



Program Detail

Click on the title of each program to learn more!

Thursday

Thursday	Session	Location
8 AM-8:50 AM	Residential Colleges at the University of Miami	Drillfield Room
	Superheroes Unite: Supporting Academic Partnerships in a Residential College Space	Duck Pond Room
	Check-in	Smithfield Room
9 AM-9:50 AM	Please Come Out of Your Room: Working Towards Engagement Solutions for the COVID-19 Generation	Drillfield Room
	Designing to Maximize Faculty Engagement: Leveraging Expertise Through Faculty-Staff Partnerships	Duck Pond Room
	Dream Team: Fostering a Strong FiR/RCD Relationship	Smithfield Room
10 AM-11 AM	Plenary: Dr. Janice McCabe	Assembly Room
11:10 AM - 12 PM	Retaining Residential College Support Staff in a Post-COVID World: A Framework for Internal Advancement and Growth	Drillfield Room
	Innovative Connections: Maximizing Student-Faculty Relationships through Visiting Fellow-in-Residence Programs	Duck Pond Room
	Fun with Faculty: Strategies for Inclusive Faculty-Student Engagement	Smithfield Room
12 PM-1:30 PM	Break - Lunch & Learn Sessions	
1:30 PM - 2:20 PM	Promoting Belonging and Community by Integrating Engaged Learning, Social Connectedness, and Diverse Citizenship	Assembly Hall
	This is Us: How Residential College Students Grasp a RICH Education	Drillfield Room
	How to Rebuild a Residential College: Supporting a Residential College Through Adaptation	Duck Pond Room
2:30 PM - 3:30 PM	Plenary - Dr. Jesse Ford	Assembly Room
3:40 PM - 4:30 PM	How to Help Your Students Finish Strong: A Final Exams Preparation Program Created by a Residential Life and Faculty Partnership	Drillfield Room
	Beyond Retention and GPA: How Interactions in LLPs Can Positively Impact Student Flourishing, Thriving, and Success	Duck Pond Room
	Three as One- Uniting Multiple Buildings into One Community	Smithfield Room

Friday

Friday	Session	Location
9 AM - 9:50 AM	Hanbury Presentation	Drillfield Room
	Telling and Selling Your Story: Social Media and Residential Colleges	Duck Pond Room
	Culture Shift: Making Changes in a Tradition Driven Space	Smithfield Room
10 AM-10:50 AM	The Impact of the COVID-19 Pandemic on Engagement and Academic Motivation of College Students	Drillfield Room
	Campus Collaboration in a Residential College: Utilizing Campus Partnerships to Help Students Thrive	Duck Pond Room
	An Introvert in An Extroverted World	Smithfield Room
11 AM - 12 PM	Plenary & Lunch - Laurie Fritsch, MEd, CHES, CTTS	Assembly Hall

Thursday, October 19, 8:00AM - 8:50AM

Residential Colleges at the University of Miami

Drillfield Room

Presenter(s): Matt McCabe, Assistant Director of Residential Education

Dr. Leslie Knecht, Senior Lecturer Chemistry, Senior Residential Faculty

Institution: University of Miami

Abstract: Forty years ago, residential colleges were created at the University of Miami. Since then, countless faculty have served and mentored students as Faculty Fellows and Lead Faculty in the five residential colleges. We are currently undergoing a massive project to replace two first year residential colleges with a first-year student village that aims to house all our first-year students in five brand new residential colleges. We are eager to share our current residential college model, what has changed over the years, and what we anticipate ahead. We'll talk about our buildings, our faculty and staff structures, our programming and engagement model and initiatives, our assessment practices, and more. Join us to learn more about the University of Miami and our adventure through the years with residential colleges.

Presentation Format: Traditional Presentation

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Superheroes Unite: Supporting Academic Partnerships in a Residential College Space

Duck Pond Room

Presenter(s):

Sydney Baxter, Program Coordinator, Leadership & Social Change Residential College

Tanner Cooper, Program Coordinator, Honors Residential Commons

Institution: Virginia Tech

Abstract: In a world of Living-Learning Programs, a superhero emerges to champion the cause of supporting our students. Armed with the power of collaboration, leadership, and education, be the superhero who fights to establish and nurture academic partnerships, unleashing a wave of positive transformation in the realm of higher education. Join us as we navigate, discuss, and brainstorm successful programs that create an intersection between faculty and students for a thriving residential community. This interactive presentation outlines our experiences focused on supporting academic partners in a residential college space. Together, we will be focusing on the challenges and opportunities of fostering relationships with academic partners. Our conversations will revolve around utilizing partnerships to increase student engagement, creating opportunities for experiential learning, and how the layers of teaching and programming can even improve academic outcomes for students. Bring your ideas and bring your creativity as we look at the pieces that make a beneficial partnership. At the end of this presentation, participants will leave with tools to strengthen their greatest superpower: partnership.

Presentation Format: Traditional Presentation

Thursday, October 19, 9:00AM - 9:50AM

Please Come Out of Your Room: Working Towards Engagement Solutions for the COVID-19 Generation Drillfield Room

Presenter(s):

Dr. Armen Shaomian, Faculty Principal, Preston Residential College
Sarah Kelly, Director of Experiential Learning, South Carolina Honors College

Institution: University of South Carolina

Abstract: After 2+ years of virtual learning and (dis)engagement, the COVID-19 generation of students are now enrolled in college. In this “post-COVID-19” world, we are all experiencing firsthand the delay in interpersonal development that many of our students face. The challenge we now face is this: how do we get them to connect face-to-face in the real world when they have missed out on those crucial opportunities during their high school and developmental years? Preston Residential College at the University of South Carolina has developed creative ways to reintroduce students to in-person engagement and interactions. From regularly scheduled themed events such as “Principal Hangs” and “Lunch with the Dean” to student-run organizations like Preston Ambassadors and Preston Green Thumbs, as well as pop-up gatherings in different places throughout the College, the staff of Preston has been working on overdrive to engage, involve, and inspire students to take an active role in our community. We will share what has worked for us - and we hope you bring ideas to share, as well!

Presentation Format: Traditional Presentation

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Designing to Maximize Faculty Engagement: Leveraging Expertise through Faculty-Staff Partnerships Duck Pond Room

Presenter(s):

Melissa Gresalfi, Dean of Residential Colleges and Residential Education
Natalee Erb, Director of First-Year Experience

Institution: Vanderbilt University

Abstract: This presentation overviews the ways that we have developed the Residential Colleges model at Vanderbilt University over the past five years to one of the cornerstones of our program: Faculty Engagement. We currently have fifteen faculty who serve as heads of house or college, and over the years have worked to develop a system of support that enables us to recruit and retain faculty from ten different colleges with very different academic appointments. This diversity, which is essential to building inclusive communities, also brings new challenges as each faculty member brings different backgrounds and experiences that are differentially connected to the mission of Residential Colleges. The model that we have developed over time leverages the expertise of professional staff with graduate degrees in higher education, student affairs, and student development, in a tight partnership with faculty heads. This partnership involves centering and honoring the diverse expertise of the faculty-staff team and leads to programming that is creative, responsive, and effective. This presentation will overview the history of our program for supporting faculty engagement and the different models that we have designed over the history of the Vanderbilt Residential Colleges program, and share examples and findings from the current model.

Presentation Format: Traditional Presentation

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Dream Team: Fostering a Strong Faculty in Residence/Residential Community Director Relationship Smithfield Room

Presenter(s): Mal Williams, Residential Community Director
Macon Stockholm, Residential Community Director

Institution: Southern Methodist University

Abstract: The Residential College experience at SMU provides students with an unique opportunity to live on-campus while supported by both a Faculty-in-Residence (FiR) and a Residential Community Director (RCD). When aiming to create a successful living and learning environment for residents, professional staff and faculty must work together. It is important to maintain a cohesive, collaborative relationship to meet the needs of the individuals who call our buildings home. In this presentation, we will walk through what a year in the relationship between the RCD and FiR may look like . We will also discuss best practices for creating a strong, thriving work relationship. In addition to sharing resources and tips, we will also put our discussion into practice with case studies. This session is intended to provide guidance and support for professionals who work with faculty, as well as faculty who work with professionals.

Presentation Format: Traditional Presentation

Thursday, October 19, 11:10AM - 12:00PM

Retaining Residential College Support Staff in a Post-COVID World: A Framework for Internal Advancement and Growth Assembly Hall

Presenter(s):

Lauren Oliver, Associate Director, Office of Living-Learning Programs
Jamie Penven, Director, Office of Living-Learning Programs

Institution: Virginia Tech

Abstract: Have you had a hard time attracting and retaining excellent staff post-Covid? A successful residential college hinges on staff who can move abstract visions into reality for our faculty and students. We knew we needed to help new and current hires see their potential at Virginia Tech. We created a professional growth plan, which is a framework designed to facilitate the growth, development, and achievement for professional staff working with our Residential Colleges. The plan emphasizes the identification of strengths, goal setting, and the establishment of pathways to achieve desired outcomes. By fostering agency and providing a structured progression, staff members are empowered to persist and excel in their roles. Good performance and time in the position equates to a promotion – come learn about how we challenged the status quo and created an innovative model that rewards investment.

Presentation Format: Traditional Presentation

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Innovative Connections: Maximizing Student-Faculty Engagement through Visiting Fellow in Residence Programs Duck Pond Room

Presenter(s):

Kayley Carter, Program Coordinator for the Creativity & Innovation District Living-Learning Program
Olivia Coutre, Program Director for the Studio 72 Living Learning Community and Art Program Coordinator for Student Engagement and Campus Life

Institution: Virginia Tech

Abstract: As student engagement needs change throughout the years, so should our strategies for connecting with and providing meaningful experiences for our students. The Creativity and Innovation District Living Learning Program is working to do just that- provide a unique, meaningful experience for students utilizing resources already available within our programs. This community, along with two others on the VT campus, contains apartments specifically assigned for use by visiting Fellows-in-Residence, or FIRs. In this presentation, Kayley and Olivia will review the CID-LLP Visiting FIR process, discussing the pros and cons of working with on-campus partners, managing timelines, and creating impactful experiences for the students and visiting FIRs. In this presentation, you will learn how different programs or departments host FIRs, coordinate logistics, and employ marketing strategies to increase engagement between students and faculty.

Presentation Format: Traditional Presentation

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Fun with Faculty: Strategies for Inclusive Faculty-Student Engagement Smithfield Room

Presenter(s):

Lara Lomicka Anderson, Interim Vice Provost for Undergraduate Affairs
Jennifer Eidum, Associate Professor of English

Institution: University of South Carolina, Elon University

Abstract: High-quality faculty involvement is critical to successful living-learning communities (Eidum & Lomicka 2023). The presence of faculty in LLCs is especially important for certain student populations, for example: first-generation college students (Eidum et al., 2020) and students of color (Vetter et al., 2019). During this lunch and learn, the co-editors of *The Faculty Factor: Developing Faculty Engagement with Living-Learning Communities* (2023) bring best practices for faculty-student engagement in an informal conversation. Both facilitators are faculty members at higher education institutions and each served as faculty-in-residence, living with their families on their respective campuses. Together with frameworks for creatively engaging with students drawing from the book, they provide practical examples of successful faculty-student engagement in LLCs. Participants will be encouraged to adapt the strategies for faculty-student engagement to their own contexts and communities. After receiving a handout with resources and ideas for generating activities for their own LLCs, participants will reflect on their successes and challenges with faculty-student engagement in LLCs and share guidance with their fellow participants.

Presentation Format: Traditional Presentation

Thursday, October 19, 1:30PM - 2:20PM

Promoting Belonging and Community by Integrating Engaged Learning, Social Connectedness, and Diverse Citizenship Assembly Hall

Presenter(s):

Jennifer Stephens, Director of Academic-Residential Partnerships/Assistant Professor of Education
Jessica Gisclair, Associate Professor of Strategic Communications/Faculty in Residence
Mariann King, Community Director
Sandy Marshall, Associate Professor of Geography/Faculty Director

Institution: Elon University

Abstract: This panel explores the intentional integration of engaged learning opportunities, social connectedness, and diverse citizenship promotion across a variety of formal and informal spaces in the context of a first-year neighborhood. Panelists will include a faculty-in-residence/living-learning community advisor, community director, and faculty director/linked course instructor who will share insights, strategies, challenges, and success stories in rebuilding a sense of community and belonging after years of scaled back programming during the Covid-19 pandemic. Specifically, the panel will touch on topics including building traditions, fostering a sense of residential identity, creating informal spaces of interaction and mentoring, and bridging campus/community connections in residential spaces. Attendees will gain practical strategies to incentivize student engagement, strengthening connections between and among students, faculty, and staff, integrating living and learning, and fostering a sense of community within and beyond the residential neighborhood. This panel aims to foster dialogue, share best practices, and inspire collaborative efforts for vibrant and inclusive communities.

Presentation Format: Traditional Presentation

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How to Rebuild a Residential College: Supporting a Residential College Through Adaptation Duck Pond Room

Presenter(s):

Sydney Baxter, Program Coordinator, Leadership and Social Change Residential College
Jamie Penven, Director, Office of Living Learning Programs

Institution: Virginia Tech

Abstract: In 2001, O’Hara shared valuable knowledge with the world on "How to Build a Residential College." For over 20 years, this tool has been vital in the development of Residential Colleges on various University campuses. As the landscape of Higher Education changes, so must our practices. Building off the work of O’Hara, this presentation will explore the adaptation of the residential college model though changes in student population, university structures, and within the global context. This presentation provides valuable information for those looking to begin new and adapt current residential colleges on their campus. By living out these adaptations and considerations, we’re still learning how our residential colleges adjust, grow, and change in a complex global world through looking at the residential colleges at Virginia Tech as a living case study. Join us to evaluate what factors we’re adapting from O’Hara’s original article “How to Build a Residential College” and share with us how you’re adapting your daily practice.

Presentation Format: Traditional Presentation

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This is Us: How Residential College Students Grasp a RICH Education Drillfield Room

Presenter(s):

Sarah E. Colonna, Associate Faculty Chair of Grogan Residential College
Fatima Galvan-Ruiz and Casey Arnold Grogan College second-year students

Institution: University of North Carolina, Greensboro

Abstract: Students entering Grogan Residential College encounter Adrienne Rich’s (1977) speech “Claiming an Education” where she urges students to claim, rather than receive, their college education. This impetus of action and responsibility from her speech is reflected in two rising second-year Grogan College students. Using this speech as a foundational text and the resources available to them as members of a residential college, both Fatima Galvan-Ruiz and Casey Arnold exemplify the ways that students are thriving and flourishing from the very start of their college careers. Taking each bit of advice from Rich’s speech, they show how having the support and resources of a residential college can scaffold learning both in and out of the classroom. As Rich explains the necessity of skills like clear thinking, active discussion, and excellent writing as well as ideas of self-responsibility and grappling with the hard work of college, Fatima and Ashley can point to places they have learned and grown during their time in Grogan College. As partners in what Rich calls the “pledge of mutual seriousness,” I, as faculty, share a commitment to creating a fertile ground where students can succeed. With Fatima and Ashley as examples, there is no limit to what students in residential colleges can do!

Presentation Format: Traditional Presentation

Thursday, October 19, 3:40 PM - 4:30 PM

How to Help Your Students Finish Strong: A Final Exams Preparation Program Created by a Residential Life and Faculty Partnership Drillfield Room

Presenter(s):
Matt McCabe, Assistant Director of Residential Education
Dr. Leslie Knecht, Senior Lecturer Chemistry, Senior Residential Faculty

Institution: University of Miami

Abstract: Finish Strong is a finals preparatory program created by the Residential College Faculty at the University of Miami. Starting as an evening of group studying in one Residential College several years ago, Finish Strong has grown into one of Housing and Residential Life’s signature programs. The program spans several days and includes numerous faculty driven events and partnerships with various UM colleges and departments. The program begins with a series of faculty led subject reviews during reading days. Reviews prioritize courses with high impact finals, such as Calculus and Organic Chemistry. Faculty are recruited to lead review sessions based on student feedback. Several have been involved for years, and the invitation to participate has prestige in faculty culture. Finish Strong maintains its momentum by hosting late night study tables. Each night emphasizes a different subject and is supported by faculty and tutors. Students overwhelmingly report that they feel more prepared for finals and better understand the subject material after participating in Finish Strong. Through this presentation, participants will gain a historical overview of Finish Strong, grasp the underlying reasons for implementing a similar program, and receive practical guidance to facilitate the establishment of their own collaborative finals preparatory program.

Presentation Format: Traditional Presentation

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Beyond Retention and GPA: How Interactions in LLPs Can Positively Impact Student Flourishing, Thriving, and Success Duck Pond Room

Presenter(s):
Jamie Penven, Director, Office of Living-Learning Programs

Institution: Virginia Tech

Abstract: For years, we have used student success outcomes of GPA and retention to advocate for the creation and continuance of living-learning programs. With increasing reports of student loneliness and a lack of student thriving we must dig deeper into the outcomes of LLPs. Peter Felten’s 2020 book, “Relationship Rich Education” argues human connection and relationships are a key ingredient for student success. At the heart of Residential Colleges and living-learning communities are environments that create opportunities for numerous human interactions including peer, faculty, and staff. Erck and Sriram demonstrated in a recent study how these types of interactions lead to student thriving. To further explore how these types of interactions support student success, we conducted the same study at Virginia Tech among a total of 5000 students participating in four residential colleges and 18 living-learning communities. Learn about how we expanded on Erck and Sriram’s study to include flourishing and well-being measures and strategies we will incorporate in our LLP practice as a result of the findings.

Presentation Format: Traditional Presentation

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Three as One - Uniting Multiple Buildings into One Community Smithfield Room

Presenter(s): Roman Peterson, Residential Community Director
Ryan Nelson, Assistant Residential Community Director

Institution: Southern Methodist University

Abstract: When constructing a community among multiple buildings, it can be challenging to create a shared experience that brings everyone together. It can bring up different questions such as , “How do you optimize the different spaces”, ‘How to create buy-in from residents”, “What is the common space for programming”, “How do we create visibility of staff” and so many more. Through trial and error, student feedback, and building intentional spaces, it is possible to bring If you are looking to build an inclusive community where students can thrive and find where they belong.

Presentation Format: Traditional Presentation

Friday, October 20, 9:00 AM-9:50 AM

Sponsor Presentation: Residential Colleges - Your evolution to optimize your College's fullest potential! Drillfield Room

Presenter(s):

Jane Rathbone, FAIA, LEED AP BD + C
Matthew Lee, ASID, LEED AP BD + C, WELL AP

Institution: Hanbury

Abstract: Join this conversation and explore the value proposition of your college, the experiences you offer and how physical space can support your aspirations.

How is your Residential College evolving and how can your spaces support your evolution and your traditions?

What role do your residents play in continuing to build your traditions over time, traditions that encourage engagement and provoke a return?

What are the key attributes and values of your community and how can your spaces support and extend that story?

Presentation Format: Traditional Presentation

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Telling and Selling Your Story: Social Media and Residential Colleges Duck Pond Room

Presenter(s):

Emily Waddell, Program Coordinator, Gillette House, Murray House, & Sutherland House

Institution: Vanderbilt University

Abstract: Let's face it – social media is a must when working with anyone, especially college students. With the innumerable ways students are receiving information, how do you make the most of your online presence? In this session, we will consider best social media practices using the data collected from Vanderbilt University's Residential Colleges Instagram page. Specifically, this session will cover the purposes for posting and using social media, best times to post content, the variety of ways to promote events and engage your students through social media, how to utilize Canva and other design applications to improve your content, and how to collect and evaluate account data using Instagram's Professional Dashboard. Session participants will leave the session having learned the roles social media can play in promoting a residential college system, best practices for how/when/what to post on social media, and ways to use data collection to inform social media practices.

Presentation Format: Traditional Presentation

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Culture Shift: Making Changes in a Tradition Driven Space Smithfield Room

Presenter(s): Mal Williams, Residential Community Director
Macon Stockholm, Residential Community Director

Institution: Southern Methodist University

Abstract: What happens when an institution that celebrates tradition is faced with a generation that wants nothing but change? Do we allow our students to overturn historical systems of tradition or do we work alongside them to find a balance of maintenance and innovation? In this presentation, we will discuss our personal experiences navigating university standards and traditions alongside student opinions and desires. We will do a deep dive into the recreation of one signature event, while also highlighting a number of changes that have taken place during our time on the Hilltop. It is no secret that student experience has shifted post-COVID and while traditions are an important piece of the university experience, we have attempted to find a balance between the two. We will walk through how we used critical questions and active listening to find a way to continuously innovate our work while also maintaining consistency.

Presentation Format: Traditional Presentation

Friday, October 20, 11:10 AM - 12:00 PM

The Impact of the Covid-19 Pandemic on Engagement and Academic Motivation of College Students

Assembly Hall

Presenter(s):

Holly Ambler, Watauga Residential College Academic Advisor
Zayna Sheridan, Emily Escobedo Ramirez, Mariana Angeles Lemus, Dex Williams, student panelists

Institution: Appalachian State University

Abstract: Since the beginning of the pandemic, we have noticed a decline in student engagement and academic motivation as well as academic success among our residential college students. This is not unique to our institution or program, but a much larger problem. In order to explore some causes and possible effects, we put together a focus group consisting of first through fourth year students in our residential college. Our aim with this study was to hear from students about what is preventing them from engaging both socially and academically. Students were interviewed in group and individual settings to determine the impact of the pandemic on their college experience. Interview questions focused on student engagement and motivation for academic success. How has Covid influenced the engagement of students with each other, faculty members and the institution? Are students more or less motivated to succeed in school during the pandemic? What we have learned seems universal to students in a variety of academic settings and should help advisors, residential college staff, and faculty support students in their academic journey.

Presentation Format: Panel

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Campus Collaboration in a Residential College: Utilizing Campus Partnerships to help Students Thrive.

Duck Pond Room

Presenter(s):

Sydney Baxter, Program Coordinator, Leadership & Social Change Residential College
Jes Davis, Associate Director, VT Engage

Institution: Virginia Tech

Abstract: Powered by collaborative partnership, the Leadership and Social Change Residential College has supported student thriving and flourishing through the support of multiple departments inside and outside of the classroom. As we work to develop leaders in a complex global environment, the Leadership and Social Change Residential College operates with support from the Office of Living-Learning Programs, VT Engage: The Center for Leadership and Service Learning, and the Department of Agricultural, Leadership, and Community Engagement. With each partner bringing different tools, resources, and talent to the table, we're able to meet multiple student and faculty needs to ensure the growth of our Residential College. In this presentation, we will give an overview of each partnering department, the functionality of each department, and our involvement aspirations. As our Residential College grows and our partnerships strengthen, we have learned how to manage, maintain, and maximize our relationships for the betterment of our students and faculty inside and outside of the classroom. Join us for a discussion on how to engage and strengthen your campus partnerships with your Residential College.

Presentation Format: Traditional Presentation

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An Introvert in an Extroverted World

Smithfield Room

Presenter(s): Rylie Ackley, Residential Community Director
Macon Stockholm, Residential Community Director

Institution: Southern Methodist University

Abstract: What's an introvert to do in a world that encourages and praises extroverted tendencies? Extroversion is an ideal developed in and by our society at large that has seeped into the higher education world. It can sometimes feel like the only way to survive and thrive in higher education is to be an extrovert. The functionality and inner workings of higher education thrive off of an extroverted approach to student affairs. These standards bring about a variety of questions: Do introverts exist in higher education? How do they survive? Who, really, are introverts? We will be discussing and answering these questions as they relate to all tiers of stakeholders from students to professional staff. As an introvert and an extrovert, we believe that there is no "one size fits all" model to higher education, but rather – ways for us to both encourage and engage each other that make both introverts and extroverts feel comfortable in higher ed spaces.

Presentation Format: Traditional Presentation

Lunch and Learns

Thursday, October 19

Latham Ballroom

A Haunting At Virginia Tech

Benjamin Hotaling, Student Leader for Inclusion and Belonging Virginia Tech

Engaging students can be difficult, particularly when they have spent so much of their lives online. During this two-week long online/in-person hybrid game, 50+ potential ghost hunters and puzzle solvers worked together to solve the disappearance of five fictitious Virginia Tech Students. During our lunch, we'll talk about the logistics, building interest and engagement, and the creative process that guided this experience.

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Maintaining an RC Way of Life Among High Staff Turnover

Michelle Madsen, Associate Director of Residence Life, SMU

Dr. Jennifer Post, Director of Residence Life, SMU

Developing an organizational culture that understands and supports a residential college model has been critical for success. As staff turnover swept leadership levels and residential community director levels, maintaining that culture and knowledge has been challenging. Most new staff transition from more traditional housing models and don't fully understand the goals of an RC model and how every process (RA selection, housing assignments, orientation, etc.) should support these goals. Gaining both buy-in for and understanding of the RC model with more new staff than experienced staff has proven difficult. Historically, we've relied on current staff members to share the nuances of norms, traditions, and organizational culture with new staff. In the past few years, turnover at the departmental leadership and RCD levels exceeded 75%, leaving us without a ratio of existing staff to adequately pass on the organizational culture of the RC model effectively. Recognizing that issues of staff turnover are not unique to our campus, we offer an invitation to discuss challenges and possible solutions to this situation.

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Successful (and Shareable) Residential College Programming Efforts

Matt McCabe, Assistant Director of Residential Education,

University of Miami

Dr. Leslie Knecht, Senior Lecturer Chemistry, Senior Residential Faculty,

University of Miami

Interested in learning about successful programming efforts from other institution's residential college programs? Attend this lunch and learn for an open discussion on programming practices. During this lunch learn, we will start by giving an overview of the University of Miami's residential college programming model and then open the floor for discussion on attendee's own residential college programming. Through this lunch learn, we hope to identify common successful residential college practices that could be easily implemented by other institutions. Participants should come prepared to share examples of successful programming from their institution's residential colleges.

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A Faculty Member's Journey alongside Residential Colleges: Finding Meaning over Time

Karen Kurotsuchi Inkelas

For this Lunch and Learn, I propose to talk with faculty members about the trajectories of their professional development as residential college leaders and what they would recommend for future faculty interested in working with residential colleges. We will discuss major milestones and touchpoints along their journeys and what information and resources they wish they had in order to perform most optimally in the residential college environment. We will also discuss what organizations like the Residential College Society can do to assist them, which will in turn help inform me on the design of professional.

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What I Wish I Knew About Residential Colleges as an Incoming Student

Tate Hansen, Senior Student Leader, VT

As a student who is new to the residential college model at Virginia Tech, there are a lot of things that I wish I had known as an incoming student. I spent my first year at Virginia Tech as a general assignment student, and after switching over to a residential college I have come to learn and appreciate so many benefits of this model. I plan to share some of the differences I've noticed in the communities, and about how we so fortunately lead one of these communities. Had I known the tremendous sense of home and community present in the residential college, I would not have passed it up. Not only have I noticed a difference in the sense of community, but also in the available resources and engagement opportunities for all of the residents. I'd love to talk about my experiences transitioning from general assignment housing to the Leadership and Social Change Residential College and how it has impacted my college experience.

Lunch and Learns

Thursday, October 19

Latham Ballroom

Living Ut Prosim: Taking our Residential College Passion for Food Security to Appalachia and Senegal

Rick Rudd, Faculty Principal, Leadership and Social Change Residential College, VT

Jaya Powell, Resident and Student Leader, Leadership and Social Change Residential College, VT

Providing opportunities for residents to practice their passion in communities outside of the university is a laudable goal for residential colleges. In this session, we will discuss how we were able to take a Leadership and Social Change (LSCRC) residential college goal of food security to families in Appalachia and Senegal through a USDA funded project. Students learned how to preserve food with faculty in our Food Science Department and worked with local Extension agents to teach food preservation in Virginia. After learning and teaching in Appalachia, the students traveled to Senegal and taught food preservation to women in rural villages. The aim of the project was to teach LSCRC residents about food preservation and have them take that knowledge to families in hopes of providing a new tool to make the homes more food secure. This project also taught LSCRC residents about careers in extension, Senegalese culture, leadership and teamwork skills.

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How Art, Math, Design, Education, Geography and Lasers can help us understand placemaking in a residential college

Dr. Timothy Baird, Faculty Principal, Associate Professor of Geography, VT

This program will present an ongoing research project, sponsored by the National Science Foundation, to examine placemaking within Virginia Tech's (VT) new Creativity and Innovation District Living-Learning Community (CID). This project brings together faculty from several departments at VT to address a singular overarching question: How does space become place in a shared indoor environment? Dr. Baird, who leads this research, and serves as CID's inaugural Faculty Principal, will discuss the projects' use remote sensing techniques and social science strategies as well as early findings from his teams work.

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Rethinking Residential Life through a Well-Being Lens

Rebecca Caldwell, Director for Residential Well-Being, VT

In Fall 2022, Virginia Tech launched a redesigned residence life program that centers student well-being. The Residential Well-being model addresses the care, concern, and community needs of today's VT student, while focusing our educational efforts on three essential tasks for residential living: creating inclusive communities, evolving in one's holistic well-being, and finding meaningful engagement alongside academic pursuits. Specifically, we have moved away from building-based support to a district model in which a team of professionals supports a section of the residential campus. A district team includes a case manager, health educator, and involvement specialist, as well as supporting inclusion & belonging efforts via each district's Managing Director and a dedicated graduate assistant. We evolved from a traditional single R.A. who supports a floor model to a set of specialized Residential Well-being Student Leaders who work in teams of 3-5 to support 120-150 students. Each RWB Student Leader team includes at least one of our specialized roles: Student Leader for Inclusion & Belonging, Student Leader for Well-being, and Student Leader for ExperienceVT. Join us to learn more about the model itself, the essential partnerships needed for success, and the modifications that we have made in our second year to better support our Residential College district.

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Living on Without Losing Your Mind: Setting Boundaries while Living Where You Work

Macon Stockholm, Residential Community Director, SMU

Mal Williams, Residential Community Director, SMU

Everyone knows that work/life balance is all the rage, but where can you find balance when you live ten steps away from your office door? How do you set boundaries when your students know where you live? What does it mean to be both personal and professional...all within the walls of one building? This session aims to answer these questions. We will provide guidance to live-in staff who may be struggling to find their footing in a role that overlaps and intertwines both their personal lives and their profession. We will walk through some of the biggest challenges that live-in staff face during their time on-campus, as well as some best practices and pro tips for navigating these different challenges. We will also provide attendees with a guided space for self-reflection to ensure that they are prepared to return to their homes and their positions with boundaries that will allow them to succeed personally and professionally. We believe that living where you work can be challenging but should also be celebrated and enjoyed. While this session will highlight and address challenges, we want to create a space where live-in professionals can positively discuss these difficulties and find a way to live their best life while on-campus.