

Sessions	Description	Presenter
"Building" a Residential College with What You've Got	Sometimes there are little to no resources to "build" the residential college of your dreams, so you have to get creative and make do with what you have. For years our small, private, liberal arts college has been dreaming of a system that allows faculty and staff to actively collaborate and engage in residence halls, without resources to build new facilities or encumber a larger budget. In this session you will hear us talk about the good, the bad, and the ugly as we get creative and learn how to work across divisions and departments. We'll talk about our Faculty Fellows program, building "The Forest" for first year student engagement, and share how we finally got a student fee to cover programming costs to ramp up programming.	Abigail Rhoads
Academic Initiatives Retreats 101	Have you ever thought about how to bring all of the various folks who work with your program together? How does it work when you have faculty AND Residence Life, Academic Advising, Orientation, and many other staff members who have a role in the success of your program? In this session, participants will learn about the process that Southeast Missouri State University took in planning their Special Interest Housing retreat. Participants will then have a chance to begin brainstorming and planning their own retreats to bring back to their campus.	Allie Wisker
Student Staff Training Updated	Training for student staff is a key foundational piece for their success in their roles and for the smooth functioning of the residence halls. It can be difficult to figure out how to prioritize what needs to occur in person, what can be done ahead of time, and what can be covered in on-going training. In this session you will work to begin planning a student staff training experience. You will dive into what makes a successful training model and begin thinking through how to meet the needs of your team.	Allie Wisker
Advancing Holistic Support in the Residential Conduct Process	Building on last year's "Supporting Academics through the Residential Conduct Process," this follow-up session provides a deeper dive into strategies and best practices for conduct officers. In this extended workshop, we will review and expand on the initial concepts, focusing on techniques for integrating holistic support into student conduct meetings.	Amanda Krier-Jenkins
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Communication Beyond Conversation	Communication within an institution and to perspective families can be challenging. One person can only be in so many places at one time, so how can all the questions be answered well? This program will share ways to communicate about living learning programs to different groups of people in the institution and outside of it. We will discuss how websites and printed materials can guide communication beyond face-to-face communication. The production of information can help support a consistent narrative about the program produced by the staff.	Andrea Short

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Dare to Reimagine Space	Not all residential halls were designed for the current needs of housing departments. Some programming works well in large lounge spaces, but when bringing in tutoring or other support measures where should they go in a building that was not designed for such features? This program will help participants identify current spaces to support the expectations and demands they face. Participants will hear about different spaces being repurposed at Oklahoma State to support student engagement and academic success. It's not about building new, sometimes it's about working with what you have.	Andrea Short
Student Achievement or Student Success	Students living on campus have unique close access to many resources and support systems. As campus partners and leaders, we can come together to provide more than just a safe place to live. Each department on campus has unique access to students. By having representatives from around campus come together, there are opportunities for students to receive better quality care when they are experiencing challenges. This program will cover a Care Team perspective from the view of housing and residential life staff to help meet the need to address mental concerns and hall staff's response to support. How the roll and tasks of hall staff impact the support students are identified and able to receive from other departments on campus.	Andrea Short
A Simple Guide to Mediating Conflict Between Students	Being able to mediate conflict between students is becoming an increasingly essential skill to have as a Student Affairs professional. More and more students are listing interpersonal conflicts on their petition to withdraw from their institutions. If we, as Student Affairs professionals, can intervene as timely and effective mediators, we can help increase the retention of these students.	Tressie Fretschl
From Start to Finish: A Diversity, Equity, Inclusion and Accessibility (DEIA) Review of Living Learning Communities	It is well researched and broadly understood that living learning communities (LLCs) can have a great impact on a college student's success, retention, and overall experience. But is your LLC attracting all students? Is it physically and financially accessible? Have you structured your LLC with equity and inclusion in mind? Join Syracuse University as we share a comprehensive Diversity, Equity, Inclusion, & Accessibility (DEIA) review of our LLC program. From the theoretical underpinnings to the design and implementation, participants will learn about all aspects of our DEIA review. In additions, throughout the session, participants will also explore how they can create and implement their own DEIA review of their living learning communities.	Dan Cutler
The Signature Experience: A Scalable Linked Course Model within an Existing Living-Learning Community Structure	At Ball State University, the innovative Signature Experience LLC Model integrates curricular and co-curricular elements to amplify student learning and growth. This model was designed to address high demand for residential spaces for the cluster community LLC model at Ball State. These large (100-500) student clusters of shared majors, aligned with their corresponding academic college, already have positive retention and GPA outcomes, and this model strives to ensure equitable access to co-curricular activities and intentional programming while using student demand to recruit class sections. In partnership with an academic partner, the demand results in minimal risk of unfilled bed spaces or class seats while remaining flexible enough not to require additional financial investment from either partner.	Garrett Tur

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Living-Learning Community Application Process	Students and families have no idea what Living-Learning Communities (LLC) are until they get into the housing contract. Often, we found students arriving on move-in day having no idea they signed up for an LLC. Over the course of a few iterations of individual LLCs having application processes outside of the housing contract, the Housing Administration team brought forth an idea to integrate all LLC applications into the housing contract. In the Revised Living-Learning Communities Best Practices Model (Inkelas, Benjamin, & Jessup-Anger, 2024), the mortal between the levels in integration and communication, which we found needs quite a bit of work.	Jana Jordan-Miller
Assessing Sense of Belonging for LLC Students	Have you ever struggled to form a direct measure of assessment as a student experience or student academic success functional unit? Or perhaps you have been trying to figure out a way to assess your learning outcome of Sense of Belonging? Come learn how Syracuse University's Living Learning Community office took steps to create a rubric to measure their learning outcome of Sense of Belonging. Gain insights to the full process from collecting the data that informs the rubric dimensions to steps on training the live in student staff on implementation. Findings will be shared from the implementation in the Fall 23 semester and a practice exercise in interpreting assessment data. Direct measures are hard to come by so take away the knowledge and future steps on how you to can develop a direct measure of assessment for your academic initiatives program with accreditation and best practices in assessment.	Jessica Newsom
Holistic Resident Assistants: The Use of the Teaching Perspectives Inventory in Resident Assistant Education	In this session, participants will be presented with the Teaching Perspectives Inventory (TPI) from Pratt & Associates (1998), a tool for educators to understand how their pedagogical efforts impact learners. First, participants will explore the theoretical foundations that underlie the TPI, providing an overview of the five components that make up the instrument and how each component impacts learners. Second, participants will take the TPI assessment, which will help demonstrate how participants' TPI affects the staff participants oversee. Third, participants will understand how Resident Assistants (RAs) can utilize the TPI when RAs educate residents. Finally, participants will learn how to apply the TPI in their residential learning models and summer training for RAs.	Justin M. Weller
Cabin Crew, Prepare for Takeoff: The launch and revision of UNCG's residential experience model	When transitioning to a curricular approach, it's inevitable there will be some push back from student staff. Change can be hard, but it's not impossible. At the University of North Carolina Greensboro (UNCG), we had to begin using the analogy of an airline flight cycle, from start to finish, to help our student staff understand their role and responsibilities within a curricular approach.	Keeyana Talley
Initiating and Growing a Faculty in Residence Program, Lessons Learned Along the Way	Sam Houston State University welcomed its first Faculty in Residence to campus in the fall of 2019. A second Faculty in Residence was added in the Fall of 2023. In this program, the presenter will share the process leading up to the first Faculty in Residence on Campus, the expansion to a second Faculty in Residence and the lessons learned along the way. Session attendees will be encouraged to share their experiences and questions from their campuses as well.	Kyle Ashton

# Educational Sessions

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The Importance of Collaboration in a Faculty in Residence Program	Collaboration is important in most successful initiatives in at institutions of higher education. For Faculty in Residence programs, this is particularly true. In this session, current Faculty in Residence and Residence Life professionals will discuss how establishing, cultivating, and maintaining collaborative relationships can enhance Faculty in Residence programs and enrich students' learning and experience. Several opportunities for collaboration will be discussed such as Faculty in Residence recruitment, consistent relationships with faculty and hall staff, and one-time partnerships with faculty and other campus partners. This session hopes to draw on the experiences of session attendees by guiding a participatory discussion, in order to help attendees learn ways to cultivate positive partnerships.	Kyle Ashton
Designing Engaging Field Trips to Meet Learning Outcomes in LLCs	At Baylor, we have started creating short-term Spring Break field trips to offer affordable and accessible off-campus learning opportunities. The idea of field trips sounds perhaps more like a primary or secondary school practice, but these non-credit bearing trips significantly address traditional barriers to study abroad while also being educational and highly transformative beyond what is possible on campus.	Leia Duncan
Benefits of On-Campus Housing for College Students with Intellectual Disability	Individuals with intellectual disability (IDD) are attending college at an increasing rate. Studies show students with disabilities are frequently less prepared for college, as their high school curricula tend to focus on functional living and not postsecondary education (Francis, et al., 2018). Housing support through RA's, spontaneous interactions with peers, and being in closer proximity to campus resources are three primary reasons why living on-campus can positively affect students with IDD, whether they are a traditional student or in an inclusive post-secondary education (IPSE) program. These supports, in addition to others, improve the sense of belonging in students with IDD, help eliminate isolation, improve social connectedness and participation, and have academic and mental health benefits.	Mike Huesmann
New Processes, Updating Information	Housing and residential life programs that hire student workers can play a key role in developing skills and competencies that prepare students for their future careers. By utilizing intentional planning and training housing professionals can help student workers identify and build transferrable skills that they can utilize even if they do not end up going into a career in housing. When housing programs go through a period of change, maintaining student worker development may be challenging. The manner in which professional staff communicate about and adopt a new system or process can impact student workers. This impact can be either positive or negative.	Mumbe Kithakye
Training for Life Long Learning	Student staff training is essential and inevitable for every housing and residential life program. Often the training is at the start of the year to prepare student staff to mediate roommate conflict, plan programs, connect with residents, conduct rounds, address policy concerns, etc. Training before move-in can be demanding as students have to complete the training, prepare for a new semester, and in some cases complete internships and study abroad trips.	Mumbe Kithakye

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Understanding the Impact of First Year Living Learning Communities	Beginning by establishing a common understanding of the components of a Living Learning Community (LLC) or Living Learning Program (LLP). This session will ask participants to discuss and explore the assessment process, including how to evaluate qualitative data related to interpersonal skills and student development and examine how participation in LLCs or LLPs impacts retention rates among students over successive years.	Nina Gregory
We Definitely Covered that in Training: Creating and Implementing Effective Resource Guides for your Staff	Do you get questions and think "We definitely covered that in training"? Creating a comprehensive, effective guide for staff can be challenging. What do you include? What do you take away? Will it actually be utilized? In this session, participants will delve into the essential elements of crafting effective staff guides that serve as invaluable resources for both new hires and seasoned employees alike.	Sara Kennedy
We're All in this Together: Training Staff on the Residential Experience	Training staff about your residential curriculum is not always easy. At the University of Cincinnati, we utilize various methods to ensure our staff understand the work they are doing and have an appreciation for why they are doing it. These methods have created a cohesive understanding and respect of our curriculum, while leaving room for innovation and fun.	Sara Kennedy
Residence Education Partnerships with Academic Support Services to Support Student Success	Partnerships between academic support services and residence education take a myriad of shapes and serve a variety of purposes to support student success. Ideas, needs, and opportunities often lead to efforts like shared space, funding, student staff, or other collaborative programs. Participants will examine a case study of the department of Housing and Residence Education, at the Ohio State University, who is looking to move from a peer tutoring service operated by Housing and Residence Education to a partnership with other tutoring services at the university.	Shannon Mullally
Building Support: Training Residential Life Staff on How to Promote Academic Success in the Residential Halls	LSU Residential Life staff wears many hats. One of those hats is student/academic success. In the session, I will discuss how we have incorporated academic success procedures into the Residence Coordinator role. This includes the training sessions we provide for our professional staff and resident assistants both during summer training and throughout the academic year. There are also training sessions on academic programming, working with partners across campus, and working with our two Faculty in Residence. Additionally, we have implemented training sessions on how to do assessment and showing the residence coordinators how to understand and utilize the data we collect. Finally, in the 2023-2024 academic year, we had an Academic Initiatives Implementation Team with the intention of getting the in-hall staff some more academic focused experiences, including analyzing data we have collected, creating designated study spaces in the residence halls, creating an academic success bulletin board for each lobby, providing resources such as whiteboards for the students, and building a relationship with LSU's Center for Academic Success.	Shayla Schumacher

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Using Student Assessment to Maximize Our Impact	LSU Residential Education does an abundance of student assessment, both with our traditional students and our residential college students. While collecting data is great, putting it to use and implementing changes is far more important. From surveys to one-on-one conversations, we have implemented intentional check-in points to really understand our Residential College students' experiences and what they are looking for. This includes doing surveys at the beginning of the semester, end of fall semester, midterm outreach, and one-on-one conversations with our faculty members. Additionally, we collaborated with one of our Residential College faculty members to create an end of year survey for our Residential College students.	Shayla Schumacher
Wading The Waters of Parallel Partnerships between Faculty and Residential Life Staff	LSU's Residential College Program is a collaborative effort between the faculty leaders (Rectors) and Residential Life. Navigating these relationships can be challenging as there is a lot of different people involved, with the faculty reporting to their Assistant Deans/Deans and the Residence Coordinators reporting to their Residential Life Administration, there can sometimes be competing initiatives. From the Residential Life side, we have worked to create effective partnerships and different ways to build effective programming and foster student success. Funding for these programs comes from student fees, is controlled by faculty, but is managed by Residential Life. The Residential College staff have prioritized building these relationships and creating ways for both groups to come together and foster student success.	Shayla Schumacher