

Integrated Approaches to Teaching in the Residence Halls



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Academic Lifestyle Overview

- Academic Lifestyle programs are housed on individual floors
- Collaboration with Academic and Campus departments
- Faculty Mentors



Academic Lifestyle Overview

Current Programs at Illinois State

Art

Information Technology

Business

International House

Communication

Math

Co-Sciences

Music

Curriculum & Instruction

Nursing

Foreign Languages

Political Science

Geo-Environmental

ROTC

History

Service & Leadership

Honors

Speech Pathology

***Other Lifestyle Floors include: Wellness, Substance Free, Quiet, Graduate, Transfer & Continuing Student**

Highlights from the Floors

- Faculty/ Staff interaction with students outside of the classroom
- Programs, field trips, speakers all determined by floor major or interests
 - Art Floor – painted a mural of famous women in the Christa McAuliffe Conference Room
 - Nursing Floor – brought in a specialized nurse a month to talk to floor (ex. ER nurse)
 - Math Floor – formed study groups nightly in the lounge

How did the Service and Leadership Floor come to be?

- A dialogue began between University Housing Services and the Office of Student Life (Summer/Fall 2003).
- A partnership between these two university departments answered individual department goals, while also putting into action the university value of “individualized attention”.
- The 2003-2004 academic year was spent planning and promoting the new lifestyle floor concept.
- Manchester 14 debuted as the first Service and Leadership Lifestyle Floor in the Fall of 2004.

Description of the Floor

The Service & Leadership Lifestyle Floor is geared for those students interested in developing their leadership potential through diverse activities such as community service, leadership trainings, experiential trips, and mentoring relationships.

Goals of the Floor

Utilize the concepts of service and leadership to encourage students to ...

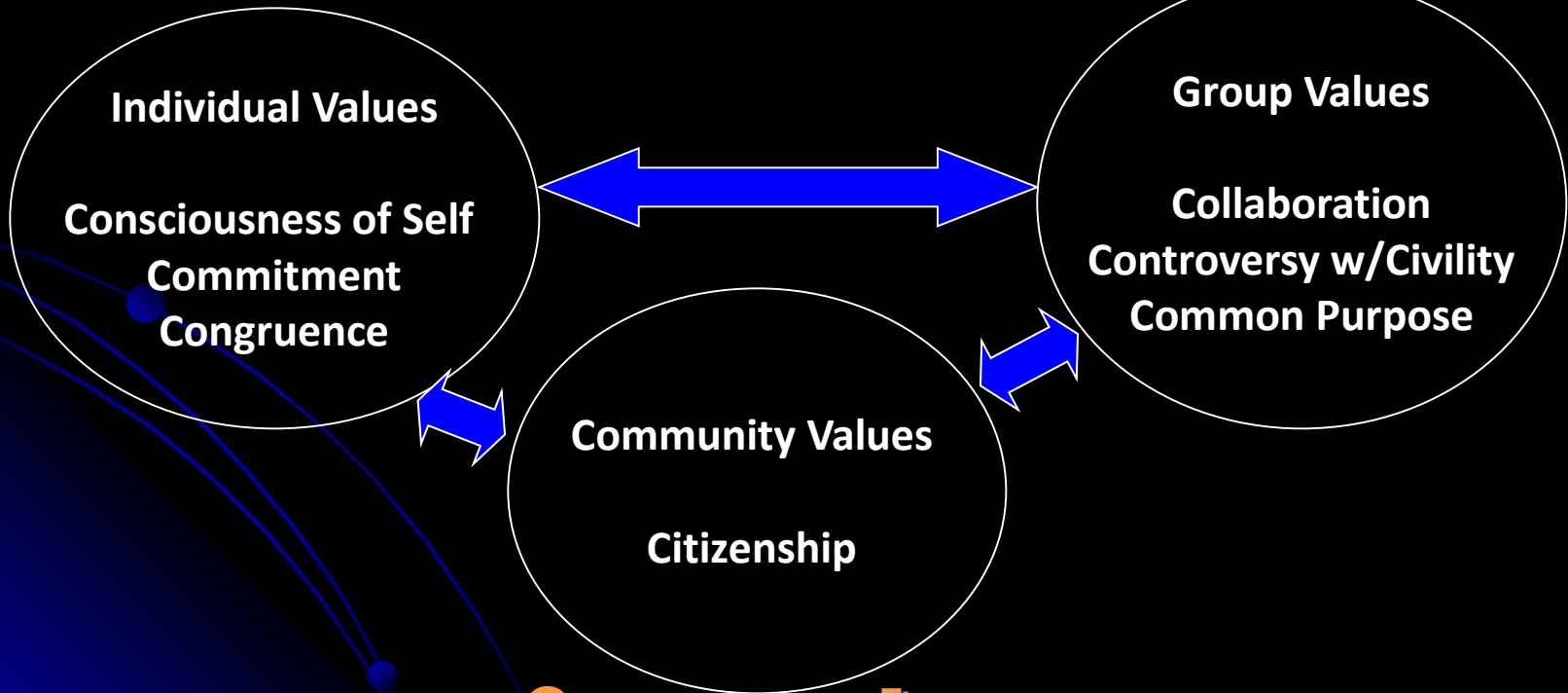
- Explore
- Think
- Reflect
- Synthesize their knowledge and experiences
- Act to create positive change

Theoretical Foundations

Social Change Model of Leadership Development

Individual

Group



Community

Theoretical Foundations

The Active Citizen Continuum

Member

Volunteer

**Conscientious
Citizen**

Active Citizen



Not concerned
with his/ her role
in social
problems

Well-intentioned
but not well-
educated about
social issues

Concerned with
discovering root
causes; asks
why?

Community
becomes a
priority in values
and life choices

Core Programmatic Components

- Semester Kick-off Experiential Programs
- Weekly presence of mentor/ not necessarily as part of structured programs
- Regular Floor Programs related to the goals of the floor (1-2 times a month)
- 2 Floor Service Projects/ Hands-On Programs per semester
- The provision of regular information about related campus opportunities
- Small group opportunities connecting the students with other campus and community resources
- Opportunities for individual mentoring conversations
- Semester and year end celebratory events

Key Factors to Creating a Successful Lifestyle Floor...

- The goals of the floor match those of both the participating department and UHS
- The Resident Assistant and Hall Staff have been involved in the planning, implementation, and assessment of all floor programs and there is consistent interaction between these parties and the participating department
- Adequate time was taken in the planning process
- Adequate staffing and funding were allocated to the program
- The goals of the floor are tied to theoretical models and the attainment of specific learning outcomes
- All of the Core Programmatic Components listed on the previous slide have been accounted for in the planning process

Planning Integrated Learning Opportunities in the Residence Halls

The Service and Leadership Floor Program Planning Matrix:

Date & Name of Program	Approach/ Activities	Activity Learning Objectives	Staffing & Resources	UHS Program Requirement Met:
				<input type="checkbox"/> Social <input type="checkbox"/> Diversity-Respect <input type="checkbox"/> Educational <input type="checkbox"/> Civility <input type="checkbox"/> Service-Learning <input type="checkbox"/> Life Skills <input type="checkbox"/> Outside Speaker <input type="checkbox"/> Field Trip <input type="checkbox"/> Career/ Internship <input type="checkbox"/> Weekend Program
Key Terms	Guiding Theories	Overall Floor Objectives:	Learning Outcome Levels:	Assessment Strategy
<input type="checkbox"/> Explore <input type="checkbox"/> Think <input type="checkbox"/> Reflect <input type="checkbox"/> Synthesize <input type="checkbox"/> Act	<input type="checkbox"/> S-C Model <input type="checkbox"/> Active Citizen <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	1. S & L role in creating change 2. Cultural Perspectives related to S & L 3. Leadership Styles & Philosophies 4. Personal Passion & Leadership Style 5. Create Community 6. Connect with B-N Community	<input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Community <input type="checkbox"/> Member <input type="checkbox"/> Volunteer <input type="checkbox"/> Conscientious Citizen <input type="checkbox"/> Active Citizen	

Putting this into Practice...

Integrated Programming in the Residence Halls Planning Matrix Worksheet:

Date & Name of Program	Approach/ Activities	Activity Learning Objectives	Staffing & Resources	UHS Program Requirement Met:
		1. 2. 3. 4.		<input type="checkbox"/> Social <input type="checkbox"/> Diversity-Respect <input type="checkbox"/> Educational <input type="checkbox"/> Civility <input type="checkbox"/> Service-Learning <input type="checkbox"/> Life Skills <input type="checkbox"/> Outside Speaker <input type="checkbox"/> Field Trip <input type="checkbox"/> Career/ Internship <input type="checkbox"/> Weekend Program
Key Terms	Guiding Theories	Overall Floor Objectives:	Learning Outcome Levels:	Assessment Strategy
<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	1. 2. 3. 4. 5.		

Resources

A Social Change Model of Leadership Development, RA Manager, November 2004, Volume 10

A Social Change Model of Leadership Development, Alexander Astin, Higher Education Research Institute

Break Away: The Alternative Break Connection Inc.
<http://www.alternativebreaks.org>

National Clearinghouse for Leadership Programs
<http://www.nclp.umd.edu>

● **National Service-Learning Clearinghouse**
<http://www.servicelearning.org>

University Housing Services: Service and Leadership Lifestyle Floor
http://www.uhs.ilstu.edu/live/lifestyle_floors/service_leader.shtml



Questions?

