



Developing a Leadership-Themed Living Learning Community

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**THE EDUCATION ADVISORY BOARD
WASHINGTON, D.C.**

I. RESEARCH METHODOLOGY

Project Challenge

A member institution approached the Council with the following questions:

Program Administration: *What office or administrators have oversight over leadership living-learning communities? What support is provided for the operation and administration of these programs, such as budgets and staff?*

Program Structure: *How are leadership living-learning communities structured at other institutions, including student participants, program duration, and specific program components (e.g., courses and other academic components, social programming, etc.)? For programs with first-year participants, how have institutions responded to concerns regarding program rigor too early in an undergraduate student's academic career?*

Assessing Program Impact: *How have institutions measured evidence for program impact on enrollment and retention? How do institutions measure the academic performance of students who reside with leadership living-learning communities compared to those who do not?*

Recommendations for Implementation: *What advice or lessons learned do contacts offer regarding program implementation?*

Sources

- Education Advisory Board's internal and online research libraries (www.educationadvisoryboard.com)
- National Center for Education Statistics (<http://nces.ed.gov/>)

I. RESEARCH METHODOLOGY

Research Parameters

Definition of terms: Leadership-themed living learning communities are referred to as LLCs throughout this brief.

A Guide to the Institutions Profiled in this Brief				
Institution	Geographic Location	Carnegie Classification	Approximate Enrollment (Total/ Undergraduate)	Type
Ohio State University	Midwest	Very High Research Activity	55,000 / 41,300	Public
Rutgers University - New Brunswick	Northeast	Very High Research Activity	37,400 / 29,100	Public
University of Florida	Southeast	Very High Research Activity	50,700 / 33,600	Public
University of Illinois-Urbana Champaign	Midwest	Very High Research Activity	43,900 / 31,500	Public
University of Minnesota-Twin Cities	Midwest	Very High Research Activity	51,700 / 33,200	Public
University of North Carolina at Chapel Hill (UNC-Chapel Hill)	Southeast	Very High Research Activity	28,900 / 18,000	Public
Virginia Polytechnic Institute and State University (Virginia Tech)	Mid-Atlantic	Very High Research Activity	30,900 / 23,600	Public

II. EXECUTIVE OVERVIEW

Key Observations:

- ❖ **Almost all contacts report that leadership-themed living learning communities partner with an academic school or program to develop program curriculum and programming.** The faculty members who teach LLC courses are often housed within these partner schools or departments.
- ❖ **Most LLCs across contact institutions are managed by a dedicated program director, who reports to a director or assistant director of housing or residence life.** Program directors are typically graduate students in the college of education, or a staff member in the housing division who also manages other LLCs or residence hall populations.
- ❖ **LLC participants at most contact institutions are predominantly first-year students, with a small proportion of sophomore participants who typically serve as formal or informal peer mentors.** At one institution, LLC participants are exclusively first-year students largely because the residence halls cannot accommodate sophomores. Alternatively, the leadership LLC at another contact institution is reserved for sophomores, juniors, and seniors, as first-year students are required to live together in first-year residence halls.
- ❖ **Across contact intuitions, most LLCs attract between 100 and 200 participants.** Only two contact institutions offer smaller programs with 14 and 23 participants, respectively.
- ❖ **Four contact institutions require LLC participants to enroll in at least one academic leadership course. At two other contact institutions, the academic courses associated with leadership LLCs are optional.** At the remaining contact institution, all students living in the leadership LLC are also enrolled in the school of management (which sponsors the program), and are thus often enrolled in courses together.
- ❖ **In addition to an associated academic course, LLC participants engage in variety of activities, including community service projects, social programming, and academic discussions.** Several contact institutions offer LLC participants special sessions with academic advisors, as well as academic support workshops on topics such as study skills and course registration. Two institutions arrange special field trips related to the leadership theme of the LLCs.
- ❖ **Across contact institutions, funds dedicated to LLC programming amount to about \$1,000; in addition to these programming costs, the cost of course releases or stipends for faculty members teaching LLC courses accounts for most expenses associated with the LLC.** At some contact institutions, the Office of the Provost funds much of the cost associated with offering an LLC course.
- ❖ **Contacts typically conduct student experience surveys at the conclusion of the academic year; some institutions also conduct faculty focus groups to assess the success of LLCs.** In addition to measuring student satisfaction, contacts institutions measure success against learning outcomes and often track the academic performance of students living in all LLCs at the institution. Because retention is not a major challenge for most contact institutions, retention among LLC participants specifically is not typically monitored.

III. OVERVIEW OF LEADERSHIP-THEMED LIVING LEARNING COMMUNITIES ACROSS CONTACT INSTITUTIONS

Across contact institutions, leadership-themed living learning communities are typically partnered with an academic department or program, which, in turn, provide faculty to teach the academic courses associated with an LLC.

Overview of Leadership-themed Living Learning Communities			
Contact Institution	LLC Program Name	LLC Academic Partner	Program Description
Ohio State University	John Glenn School of Public Affairs Learning Community	John Glenn School of Public Affairs	The LLC is open to all undergraduates, regardless of major. LLC participants engage in both a course taught by a Glen School of Public affairs faculty member and policy discussions organized by a faculty member.
Rutgers University	Leadership Education at Douglass (LEAD)	Douglass Residential College	All LLC participants are residents in Douglass Residential College for women. The Douglass campus hosts 13 LLCs, which comprise the <i>Global Village</i> .
University of Florida	Leader-Scholar Program (LSP)	N/A	The Department of Housing sponsors the LLC but works closely with the College of Education in planning the associated LLC academic course, <i>Choices in Leadership and Scholarship</i> , which is typically taught by housing staff who hold PhDs or graduate students in the College of Education.
University of Illinois	Leadership Experience through Academic Development and Service (LEADS)	Agricultural Education Program	LLC participants can select from a range of classes open to students in other LLCs and sponsored by various departments. Agriculture Education sponsors the course most closely associated with LEADS, <i>Introduction to Leadership Studies</i> , although the provost's office funds the instructor's course release from his or her department.
University of Minnesota	Carlson Leadership House	Carlson School of Management	All LLC participants are also enrolled as undergraduates in the Carlson School of Management; consequently, students often take multiple classes with other members of the LLC.
UNC-Chapel Hill	Service & Leadership Learning Community	Office of Service Learning	The Office of Service Learning sponsors the LLC course, <i>Action Research</i> , which cultivates student research skills around a topic of social concern; the topic selected for Spring 2011 is "a living wage."
Virginia Tech	Residential Leadership Community	Agriculture Extension Education (AEE) Program	The AEE program sponsors two courses in which LLC participants enroll: a fall semester course in leadership theory and a spring semester praxis course, focusing on the application of theory. Faculty are also drawn from housing staff members with PhDs and doctoral candidates in the College of Education.

III. OVERVIEW OF LEADERSHIP-THEMED LIVING LEARNING COMMUNITIES ACROSS CONTACT INSTITUTIONS

Programs with Leadership Minors or Certificates

For about the last five years, **Virginia Tech** has offered a leadership minor through the Agriculture Extension Education program; 2011 marks the first year the minor is open to non-Residential Leadership Community residents. At the **University of Illinois**, LLC residents may opt to complete the leadership certificate offered by the Illinois Leadership Center, sponsored jointly by the student affairs division and the Provost’s office.

Overview of Program Participants

Most contacts report 100 to 200 participants in leadership-themed living learning communities; however **Rutgers University** and **UNC-Chapel Hill** maintain smaller programs with 14 and 23 participants, respectively in the 2010-2011 school year.

Overview of Leadership LLC Participants			
Class year of participants	Contact Institution	Total Number of Participants for 2010-2011 Academic Year	Profile of Returning Students
Exclusively First-year Students	University of Minnesota	120	N/A
Predominantly First-year Students, and Returning Sophomores in Peer Mentors or Resident Advisor roles	University of Florida	200	About eight students return as sophomores; all serve in formal <i>peer mentor</i> or <i>resident advisors (RA)</i> roles.
	Virginia Tech	215	About 25 students return as sophomores; all serve as <i>peer leaders</i> or <i>resident advisors (RAs)</i> .
Predominantly First-year Students, and Some Sophomore Participants	University of Illinois – Urbana Champaign	138 (on average, 150)	About 40 students are sophomores ; contacts report that in any given year 28 to 37 percent of participants return for a second year and some serve as LLC <i>orientation leaders</i> and informally mentor first-year students throughout the year.
	Ohio State University	Approximately 75 to 100	The number of returning students is unknown, but sophomores are permitted to participate.
	UNC – Chapel Hill	23	About three students return as sophomores and serve informally as mentors; applications are open to all students, regardless of class year.
Predominantly Sophomores, Juniors, and Seniors	Rutgers University	14	One returning student (junior or senior) serves as a <i>peer academic leader</i> .

III. OVERVIEW OF LEADERSHIP-THEMED LIVING LEARNING COMMUNITIES ACROSS CONTACT INSTITUTIONS

Overview of Program Participants (Cont.)

Determining Optimal Participant Age

Contacts at the **University of Illinois**, **Virginia Tech**, and the **University of Minnesota** note that the concentration of first-year students in the leadership-themed living learning communities reflects broader housing circumstances on campus: at both institutions, many sophomores move off campus, and at the University of Minnesota only first-year students are guaranteed on-campus housing. Additionally, contacts at **UNC-Chapel Hill** note that the Service and Leadership LLC, located on the southernmost end of campus, has difficulty attracting sophomores because sophomores typically opt re-enter the housing lottery, vying for a room in a more updated residence hall that is also closer to academic buildings. However, contacts at **UNC-Chapel Hill** and **Virginia Tech** note that incorporating sophomores into the LLC experience allows for the community to form traditions and more easily form a distinct identity.

Operating under a different model, contacts at **Rutgers University** explain that within Douglass Residential College, first-year students live together before participating in a LLC in subsequent years; contacts indicate that this structure allows first-year students to bond as a class, adjust to college, and get involved in other organizations before committing to a LLC and the associated requirements in their sophomore, junior or senior year.

IV. LIVING LEARNING COMMUNITY PROGRAM COMPONENTS

Academic Programming

Required Courses

- **Ohio State University** and **UNC-Chapel Hill** require LLC participants to enroll in *one semester-long leadership class*.
- **Virginia Tech** requires LLC participants to enroll in *both a fall and spring semester course*.
- **Rutgers University** requires students in the LLC to participate in a “house class,” which students attend as a group in the residence hall. Several course descriptions follow:

Required Courses associated with Leadership LLCs			
Institution	Required LLC Courses		
Rutgers	House Course (1.5 hours)	Rooted in theme of LLC (e.g., leadership education)	Elective
	Linked Course (3.0 hours)	Any Rutgers class related to women’s leadership or service learning	May also fulfill major or general education requirements
UNC-Chapel Hill	ANTH 499: Action Research	Cultivates research skills around a topic of social concern (e.g., living wage)	Fulfills a university experiential education requirement
Virginia Tech	LDRS 1015: Exploring Citizen Leadership	Examines leadership theory and competencies	Fulfills a requirement for the leadership minor
	LDRS 1016: Exploring Citizen Leadership	Aims to refine theory learned in previous semester (LDRS 1015) through action and reflection	Fulfills a requirement for the leadership minor

Mitigating Student Resistance to a Required Course

Contacts at **Rutgers** note that some students are resistant to required course participation. To mitigate student dissent, Douglass Hall staff have restructured the “house course,” as the LLC course is called, into a project-based, experiential learning opportunity rather than a discussion-based course distinguished only by smaller class size.

Facing a different problem at **UNC-Chapel Hill**, contacts explain that although students in the Service and Leadership LLC are aware of the course requirement and must sign a contract agreeing to program requirements, scheduling conflicts prevent some participants from enrolling in the associated course. Program staff are now working more closely with the Anthropology department to reserve adequate classroom space and are requesting the professor to reserve space for all LLC participants before the early registration period for upperclassmen begins.

Contacts note that students find the course requirement more palatable when the LLC course also satisfies graduation requirements.

IV. LIVING LEARNING COMMUNITY PROGRAM COMPONENTS

Optional Courses

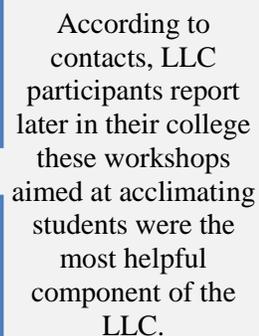
At the **University of Florida**, the academic course associated with the leadership LLC is optional; about 50 percent of LLC participants typically enroll in the academic course. To incentivize LLC residents to attend LLC programs and events, each event (including course-related events for those students enrolled in the associated course) is assigned a value. Students keep a log of events they have attended in what contacts call a *passport*; students who acquire stamps above a certain threshold are recognized at the end of the year.

Establishing a slightly different model, the **University of Illinois** offers a suite of optional courses for which members of any LLC can register. The course associated with the LEADS program is offered in the residence hall in which LEADS participants live, but members of other LLCs are also welcome to enroll; LEADS participants can enroll in off-site LLC courses that are hosted by other LLCs, in other residence halls. Contacts explain that this arrangement ensures that all LLC courses are fully enrolled, reaping maximum utility from the investment in LLC courses (which have characteristically small class sizes). Contacts also highlight the benefits of offering classes in multi-purpose rooms in the residence halls, noting that students seem less intimidated by professors and more likely to participate when classes are held in a familiar, student-centered space.

Academic Support

Contacts at **University of Florida** stress that an important aspect of the LLC is the level of academic support associated with the program:

- During the first semester, program staff offer workshops on topics such as study skills, time management, stress management, campus academic resources, academic advising, and choosing a major.
- During the second semester, programming focuses on avenues for co-curricular involvement and study abroad. Contacts consider student academic success correlative with student involvement in campus activities and therefore note the important role LLCs play in helping students adjust to college.



According to contacts, LLC participants report later in their college these workshops aimed at acclimating students were the most helpful component of the LLC.

At **Ohio State University** and the **University of Illinois**, LLC participants can take advantage of faculty members and advising staff who are responsible for coaching students through course selection and other academic decisions. At the University of Illinois, one academic adviser is dedicated to advising LLC students, dividing her time between the leadership-themed LLC and a career exploration-themed LLC.

Group Trips

Several contact institutions include a trip to the state or national capital as part of LLC programming. At **Ohio State University**, students make a trip to Columbus, Ohio and often have the opportunity to meet Senator and Mrs. Glenn, for whom the LLC is named. Similarly, the women of the **Rutgers** LEADS program visit Washington, D.C., where they attend a leadership development conference and meet with members of Congress and their staff.

IV. LIVING LEARNING COMMUNITY PROGRAM COMPONENTS

Social Programming

Orientation Programs

Ohio State University, University of Illinois, and UNC-Chapel Hill offer orientation programs for LLC residents. Orientations typically last about two days and present an important opportunity for residents to bond early in the academic year. At UNC-Chapel Hill, contacts note that during orientation, students also introduce issues they would like to discuss throughout the year.

Other Social Programs throughout the Year

Contacts at both **Ohio State University** and the **University of Florida** note that the LLC experience includes social programming in addition to academic courses. For example, the LLC staff at Ohio State University organize dinners, intramural sports teams, and movie nights for LLC participants. Contacts at Florida State University note the popular Thanksgiving feast that LLC participants host every year—during which students are also encouraged to bring a can of food for donation.

Civic Engagement

Many leadership-themed living learning communities also encourage responsible citizenship through public policy discussions, community service events, or leadership workshops:

Public Policy Discussions

Because of the program's close ties to the School of Public Affairs, the LLC at **Ohio State University** hosts bi-weekly meetings and discussions focused on important public policy issues. These discussions are sometimes led by known public servants and experts in a range of policy areas.

Community Service Events

Ohio State University LLC participants volunteer with a variety of community groups, including local elementary schools, voter registration groups, and a senior living center. Contacts note that residents also organize group participation in Ohio State's Community Commitment Day of Service and Martin Luther King, Jr. Day of Service. Similarly, contacts at the **University of Florida** describe community programs such as preparing food for a local homeless shelter. The LLC at **UNC-Chapel Hill** requires its participants to complete 30 hours of community service over the course of the year.

Leadership Workshops

LLC directors at the **University of Illinois** host weekly leadership seminars, and **UNC-Chapel Hill** requires LLC students to attend an eight-week workshop focusing the Social Change Leadership Development Model; the Residence Hall Community Director, also the LLC Director, teaches the course from 6:30 to 8:30pm on one weekday night per week for eight weeks.

IV. LIVING LEARNING COMMUNITY PROGRAM COMPONENTS

Service-Learning Components at *UNC-Chapel Hill*

The LLC at UNC-Chapel Hill is dually focused on service and leadership; accordingly, the program includes comprehensive programming related to service learning. The programming is designed to develop student leadership skills by requiring participants to engage non-LLC residents, to create a capstone project, and to actively reflect on such experiences throughout the year. The program components, in addition to course enrollment, are outlined below:

LLC Residents Complete or Attend the Following:

- **Two-day retreat** during which students select service themes for each month (e.g., education)
- **Monthly educational events** organized by the student coordinator and related to the theme of the month (e.g., viewing the documentary *Waiting for Superman* during an education-themed month)
- **30 hours of community service per year**, focusing on service related to each month's theme
- **Weekly meetings** during which the student coordinator announces service opportunities related to the month's theme and students share additional opportunities
- **Eight-week workshop** on the Social Change Leadership Development Model, during which the LLC director leads 90-minute weekly sessions
- **Capstone Project** through which three or four participants create a service-leadership experience for the broader residence hall community
- **Closing ceremony reflection** through which students describe three leadership roles they have held in the following categories:
 - Individual leadership (e.g., a single role in an organization)
 - Group Leadership (e.g., group action, such as the capstone project)
 - Societal Leadership (e.g., action that has social impact, such as LLC coursework and research around the living wage topic)



Determining the Appropriate Level of Program Rigor

Contacts at **UNC-Chapel Hill** note that LLC participants previously completed two additional workshops on service and leadership development. However, contacts eliminated these programming components because participants became overwhelmed by multiple commitments required to participate in the LLC. Contacts note that location is a particular challenge: most campus activities and classes take place in a different area of campus, and LLC activities take place at the residence hall on the southernmost end of campus.

V. STAFFING MODELS AND BUDGETS

Living Learning Community Staffing Models

Staffing models vary across institutions--the leanest model relies on one graduate student, typically in the College of Education, to coordinate LLC programming, while other institutions may dedicate a portion of a staff or faculty member's responsibilities to program coordination. **Ohio State University** offers a hybrid model in which the LLC has both a dedicated staff person, who reports to the housing division, and a Faculty Fellow who consistently teaches the associated course and contributes to developing academic programming.

A Graduate Student Coordinates LLC	Housing Staff Member Coordinates LLC among Other Responsibilities	Professor Serves as LLC Coordinator
<p>At Rutgers and the University of Florida, a graduate student, typically in the College of Education, coordinates the LLC and lives with resident participants. At Rutgers, the coordinator also teaches the "house course." Contacts at the University of Florida note that the coordinator is assisted by four Resident Advisors and four Peer Mentors; all receive stipends and live in the LLC.</p>	<p>At the University of Illinois, a Program Coordinator coordinates two LLCs, including LEADS; the Coordinator reports to the Associate Director of Housing. In addition, the Residence Director for the residential building often teaches a section of the LLC course and dedicates time to building relationships with the LLC residents. Finally, a graduate student, who is paid on an hourly basis, works throughout the year with LEADS. Similarly, at UNC-Chapel Hill, the residential building Community Director (CD) coordinates the LLC and reports to the Associate Director of Housing for Academic Collaboration and Assessment. The CD works closely with a paid student coordinator to plan weekly meetings and service opportunities (the student coordinator does not live in the LLC).</p>	<p>At Virginia Tech, a non-tenure track assistant professor serves as the coordinator of the LLC as well as the director of the leadership minor. The LLC coordinator reports to the dean of the Agriculture Education Extension and works closely with the Dean of Residence Life for Academic Initiatives.</p>

Committee Governance and Guidance at *Virginia Tech*

The LLC at **Virginia Tech** is accountable to an Executive Committee, made up of the Director of Program, the Vice President and Dean of Undergraduate Education, and the Vice President of Student Affairs. Contacts also explain that each LLC is guided by a Steering Committee that is responsible for exploring new program directions and monitoring success; contacts explain that the Steering Committee is in place partly to help share responsibilities with the Program Coordinator. The Steering Committee membership includes faculty members who teach LLC courses, the Associate Vice President for Student Affairs, the Community Director of the residence hall that houses the LLC, and student participants. Contacts recommend convening a similar group to oversee the implementation of a new committee.

V. STAFFING MODELS AND BUDGETS

Living Learning Community Budgets

Contacts report a variety of funding sources, noting that the cost of course release or stipends for faculty members teaching LLC courses accounts for most of the expense to operate an LLC. Contact institutions typically dedicate approximately \$1,000 to programming.

LLC Budgets across Contact Institutions		
Institution	Total Annual Budget	Funding Source
University of Illinois	\$29,000 for programming and faculty salary	Office of the Provost: \$25,000 Provost's Discretionary Funds: \$4,000
Rutgers University	\$20,600 total annual budget: \$7,000 for Coordinator's teaching salary, room, and board; \$12,00 for trip costs; \$1,000 for peer academic leader; \$600 for programming)	Douglass Residential College
University of Florida	\$1,000 for programming only, in addition to RA and Peer Mentor Stipends	Housing and Residence Life
UNC-Chapel Hill	\$1,000 for programming only, in addition to faculty salary	Housing and Residence Life provides funding for programming, Office of Service Learning provides funding for the faculty salary

Building a Strong Partnership with the University Provost

Contacts at both **Virginia Tech** and the **University of Illinois** describe the provost's support as critical to the creation of living learning communities on their campuses. Contacts at **Virginia Tech** note that although the LLC partners with the Agriculture Education Extension Program, the LLC director's salary is paid by the Provost in order to protect the program from budget cuts. In another instance of joint funding, the Office of Housing at Virginia Tech covers remaining program costs, funding the stipends for graduate students and housing staff members who teach about seven sections of the LLC course.

VI. MEASURING PROGRAM SUCCESS

Instruments for Assessment

Surveys

Across contact institutions, LLC participants complete surveys at the end of the academic year to gather feedback on their experience in the program. Contacts at the **University of Illinois** report that all residents complete a housing survey developed by Educational Benchmarking, Inc., but that the Office of Housing has also developed an additional survey for LLC participants.

Surveys typically measure student satisfaction with program curriculum and events. In addition to measuring satisfaction with programming elements and logistics, a survey at **UNC-Chapel Hill** measures student perception of their self-development in leadership and service-learning efficacy. This survey is administered in August, January, and May; it is also complemented by mid-year interviews between students and program directors, during which students discuss their individual leadership development.

Faculty Focus Groups

Focus group for faculty members prove an important method for contacts at the **University of Illinois** to gauge faculty satisfaction and to ensure that participating faculty are engaged with an LLC (i.e., ensuring the theme suits their interests). In some cases, LLC themes correspond well to faculty research, and contacts note that faculty enjoy the opportunity to teach small groups of students.

Longitudinal Studies

Contacts at the **University of Florida** report only recently launching a longitudinal study of LLC participants but advise beginning such a study at program inception.

Metrics for Success

Academic Performance

Contacts explain that they are more concerned with monitoring the GPAs of participants in living learning communities overall than individual LLCs, noting that the academic performance of students living in living learning communities is generally stronger than the performance of their peers not participating in LLCs. However, contacts that do monitor the GPAs of students in leadership-themed LLCs explain that they are not interested in measuring LLCs against one another, but are more interested in ensuring that all students seem to be adjusting appropriately to the university and the LLC. At **Rutgers**, for example, if a student's GPA falls below 3.0, the program coordinator will arrange for tutoring. Similarly, contacts at the **University of Florida** explain they aim for student GPAs to increase from the fall to spring semesters.

Learning Outcomes

Both **Rutgers** and the **University of Illinois** have developed learning outcomes against which contacts evaluate LLC success. Examples of learning outcomes at the University of Illinois are provided in addition to this report.

Retention

Contacts do not closely track student retention in leadership-themed LLCs, because typically retention is not the impetus for developing leadership-themed living learning communities at contact institutions. Furthermore, contacts note that retention rates at their respective institutions are strong overall.

VII. ADDITIONAL RECOMMENDATIONS FOR IMPLEMENTATION



**Invest
Stakeholders
and Assess
their
Interests**

Several contact institutions stress the importance of securing an academic partner for the LLC and encourage involving a dean with program planning to ensure his or her commitment to LLC success. Additionally, contacts at **Ohio State University** recommend gauging student and faculty interest when selecting LLC themes.

Contacts at the **University of Illinois** and **Virginia Tech** suggest creating a committee of stakeholders to guide the implementation of a new LLC. Contacts explain that housing divisions need to be flexible in welcoming new stakeholders and new themes for LLCs to create truly invested partners. With an implementation committee in place, housing staff members will likely have additional support during program planning and can rely on a consistent structure when a new LLC is eventually launched.

When marketing a new LLC, contacts again recommend partnering with academic programs, targeting departments with students who are likely to be interested in the LLC theme. Contacts at **UNC-Chapel Hill** also advise determining LLC participants through a formal application process, which indicates program selectivity. Contacts do not report maintaining close relationships with admissions departments to market LLCs to prospective students, but note that most marketing occurred through housing and residential education offices to currently-enrolled students. At the **University of Illinois**, contacts note that marketing should start early, and program popularity is often is dependent on word-of-mouth promotion. Contacts estimate that institutions may not find LLC participation to match the associated residential facility's capacity until the LLC reaches its third year.



**Market the
New LLC to
Potential
Participants**



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Developing a Leadership-Themed Living Learning Community

Networking Contacts • March 18, 2011

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