and William R. LaCourse, University of Maryland, Baltimore County

Examination of Living Learning Programs in Division I Athletics Institutions: How Can Access be

Increased for Student-Athletes, *Eric Hall, Brendan Thiry, Anthony Weaver, and Caroline Ketcham, Elon University; James DeVita, University of North Carolina – Wilmington*

Development and Validation of a Tool to Assess Belonging and Self-Efficacy in STEM RLCs

Charity Lovitt, University of Washington Bothell; Craig Seager, University of Central Arkansas; Justin Leibowitz, University of Louisville

Thriving in Residential Learning Communities: An Investigation of Student Characteristics and RLC

Types, *Ghada Endick, Rutgers University – New Brunswick; Warren Chiang, Stanford University; Lara Lomicka Anderson, The University of South Carolina; Jill Stratton, Washington University in St. Louis; Jennifer Eidum, Elon University*

Monday, June 17, 2019

7:00-8:15 AM Breakfast, Lakeside Meeting Rooms, Upstairs Lakeside

8:30 – 9:30 AM Concurrent Sessions A

A1 – Panel, 8:30-9:30 AM, McKinnon D, Moseley Center

An Enhanced Approach to Living and Learning Together at IUP: Living-Learning Community Certificate Programs, *Justin Fair, Dan Burkett, Dawn Smith-Sherwood, Mimi Benjamin, Sondra Dennison, and Li Teng, Indiana University of Pennsylvania*

A2 – Panel, 8:30-9:30 AM, McKinnon E/F, Moseley Center

Going Deeper: Examining Students’ Social, Academic, and Deeper Life Interactions with Faculty, Staff, and Student Peers, *Cliff Haynes, University of Florida; Joseph Cheatle, Michigan State University; Chris Marquart, St. Lawrence University; Joe Murray, Bucknell University; Rishi Sriram, Baylor University; and Sue Weintraub, Saint Anselm College*

A3 – Individual Presentations, 8:30-9:30 AM, Moseley 215, Moseley Center

A3.1, 8:30-9:00 AM

Mentorship: Faculty, Staff, and Student Support Enhancing a High Impact Residential Learning Community Experience, *Patrick Jordan Riley, Bellarmine University*

A3.2, 9:00-9:30 AM

Analysis of Residential Learning Community Cohesion of Three Models, *Richard L. Kopec, St. Edward’s University*

9:30 AM Coffee Available, Outside McKinnon Hall, Moseley Center

9:45 – 10:45 AM Concurrent Sessions B

B1 – Panel, 9:45-10:45 AM, McKinnon E/F, Moseley Center

Thriving in Residential Learning Communities: An Investigation of Student Characteristics and RLC Types, *Lara Lomicka, University of South Carolina; Warren Chiang, Stanford University; Ghada Endick, Rutgers University – New Brunswick; Jill Stratton, Washington University in St. Louis; Jennifer Eidum, Elon University*

B2 – Individual Presentations, 9:45-10:45 AM, Moseley 215, Moseley Center

B2.1, 9:45-10:15 AM

Do Residential Learning Communities Support Student Engagement in Difficult Conversations about Differences? *Lauren E. Nelson, University of North Carolina, Greensboro*

B2.2, 10:15-10:45 AM

Making Connections: RLC Students' Perceptions of Integrative Learning, *John R. Sopper, University of North Carolina, Greensboro*

11:00 AM – 12:00 noon Concurrent Sessions C

C1 – Panel, 11:00 AM - 12:00 noon, McKinnon E/F, Moseley Center

The Impact of Residential Learning Communities on the Integrative Learning of College Students *Mary Ellen Wade, Loyola University Maryland; John Sopper, University of North Carolina, Greensboro; Tina Muller, Cal Poly San Luis Obispo; Margaret Leary, University of San Diego; Samantha Kramer, University of Central Oklahoma; Richie Gebauer, Cabrini University*

C2 – Individual Presentations, 11:00 AM – 12:00 noon, Moseley 215, Moseley Center

C2.1, 11:00-11:30 AM

Hawaiian Cultural Practices in Academic Themed Residential Learning Communities *Robert Christopher Bachini, University of Hawaii Manoa*

C2.2, 11:30 AM - 12:00 noon

Designing a Diverse and Dynamic Residential Learning Community, *Jane Machin, Radford University*

12:00 PM -1:15 PM Lunch, Lakeside Meeting Rooms, Upstairs Lakeside

1:15 – 2:15 PM Concurrent Sessions D

D1 – Panel, 1:15-2:15 PM, McKinnon E/F, Moseley Center

Defining Academic/Student Affairs Collaborations in RLCs

Tina Muller, Cal Poly San Luis Obispo; Margaret Leary, University of San Diego; Mary Ellen Wade, Loyola University Maryland; Richard Gebauer, Cabrini University; Samantha Kramer, University of Central Oklahoma; John Sopper, University of North Carolina, Greensboro

D2 – Individual Presentations, 1:15-2:15 PM, Moseley 215, Moseley Center

D2.1, 1:15-1:45 PM

Beliefs into Action: The Transformative Effect of Living-Learning Experiences

Adrian Lee and Kiruthika Ragupathi, National University of Singapore

D2.2, 1:45-2:15 PM

The Relationship Between Residential Learning Communities and Student Engagement

Sarah Hurtado, University of Denver; Polly Graham, Indiana University Bloomington

2:15 PM Coffee Available, Outside McKinnon Hall, Moseley Center

The **Center for Engaged Learning** brings together international leaders in higher education to develop and to synthesize rigorous research on central questions about student learning.

Researchers have identified “high-impact” educational practices – study abroad, undergraduate research, internships, service-learning, writing-intensive courses, living-learning communities, and so on. However, while we know what these practices are, we could know much more about three essential issues: (1) how to do these practices well, (2) how to scale these practices to many students, and (3) how students integrate their learning across multiple high impact experiences.

The Center for Engaged Learning: fosters investigations of these and related questions; hosts multi-institutional research and practice-based initiatives, conferences, and seminars; and shares related resources for faculty and faculty developers on high-impact practices for engaged learning.

Visit www.CenterForEngagedLearning.org to learn more.

2:30 – 3:30 PM Concurrent Sessions E

E1 – Panel, 2:30-3:30 PM, McKinnon D, Moseley Center

Enhancing the Student-Athlete Experience: Developing Best Practices for Living Learning Programs

Eric Hall, Brendan Thiry, Anthony Weaver, Caroline Ketcham, MarQuita Barker, Aliana Harrison, and Cameron Shirley, Elon University

E2 – Panel, 2:30-3:30 PM, McKinnon E/F, Moseley Center

Early Results from a Tool to Assess Belonging and Self-Efficacy in STEM RLCs, *Charity Lovitt, University*

of Washington Bothell; Craig Seager, University of Central Arkansas; Justin Leibowitz, University of Louisville

E3 – Individual Presentation, 2:30-3:00 PM, Moseley 215, Moseley Center

Building and Empowering Student Leaders and Faculty/Staff in Honors Living Learning Communities

Shannon Joseph Pittman, Jenna Thrash, and Sheryl O'Brien, Northeastern University

3:45-4:45 PM Closing Keynote, Lakeside Meeting Rooms, Upstairs Lakeside
Connecting the Dots: Taking RLC Research to the Next Level

Karen Inkelas, Mimi Benjamin, Jody Jessup-Anger, Shannon Lundeen, and Cara McFadden examine how research shared during the conference illuminates the Best Practices Model for Living-Learning Communities (Inkelas, Jessup-Anger, Benjamin, and Wawrzynski, 2018) and the Elon Statement on Residential Learning Communities, suggesting next steps for research and research-informed practice.

Karen Inkelas is the Research Director of the Crafting Success for Underrepresented Scientists and Engineers Project and holds an appointment in the UVA Contemplative Sciences Center as Research Director of Undergraduate Initiatives. She co-authored *Living-Learning Communities That Work: A Research-Based Model for Design, Delivery, and Assessment* (Stylus, 2018). She is the Principal Investigator for the National Study of Living-Learning Programs (NSLLP), which was awarded two grants from the National Science Foundation to study the role of living-learning programs in facilitating the success of women in science, technology, engineering, and mathematics (STEM) majors.

Mimi Benjamin is Associate Professor of Student Affairs in Higher Education at Indiana University of Pennsylvania. Her research interests include student co-curricular learning outcomes, learning communities, and faculty experiences. She co-authored *Living-Learning Communities That Work: A Research-Based Model for Design, Delivery, and Assessment* (Stylus, 2018). She is the editor of the 2015 *New Directions for Student Services* book *Learning Communities from Start to Finish* and served as a student affairs administrator for 19 years, during which time she worked extensively with residential programs and learning communities.

Jody Jessup-Anger is Associate Professor of Educational and Policy Leadership at Marquette University. Her research explores how student and collegiate environment interaction facilitates or impedes student development and learning. She co-authored *Living-Learning Communities That Work: A Research-Based Model for Design, Delivery, and Assessment* (Stylus, 2018). Jody has written several research articles exploring the effectiveness of living-learning communities, authored a chapter about theoretical foundations of learning communities in the New Directions for Student Services monograph, and recently completed a study exploring the roles of living-learning communities in social justice and civic engagement.

Shannon B. Lundeen is Director of Academic Initiatives for the Residential Campus and Associate Professor of Philosophy at Elon University. Shannon oversees the incorporation and development of academic programs and initiatives in Elon's seven residential neighborhoods, working to advance the University's goal of transforming the residential experience at Elon by integrating the residential, academic, and social aspects of campus life. Shannon has served as the elected Chair of the Residential College Society.

Cara McFadden is Associate Professor of Sport Management at Elon University. At Elon, Cara served two years as a faculty-in-residence as the Faculty Director for one of the seven residential neighborhoods. In the position, she collaborated with the residence life Community Director to create academic and social experiences in the neighborhood. For the 2018-2019 academic year, Cara served as the faculty advisor for Elon's new Sport Management and Media Living Learning Community.

Mimi, Jody, Shannon, and Cara are seminar leaders for the Center for Engaged Learning's 2017-2019 research seminar on Residential Learning Communities as a High-Impact Practice.

Thank you for attending the conference!

Join us next June for the 2020 Conference on Engaged Learning, exploring capstone experiences.