

DISSERTATION

FACULTY LIVED-EXPERIENCES IN LIVING-LEARNING PROGRAMS:
A PHENOMENOLOGICAL ANALYSIS

Submitted by

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School of Education

In partial fulfillment of the requirements

For the Degree of Doctor of Philosophy

Colorado State University

Fort Collins, Colorado

Summer 2016

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ABSTRACT

FACULTY LIVED-EXPERIENCES IN LIVING-LEARNING PROGRAMS: A PHENOMENOLOGICAL ANALYSIS

The purpose of this Interpretative Phenomenological Analysis study was to explore the lived-experience of faculty participating in a living-learning program (LLP). This study aimed to examine a sample of eleven tenure and non-tenure-track faculty participants' experiences regarding involvement, responsibilities, and learning in the LLP. The perspectives and stories shared during the semi-structured interviews reflected motives for participating, understanding the holistic student, collaboration with various campus partners, and the desire to create change within the LLP experience. The emergent themes of benefits and rewards, understanding students, barriers, change, and environment all assisted in the understanding of the experience of faculty who participated in the living-learning programs.

ACKNOWLEDGEMENTS

Many refer to life as chapters, “You are beginning a new chapter” or “It’s time to close that chapter.” I will look back on this “chapter” in my life as challenging, yet extremely rewarding and meaningful. I had always dreamed of earning a doctoral degree, and I feel honored to have one. I would like to end this chapter in my life by thanking a great number of individuals who provided encouragement and support.

I would like to start by thanking my parents (William Kirchens and Paula Kirchens). Thank you for always believing in me and teaching me that any dream is possible if you are willing to do the hard work and never give up. To an amazing husband (Gary Lander) and two exceptional daughters (Shealynn Lander and Jayda Lander), who understood the demands on my time and that quality is more important than quantity. The three of you mean everything to me, and I would do anything for you! To my sisters (Keri Neely, Kim Gussy, and Diane Spain) and my extended family (Heather Hammel, Kayla Gussy, Rita “Mimi” Naze, Rosemary and Tom Muldowney, Ed Wilson, Mary Ellen Naze and everyone else), thank you. I could feel you cheering me on from a distance, for providing encouraging words at family gatherings, or for serving as a role-model. You always asked about my studies and that meant a lot.

To my CSU sub-cohort members (Angela Marquez, Ben Newhouse, and Cynthia Nunez Armendariz) and the larger cohort members (Tricia Fechter Gates, Julie Draper Davis, Kate McCaffrey Kenny, Tamara O’Day Stevens, Stephanie Russell Krebs, Gina Hurny, John Lehman, Judy Ortiz, Mike Gawronski, Derek Morgan, John Carmichael, Jermain Griffin, and Angela Andrade), thank you. Each of you played a role in my success and I am forever grateful. We are, Colorado State Rams, tied together through an intensive experience of summer classes, January

sessions, WebEx communication, papers, and projects. To a dissertation committee (Linda Kuk, Dave McKelfresh, Tom Siller, and Marlene Strathe), thank you for asking the tough questions and setting high expectations. I will be forever indebted to each of you for guiding me through the process, caring about me as a person, and sharing your expertise. To all the CSU professors who challenged me to think and learn in new ways and who created an integrated learning opportunity. A special thanks to Jim Banning for serving on my committee temporarily and for teaching me about qualitative research.

To all my past teachers, supervisors (Gardiner Tucker, Michael Griffel, Melissa Harwood-Rom, and more), mentors (Deb Coffin, Sheryl Eyster, Robin Holmes, and more), and colleagues from Colorado, Oregon, and Arkansas for teaching, supporting, and mentoring me. All of you have provided me the opportunities to learn and grow by sharing your knowledge and life experiences. A special thanks to Kevin Hatfield and Barb Remsburg for assisting me with my research. To my friends and best friends (Trent Norman, Pam Wanner, Teresa Myers, Janice Torkildsen, and so many more), thank you for your encouragement and support. A special thanks to Jack and Georgia Locker who opened up their home to me while I was in Ft. Collins attending summer classes and January sessions. A huge thank you to all the LLP faculty and students I have worked with in the past who fueled my interest in my research topic. A special thank you to the faculty who participated in my research and shared their stories with me. My new favorite phrase to say is “Anything is possible, you just don’t know how long it will take.” Now... on to the next chapter in life!

DEDICATION

I dedicate each letter, every word, and the string of sentences that came together to detail my research to my two strong, intelligent, and “heart” beautiful daughters, Shealynn Faith and Jayden Grace. I am forever honored to be your mom. I love you so very much. I hope this accomplishment serves as an example that anything is possible. Dream “your dream” and make it happen! You can do anything! I believe in you!

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CHAPTER I: INTRODUCTION

Background

In 2009 President Obama announced the American Graduation Initiative which encouraged the obtainment of more baccalaureate degrees (Brower & Inkelas, 2010). The Liberal Education and America's Promise (LEAP) initiative of the Association of American College and Universities (AAC&U) provided greater direction to Obama's initiative by defining the concept of success in higher education beyond a simple credential (Brower & Inkelas, 2010). AAC&U's LEAP initiative identified a list of essential learning outcomes and "high impact" educational practices needed by "citizens of the world" (Brower & Inkelas, 2010). These outcomes included: "Learning how to learn, how to distinguish good information from bad, how to frame and solve complex problems, how to work with others, and learning about the world and one's place within it" (Brower & Inkelas, 2010, p. 36). These high impact practices included first-year seminars and experiences, common intellectual experiences, learning-communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning/community-based learning, internships, and capstone courses and projects (AAC&U, 2008).

Brower & Inkelas (2010) stated, "We know more about some of these high-impact practices than others" (p. 36). According to the research, the high impact practice of learning communities has shown promising results regarding student learning outcomes as they have been studied from many different perspectives (Matthews, Smith and MacGregor, 2012), and therefore, learning communities are positively positioned to contribute to the AAC&U's LEAP initiative. As a subcategory of learning communities, living-learning programs (LLPs) have also shown promising results as a high impact practice (Brower & Inkelas, 2010). The research shows

how they have contributed to the revitalization of undergraduate education, as well as improved student learning (Blimling, 1998; Brower & Inkelas, 2010).

A vast amount of research on living-learning programs exists regarding their impact on student learning and success (Schroeder, Mable, & Associates, 1994; Shapiro & Levine, 1999; Laufgraben & Shapiro, 2004; Smith, MacGregor, Matthews & Gabelnick, 2004). Studies have shown that students participating in living-learning programs experience greater faculty interaction (Pascarella & Terenzini, 1995; Brower & Inkelas, 2010). Greater student-faculty interactions outside the classroom are associated with positive gains for those students in areas such as academic achievement, intellectual engagement, persistence to graduation, and satisfaction with the collegiate experience (Pasque & Murphy, 2005; Andrade, 2007; Frazier & Eighmy, 2012). The National Study on Living-Learning Programs (NSLLP) found that the more often students interacted with faculty, the stronger was the likelihood that they achieved the essential learning outcomes (Brower & Inkelas, 2010). Frazier and Eighmy (2012) described, “Students in residential learning communities with direct and intentional involvement on the part of the faculty and resident staff had a higher level of overall student satisfaction than did students in communities with less faculty and staff involvement” (p. 11).

In contrast to the vast body of research on living-learning programs as it relates to student learning and success, a small amount of literature exists on the faculty experience in living-learning programs (Benjamin & Vianden, 2011). Despite the emerging importance of faculty roles in the success of living-learning programs, faculty involvement has been found to be low in previously studied programs. (Inkelas et al., 2004; Inkelas, Szelenyi, Soldner, & Brower, 2007). Brower and Inkelas (2010) stated that faculty involvement was, overall, quite low in programs that participated in the NSLLP. Despite the aims of living-learning programs to increase student-

faculty interaction, according to the NSLLP, only 21 percent were directed by an individual in an academic department, leaving 79 percent directed by student affairs or a combination between the two divisions (Brower & Inkelas, 2010). In addition, students' learning outcomes vary depending on the living-learning program's structure and the role the faculty play (Laufgraben & Shapiro, 2004; Wawrzynski & Jessup-Anger, 2010; Frazier & Eighmy, 2012).

Even though the role of the faculty is an important component of living-learning programs, there are few studies that “explore the perceptions of faculty members living or working in the residence halls and the impact this has on their professional and personal lives as well as the lives of students” (Schmidt & Ellett, 2011, p. 28). The present study explored the ways in which faculty engaged in a living-learning program and what their lived-experience was when participating in a living-learning program. The results will help inform the practice of student affairs professionals and university leadership in working with faculty who participate in a living-learning program.

Statement of the Research Problem

Living-learning programs, with the greatest indications of students' success such as academic achievement, intellectual engagement, persistence to graduation, and satisfaction with the collegiate experience engagement, have a well-defined partnership between student affairs and academic affairs professionals (Brower & Inkelas, 2010). However, there is limited research available to inform student affairs professionals and university administrators as to why faculty participate in living-learning programs. (Benjamin & Vianden, 2011). Yet, the literature stated that LLPs are an excellent initiative that increase student learning and persistence. (Lenning and Ebbers, 1999).

In attempts to improve the undergraduate experience with high impact educational practices and student learning outcomes, student affairs professionals and academic administrators are calling for more collaboration (Benjamin & Vianden, 2011). “A residential learning community that melds academic affairs and student affairs concerns can address the whole student through fostering liberal learning experiences” (Schein, 2005, p. 73). Jessup-Anger, Wawrzyski, and Yoa (2011) agreed saying, “The leading student affairs professional associations have emphasized the need for integrating all aspects of the college and university to educate and prepare the whole student” (p. 57). Many argue that to be successful, living-learning programs need collaborative support between academic and student affairs (Schoem, 2004; Schroeder, Minor & Tarkow, 1999). Examining the faculty experience in living-learning programs can better enhance the collaboration necessary to optimize student learning.

Faculty members and student affairs professionals have different roles and approaches in developing student success. (Schein, 2005). Faculty members’ worth is largely judged based on research, not service (Schein, 2005). With research being a high priority for many faculty at Research I institutions, their focus is external to the institution (Schein, 2005). Therefore, it is difficult to find that faculty member who wants to participate in a living-learning program, and it can be even harder to create longevity and commitment to the living-learning program.

Simply, faculty members do not have the time, expertise, or inclination to participate in a living-learning program (Schmidt & Ellett, 2011). The nature of faculty workload does not often permit or encourage participation in living-learning programs (Schmidt & Ellett, 2011). “If a faculty member agrees to teach a course within a residential learning community, that faculty’s commitment is not likely to last more than several semesters. Faculty work agendas are ever changing - new committee work, new departmental administrative assignments, sabbaticals,

changing teaching obligations, and more, all cycle into faculty's long-term schedule" (Schein, 2005, p. 77). As a result, many use instructors such as adjunct faculty, graduate teaching assistants, and departmental instructors, and even spousal hires, who do not want or who are not able to obtain a regular, tenure-track assignment (Schoem, 2004). Fine & Nazworth (1999) stated, "Directives regarding the infusion of learning communities as a more integral part of the curriculum are trickling down from higher levels of academic administration to faculty who are being encouraged to participate" (p. 1). Faculty members are asked to play a dual role as teachers within their area of expertise and implementers of administrative initiatives. Vigorous competitors for a faculty member's energies, service and research responsibilities are at odds with one another (Browne, Headworth, & Saum, 2009).

Articulating the experience or possibly any benefits of participation to faculty is critical in encouraging faculty participation. Schein (2005) reported the benefits to faculty include: familiarity with students' personal and professional goals, establishing meaningful and comfortable relationships, and having more opportunities to guide and suggest future courses. Frazier and Eighmy (2012) found that learning communities can enhance student satisfaction within the learning environment, but lack of faculty and residential staff planning and accountability can significantly reduce the benefits.

Programs with greater faculty participation perform better than programs with less faculty participation in two goal areas - helping students to feel a sense of belonging to the institution and experiencing a smoother academic transition to college (Soldner and Szelenyi, 2008). "Programs that are more likely to offer a rigorous academic experience by making courses and faculty available may shape the student experience in different ways than programs with more emphasis on social interactions, but little academic focus" (Soldner and Szelenyi's,

2008, p. 30). McCluskey-Titus (2005) suggested that administrators should involve faculty who are more senior and tenured as their time is generally more flexible rather than the faculty who are under pressure in the tenure-seeking process.

These high-impact educational practices enhance the opportunity to achieve the essential student learning outcomes, and do so on a greater level when there are increased student-faculty interactions and collaboration between student affairs and other program components. (Brower & Inkelas, 2010). If student affairs and university leadership want to increase the chances of living-learning program success, it is vital that they understand the experience of participating faculty. Faculty involvement in living-learning programs is a vital component to these programs' ability to enhance student learning. Intentional effort towards encouraging and enabling faculty member participation is critical in fostering this important program element. Studying the experiences of faculty who participate in living-learning programs is an important step in generating an institutional culture in which faculty are integrated in these programs. The challenge is to identify the experiences that faculty who participate have in living-learning programs and to find institutional level ways to articulate the faculty experience so more faculty will want to participate.

Purpose

The purpose of this Interpretative Phenomenological Analysis (IPA) study was to explore the lived-experiences of faculty participating in living-learning programs. With IPA, the researcher sought information through interview data about the participants' involvement in and orientation towards the world, and/or about how they make sense of the experience (Smith, Flowers, & Larkin, 2009, loc. 965). A broad approach to interview questioning was used as not to lead or influence participants in a particular direction. The research question reflected the

process rather than outcome, and meaning rather than concrete causes or consequences (Smith et al., 2009, loc. 985).

Research Questions

What are the lived-experiences of participating faculty in a living-learning program?

Subsequent Research Questions

- Why do faculty choose to participate in living-learning programs?
- What are the roles and responsibilities of the faculty in living-learning programs?
- What do faculty gain from their participation in living-learning programs?
- What are the barriers to faculty participation in living-learning programs?

Definition of Terms

Since living-learning programs are embedded in the broader definition of learning communities that definition is shared first. “Learning communities aim to improve the first year of college by 1) enhancing the curriculum; 2) supporting the transition to college by creating connections between and among students and their peers, teachers, and disciplines; 3) extending learning beyond the classroom; and 4) empowering students to be more active participants in their learning and in their academic decision-making” (Jones, Laufgraben, & Morris, 2006, p. 249).

In addition to the above definition of a learning community, the living-learning program definition includes participating students live together in a discrete portion or the entire residence hall while engaging in academic and/or extracurricular programming designed especially for them (Inkelas et al., 2004). Definitions can also characterize programs by “scholarly community, deep learning, strong sense of community, careful integration of the intellectual and social dimensions of university life, and democratic education with a spirit of innovation and

experimentation” (Schoem, 2004, p. 130). Colleges and universities use different names and adopt the overall concept to meet the needs of their specific students (Inkelas et al., 2004), making it difficult to agree upon one definition for all living-learning programs. For example, University of Michigan defined their LLPs with three shared features:

First, each of the living-learning programs aims to foster enhanced student learning through a focused coordination of students’ academic and personal life. Second, all of the living-learning programs strive to create a smaller, more intimate community setting for students on an otherwise large and sometimes intimidating campus. As a result, staff members in each of the programs can provide their students with more individualized attention that can be afforded to the general student population. Finally, increased student interaction with faculty is a cornerstone of the U-M living-learning programs. Students in these programs have opportunities to interact with faculty members, both inside and outside the classroom. (Inkelas, 2000, p. 2).

For the purpose of this study, the living-learning program definition included the four following characteristics.

- Students live together in a discrete portion or the entire residence hall.
- Academic and/or extracurricular programming is designed especially for participants.
- Students are required to take an academic course or select a course from a list as participants of the program.
- Students have opportunities to interact with faculty members, both inside and outside the classroom.

Delimitations

This study elicited faculty members who currently participate and who have participated in a living-learning program for at least three semesters or four quarters. The participants represented a variety of public Research I institutions, faculty ranking, years of participation, and personal characteristics (gender and academic discipline). The study was bound to participants from institutions with which the researcher had a direct connection and who reflected the variety that the researcher sought in order to explore diverse experiences.

Limitations

This study focused on the lived-experiences of faculty who were self-motivated to participate in the researcher's interview. The results were limited to the perceptions of their experiences, as well as the interpretation of the researcher. This study had three conditions that restricted the scope of the study and the outcome. Not all the faculty were willing to answer all the interview questions, some misinterpreted the interview questions, and some most likely did not answer all the interview questions honestly. Although IPA is meant to be a trustworthy account of the participants' lived experience, it only represents a single moment in time (Chamaz, 2006) and it is limited by the small sample size. Therefore, this study is not generalizable to a larger population. The experiences presented reflect only a small sample of available institutions in the population, potentially affecting external validity and generalizability of the results.

Significance of Study

This study purported to expand the limited research in the area of the faculty experience with living-learning program participation. Investigating outcomes will enrich the existing

research on living-learning programs and their contributions to student learning on college campuses.

Researcher's Perspective

Because of my twenty years of experience in collaborating with faculty in developing, implementing, and managing living-learning programs, I found it difficult to set aside my own assumptions and bias. However, Smith et al. (2009) stated, "Qualitative research is time-consuming, labor-intensive, and both imaginatively and emotionally demanding. If you're going to expend all this effort, it's a good idea to care about the outcome" (loc. 888). As encouraged by Smith et al. (2009), I took time to reflect upon my own previous knowledge of, and experience with, my proposed participants (Smith et al., 2009). Until now, as a student affairs administrator, I have not intentionally sought to understand the experience a faculty member has as a participant, even though, I considered myself to be passionate about living-learning programs. It was time for me to seek a rich understanding of the faculty experience. This research study gave me the opportunity to shift my focus from the student to the faculty.

I understand the IPA approach to data collection is committed to a degree of open-mindedness (Smith et al., 2009, loc. 888). A good faith attempt was made to acknowledge and set a side my own preconceptions and analyze the data with neutrality and impartiality. It was my goal to enable faculty participants to express their experience on their own terms and to present the data authentically and without bias.

CHAPTER II: REVIEW OF LITERATURE

This review of literature begins with a brief history, types, definition, and commonality of living-learning programs in the United States. And, it concludes with an exploration of existing information about (1) the collaboration between academic affairs and student affairs, (2) the faculty culture at research institutions, and, (3) the motives and experiences of living-learning program faculty. These three bodies of literature are relevant to the current study because they offer context for the faculty who chose to be interviewed for the study.

History

The history of living-learning programs is intertwined with the beginnings of learning communities. Entrenched in John Dewey's philosophy of student-centered learning and close student-teacher relationships, learning communities are cited as enhancing and contributing to student learning throughout the literature (Smith et al., 2004). Learning communities and living-learning programs, now distinct and separate programs, were regarded in the same context until the 1990's. It was not until 1999 that these two program types began to be distinguished, as well as further subdivided according to program, goals, and objectives. (Smith et al., 2004).

Rooted in the "social clubs" of Oxford and Cambridge and their later incarnations at Harvard, Yale, and Princeton (Brower & Inkelas, 2010), learning communities had their start with Alexander Meiklejohn's experimental college, which existed from 1927 to 1932 at the University of Wisconsin (Nelson, 2009). During the expansion of higher education in the 1950's and 1960's, living-learning programs took hold with notable programs at the University of Illinois's Allen Hall/Unit One and University of Michigan's Residential College, which are both still in existence today (Zhoa & Kuh, 2004; Brower & Inkelas, 2010). Developed by Joseph Tussman, the University of Berkeley had what was called an "experimental college" from 1965

to 1969 (Smith et al., 2004; Tinto, 2003). During the 1970's, Evergreen State College, an alternative college, was established based on the fundamental outcomes of a learning community (Smith et al., 2004). Matthews et al. (2012) stated, "Saint Lawrence University was the one of the first to develop an extensive residential learning community model for its entire freshman class, which brought faculty members and student affairs professionals together as teaching teams" (p. 103). Other noted institutions that were among the first to develop living-learning communities included: William Rainey Harper College, Delta College, and University of Missouri-Columbia (Shapiro & Levine, 1999), Iowa State University, University of Massachusetts-Amherst, and University of Maryland (Matthews et al., 2012)

It was not until the 1980's that living-learning programs began to capture the attention of colleges and universities across the nation (Stassen, 2003; Keeling, 2006; Smith et al., 2004). According to The Council of Independent Colleges (2015), living-learning programs are a relatively new phenomenon despite a few earlier experiments. The Washington Center was established in 1984 to examine and disseminate knowledge about these developing programs through conferences, consulting, publications, and faculty exchanges (Smith et al., 2004).

It was Shapiro and Levine (1999) and Lenning and Ebbers (1999) who first made the distinction between learning communities and living-learning communities by creating a separate subset type of the broader family of learning communities for living-learning programs, what they called residential learning communities. Shapiro and Levine (1999) further noted four types of learning communities: paired or clustered courses, student cohorts in large classes, team-taught experiences, and residence-based learning communities. The distinction between living-learning programs was determined by curricular structure, the role between faculty and student, and the potential for peer leadership (Inkelas, Soldner, Longbeam & Leonard, 2008).

Shapiro and Levine (1999) had one set, and then Lenning and Ebbers (1999) presented another way to distinguish between the types of living-learning programs. They identified four types of “student learning communities” which included curricular learning communities, classroom learning communities, residential learning communities, and student-type learning communities. Even though both researchers had living-learning programs as a separate category within the umbrella category of learning communities neither attempted to subdivide living-learning programs according to program type and focus (Inkelas et al., 2008).

Types of Living-Learning Programs

It was the Association of College and University Housing Officers-International (ACUHO-I) residential college task force (1998) and Laufgraben and Shapiro (2004) who divided the main residential/residence-based learning communities into distinct living-learning program types, also called models. Following is the description of these living-learning community program types.

The Association of College and University Housing Officers-International (ACUHO-I) residential college task force comprised of housing and residence education professional subcategorized living-learning programs by type in the paper called *The Residential Nexus: A Focus on Student Learning. Setting New Directions by Making New Connections* (1998) which encouraged members of the association to “seek applications of the document on their own campuses” (p. 3). Taking into consideration the programs’ structural characteristics and their goals and objectives, *The Residential Nexus* writers (Association of College and University Housing Officers-International [ACUHO-I], 1998) subcategorized living-learning programs to include residential colleges, living-learning centers, theme housing, academic residential programs, residential learning communities, and first-year experience programs.

In 2004, Laufgraben and Shapiro updated their 1999 umbrella category of living-learning programs despite their variation and overlap into three distinctive models to include residential colleges, residential learning communities, and residential education programs. According to Laufgraben and Shapiro (2004), “With so much variation, it is important for colleges and universities to realistically describe their programs and to note the important distinctions of each type and their implications for learning, practice, and structure” (p. 139).

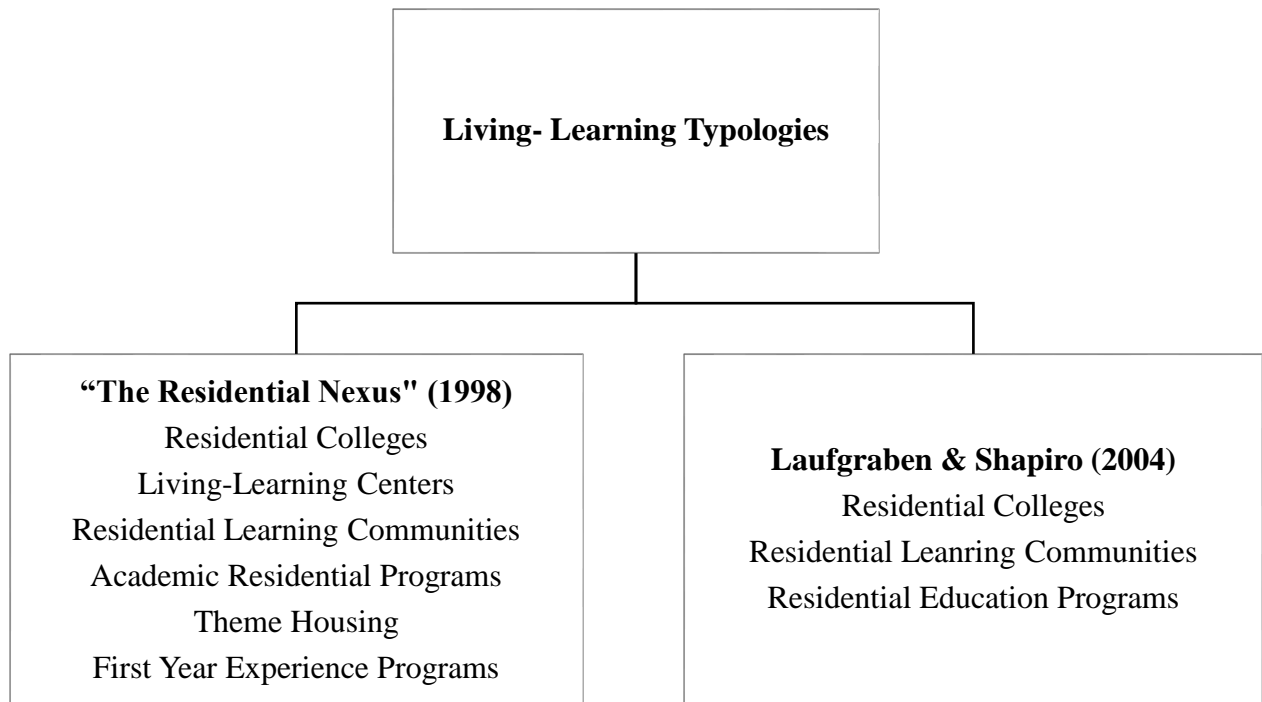


Figure 1: Conceptual typologies of living-learning programs

Residential college

In the most generic sense, it is referred to by small, independent, liberal arts colleges as an institution that houses most of its student population on-campus in the residence halls (Blimling, 1998). On the other hand, residential colleges which date back to 1200 including Oxford and Cambridge refer to faculty and students living and working in a shared residential facility where the common goal is to integrate the in-class learning with the out-of-class

experience (ACUHO-I, 1998). “All classrooms, library support, faculty offices and residences, and student residences are in the same facility” (ACUHO-I, 1998). “Furthermore, the shared living facility is staffed and directed by the affiliated and resident faculty. In rare instances, the college is itself a degree-granting institution” (Shapiro & Levine, 1999). Living-learning programs differ in their organization, purpose, and degree of success, making the identification of type subject to interpretation.

Living-learning Centers

Living-learning centers are programs with direct connections to specific academic programs and typically have a strong partnership between an academic program and the residence life staff such as premedical studies and sciences (ACUHO-I, 1998).

Theme Housing

Theme housing offers opportunities for students with special interests to live and work together within the context of a shared interest, such as ethnic identity, culture, community service, and environmental issues. Residence life staff are the key sponsors yet can receive support from academic and student affairs colleagues (ACUHO-I, 1998).

Academic Residential Programs

Academic residential programs provide support services, such as academic advising, career planning, tutoring and programming in study skills, to residential students and often requires strong partnership with a variety of academic constituents (ACUHO-I, 1998).

Residential Learning Communities

Residential learning communities create opportunities for students attending the same classes to live in the same residence hall. Classes can be taught inside or outside the residence hall, and close working relationships with faculty are needed to maximize the benefit (ACUHO-

I, 1998). “Residential learning communities often have full-time counselors in residence, faculty offices in the dorm hall, and students as leaders in governing the community.” (Price, 2005, p. 7)

First-year Experience

First year experience (FYE) programs provide specialized housing configurations to focus on the delivery of student affairs and academic services for freshmen students and include key campus resources who support the transitional needs of freshmen (ACUHO-I, 1998).

Residential Education Programs

“A one- or two-year program, usually initiated by student affairs or its housing division, but sometimes with support from or in collaboration with an academic unit, that involves an intentional and cohesive educational focus for students that goes beyond what typically characterizes the traditional residence hall” (Laufgraben and Shapiro, 2004, p. 141).

It is difficult to place one label on a specific program as there is considerable overlap among models; and, the differences are often matters of emphasis and opinion. Consequently, the terms are often used interchangeably. Overall, any of these programs can be labeled a living-learning program. In addition, not only can each be labeled a living-learning program but it can also tout the benefits of being part of the overall typology of a learning community. For clarity in this study, all are referred to as living-learning programs (LLP).

Definition

Because LLPs are diverse, highly contextualized, and commonly used at many different types of institutions, it is difficult to define them precisely. Nevertheless, the literature does offer a definition of an LLP along with the reported number of programs in the United States.

Although colleges and universities use different names and adopt the overall concept to meet the needs of their specific institution and students, the overall purpose remains the same for

any type of learning community. “Learning communities aim to improve the first year of college by 1) enhancing the curriculum; 2) supporting the transition to college by creating connections between and among students and their peers, teachers, and disciplines; 3) extending learning beyond the classroom; and 4) empowering student to be more active participants in their learning and in their academic decision-making” (Jones et al., 2006, p. 249).

In achieving the aims described above, LLPs have students living together in a discrete portion or the entire residence hall. “These communities [LLP] combine curricular, co-curricular, and residential components in a purposeful way to encourage collaboration among students, faculty members, and staff and thus enhance students’ academic and social development” (The Council on Independent Colleges [CIC], 2015, p. 2). According to Inkelas and Soldner (2011) LLPs can be simply defined as “residence hall based undergraduate programs with a particular topical or academic theme” (p. 1). In summary LLPs provide the opportunity for students to live together in the same on-campus residence hall, share common academic experiences, have access to resources provided directly to them within the residence hall, and engage in residence hall activities that reinforce their living-learning program’s theme (Inkelas et al., 2004; Inkelas, Daver, Vogt, and Leonard, 2007a).

The exact number of LLPs in the United States is unknown as there is not a complete census of living-learning programs. As of March 2016, the Association of College and University Housing Officers-International (<http://rlc.aucho-i.org>) had 216 campuses voluntarily report a program into an online database. In 2011, the John N. Gardner Institute for Excellence in Undergraduate Education reported that 90% of participating institutions implemented a LLP of some form. Of these self-reported LLPs, 56% were connected to residential living and 52% had a common intellectual theme. In 2012, The Learning Communities National Resources Center

(Washington Center for Improving the Quality of Undergraduate Education) registered 300 learning communities. According to the Residential Learning Communities International Clearinghouse in 2005, there was an estimated 200 plus programs on 73 campuses (Inkelas et al., 2008). This inclusion of LLPs at hundreds of institutions can be seen as support for its potential to impact student involvement as part of the undergraduate experience (Barefoot & Koch, 2011; Blimling, 1998; Pascarella and Terenzini, 2005; Tinto, 2003).

Living-Learning Program Outcomes

The value of the LLP experience is espoused by academic and student affairs colleagues' alike (ACUHO-I, 1998) and the literature details the outcomes as they relate to integrating the student's learning experience. The purpose of the various forms of LLPs is to create learning experiences that blend the in- and out-of-class experiences. This next section of the literature review will explore the outcomes achieved when this integration happens for students who participate in an LLP.

Regardless of the name, research demonstrates that students in a learning community are more likely to persist, have higher academic achievement, are involved in campus activities, and interact with faculty and peers (Inkelas and Weisman, 2003; Pike, 1999; Stassen, 2003). Specifically, Stassen (2003) stated, "The research on the effects of LC involvement to date support the notion of their positive influence in promoting student integration and engagement, as well as academic success and persistence (p. 582)." Pascarella and Terenzini (2005) agreed, "Learning communities foster development of supportive peer groups, greater student involvement in learning and social activities, perceptions of greater academic development, and greater integration of students' academic and non-academic lives (p. 423)." Furthermore, students participating in learning communities are more likely to find networks of support, have

small group interactions, and develop a vehicle to integrate academics and social activities which are all essential to cultivating key learning outcomes (Inkelas et al., 2008; Shapiro and Levine, 1999).

There are a few comprehensive studies that should be mentioned because they demonstrated the integrated student experience. Pascarella and Terenzini (1991) conducted a systemic review of the literature. The researchers noted that there were a relatively small number of studies from 1967-1990 to draw upon but regardless, Pascarella and Terenzini (1991) reported “significantly larger gains in intellectual orientation than students in traditional curricular programs” (p. 245). As mentioned earlier, Lenning and Ebbers (1999) listed the benefits to include “higher academic achievement, increased retention, improved thinking and communication, greater understanding of self and others, and increased social effectiveness” (foreword).

Around the same time, Lindblad (2000) conducted a comprehensive review involving 63 studies over 11 years (1988-99). This study indicated that students involved in living-learning programs showed greater institution commitment, greater intellectual development, ability to analyze and integrate ideas, greater tolerance for difference and appreciation for pluralism, and higher persistence and academic performance as measured by college grade point average (Lindblad, 2000). Inkelas and Associates (Inkelas & Soldner, 2011; Brower & Inkelas, 2010) completed a detailed meta-analysis of research literature published from 1980 to 2010 and concluded that participation in LLPs was associated with a desirable range of outcomes including “academic performance, persistence, intellectual development, faculty and peer interaction, the transition to college, campus life, satisfaction, academic engagement and co-

curricular involvement, attitudes and beliefs, self-efficacy, and psychosocial development” (p. 2).

While the above studies focused on learning communities in general, the National Study of Living-Learning Programs (NSLLP) was the first comprehensive study to focus specifically on residential learning communities. Funded by the National Science Foundation, the Association of College and University Housing Officers International, Student Affairs Administrators in Higher Education, and College Student Educators International, the NSLLP was conducted in 2004 with 72,000 respondents at 34 colleges and universities, and again in 2007 with 110,068 at 49 institutions. The NSLLP brought together the array of interests in the living-learning program research into two comprehensive multi-institutional surveys. Institutions paid a fee to participate in these studies with both cross-sectional and longitudinal options.

The 2004 NSLLP study found that living-learning program participants were statistically more likely than their peers living in traditional residence halls to:

- discuss both academic/career and socio-cultural issues with their peers;
- go beyond basic interactions with faculty and also have mentoring relationships;
- view their campus climates for racial/ethnic diversity as positive; and
- embrace liberal education pursuits, such as openness to new ideas and an appreciation of arts, music, and different cultures (Inkelas et al., 2008).

The 2007 NSLLP study found that living-learning program participants were statistically more likely than their peers living in traditional residence halls to have:

- positive interactions with peers and faculty, and to use of residence hall resources;
- perceptions of an academically and socially supportive residence hall climate, and positive peer diversity interactions;

- higher scores in their confidence in college success and in their critical thinking abilities and application of knowledge abilities;
- confidence in math, English, writing courses and test-taking skills;
- lower levels of binge drinking;
- a stronger sense of belonging to the college or university they attend, and to be more civically engaged;
- intentions to participate in community service, do research with a professor as well as independently; and,
- held leadership positions, participated in study abroad, and completed a culminating senior experience, such as a capstone project or a thesis (Inkelas et al., 2007b).

Overall, the 2007 NSLLP study showed LLPs “are thriving and popular institutional innovations at the nation’s colleges and universities” (Inkelas et al., 2007b, p. 183). The NSLLP studies were supported by Kuh’s (2008) explanation of why high-impact educational practices are effective.

The NSLLP study provided a wealth of information and established a strong foundation of understanding on how living-learning programs contribute to student success and persistence but only drew preliminary connections in published research (Inkelas et al., 2007b). Inkelas (2008) noted the need for further research regarding LLP assessment, “Yet, while the number of living-learning programs continues to grow, the assessment and evaluation of these programs have not kept pace. Living-learning program research is evolving but it is still very much in its formative years” (p. 9). It is important to continue to expand the understanding as academic affairs and residence life professionals redefine and enhance existing living-learning programs and develop and implement new ones (Inkelas, 2008).

The Study of Integrated Living Learning Programs (SILLP), an updated benchmark and assessment tool, was administered in the spring of 2016. (TCIC, 2015). The study was an “empirically validated measure of college student experiences with living learning programs” with an exploration of “the relationship between institutional structures, forms of engagement, and student academic, intellectual, and social development” (“SILLP,” n.d.). The 2015 pilot study indicated that, compared with their peers residing in traditional residence halls, students participating in LLPs reported greater capabilities to:

- discuss learning experiences with their peers,
- think critically,
- develop a sense of belonging with the residential environment and on the broader campus, and
- to engage on campus (Mayhew, Dahl & Youngerman, 2015).

The initial search and data collection of the past ten years strongly argued that living-learning programs do support undergraduate student education as it relates to improvements in student learning. The benefits of living-learning communities have been recognized by the National Institutes of Education, the Wingspread Group of Higher Education, the National Association of State Universities and Land Grant Colleges (Blimling, 1998). Being that outcomes are strongest when the living-learning program provides ample opportunities for faculty, staff, and students to collaborate in ways that allow for practice in working with others and when faculty, staff, and students are able to take on a variety of roles together (Brower & Inkelas, 2010).

Collaboration between Academic Affairs and Student Affairs

Collaboration between academic affairs and student affairs is essential in the ability of living-learning programs to achieve student learning outcomes. This next section of the literature

review will explore the dynamic and importance of this collaboration as a component in effective living-learning programs. Schoem (2004) argued for a living-learning programs to be successful there must be collaborative efforts from both academic affairs and student affairs (Schoem 2004). A student should not be able to make a distinction between the residence hall and the living-learning program's identity, goals, or outcomes. Schoem (2004) noted such seamless collaboration between residence life and living-learning programs is rare. Guarasci (2001) argued the greatest gains in student learning and development occur when student affairs and academic affairs create a shared meaning of student success and subsequently achieve it together (Inkelas et al., 2008).

Living-learning programs share administrative duties across multiple units. Although the administrative structures of LLPs vary widely across programs, the ability of these units to collaborate is essential to fostering integrated in and out-of-class experiences (Wawrzynski & Jessup-Anger, 2010). The NSLLP revealed some interesting structural trends despite the LLPs aim of fostering better integration of the in- and out-of-class experiences (Brower & Inkelas, 2010). Only 21 percent of the programs in the study were directed by someone in an academic department, and 13 percent were co-directed by an individual each in academic affairs and student affairs. Slightly over 50 percent do not have any form of academic coursework (Brower & Inkelas, 2010). Overall, faculty involvement was quite low with 23 percent of the programs having no faculty participation whatsoever and 64 percent utilizing between 1-3 faculty members, teaching courses or offering academic advising (Brower & Inkelas, 2010). According to Laufgraben and Shapiro (2004), "It is the exception to find a relationship of collaboration, respect, and trust between the different units [academic affairs and student affairs], yet that is precisely what is necessary for living-learning programs to thrive" (p. 143).

Inkelas et al. (2008) highlighted several points that influence the degree of collaboration between academic affairs and student affairs. Campus administrators may determine oversight of the LLPs in either division based on campus organizational charts, to whom the program director reports, and sources of financial support. According to Inkelas et al. (2008), decisions are often made based on the “historic chasm between academic affairs and student affairs.” Schroeder et al. (1999) stated that this divide is an unfortunate consequence as it fragments the student learning experience. On the other hand, programs located in the intersections of both academic and student affairs may strengthen the achievement of student learning.

Frazier and Eighmy (2012) described the extent to which students’ active participation and satisfaction levels were positively related to the amount of interactions with the faculty and staff. Simply, the more intentional students’ interactions with faculty and staff there were, the higher the students’ satisfaction was in all aspects of the educational and living experience (Frazier & Eighmy, 2012). In attempts to improve the undergraduate experience, student affairs practitioners and academic administrators have called for more collaboration among academic and student affairs units in the administration of LLPs. Faculty involvement with students outside of class is an important part of student development in higher education institutions, particularly in residence life operations (Benjamin & Vianden, 2011). For LLPs to be successful, living-learning programs need collaborative support between academic and student affairs (Schoem, 2004; Schroeder, Minor, & Tarkow, 1999).

The need for integrated collaboration is essential to the success of institutional missions. “The leading student affairs professional associations have emphasized the need for integrating all aspects of the college and university to educate and prepare the whole student” (Jessup-Anger, Wawrzyski, & Yoa, 2011, p. 57). This need for collaboration is particularly important in

considering the success of living-learning programs. Schein (2005) agreed, “A residential learning community that melds academic affairs and student affairs concerns can address the whole student through fostering liberal learning experiences” (p. 73). In *The Residential Nexus* (ACUHO-I, 1998), residence life professionals were called to gain an understanding of the difference that exists between the “faculty culture” and the “student affairs culture” and to serve as the catalyst for overcoming these differences.

Faculty Culture

Because the LLP’s design is embedded in faculty and student interactions with the goal of creating a seamless bridge between the in- and out-of-class experiences, it is vital to have commitment to program success from academic affairs. To achieve this commitment, it is helpful to consider faculty culture in the context of LLP participation.

LLPs require a strong commitment from faculty to spend significant time with students. Residence life staff can initiate the events and activities outside the classroom, but faculty need to take the lead in bridging the gap between the in- and out-of-class experiences (Frazier & Eighmy, 2012). Colleges and universities must redefine the reward system and structures that would encourage and reward faculty participation. This includes service, tenure, and promotion. It is important for faculty to be recognized for excellence in teaching and service to students and the university’s community.

Faculty members have different workloads and directives than their student affairs counterparts (Schein, 2005). With research being high on most Research I faculty’s priority lists, focus is on disciplinary colleagues and staying current on the latest research (Schein, 2005). “Faculty members’ worth was largely judged based on research, not service (Schein, 2005). The phrase “publish or perish” articulates the demands within the faculty culture to contribute to the

knowledge of one's field with an adequate number of articles and books and if not, they will not advance within the tenure process. Therefore, it is difficult to find the tenure-track professor who wants to participate in a living learning program (Diamond, 1999; Ward, 2003), and it was even harder to create longevity. "If a faculty member commits to teaching a course at a residential learning community, that faculty's commitment is not likely to last more than several semesters.

Faculty work agendas are ever changing – new committee work, new departmental administrative assignments, sabbaticals, changing teaching obligations, and more, all cycle into faculty's long-term schedule" (Schein, 2005, p. 77). Diamond (1999) asserted that this prevailing paradigm of research and publication alienates many in academics and therefore, created a perception that participation in a living-learning program would be "add on" in an already demanding culture of performance. Kennedy (2005) summarized it when he said, "Faculty are not flocking to work with students outside of class. One probable stumbling block is the tremendous pressure tenured/tenure-track faculty face for tenure and promotion especially at research extensive institutions" (p. 2).

Faculty members often do not have the time, expertise, or inclination to participate in a living-learning program. As a result, many living-learning programs use instructors – adjunct faculty, graduate teaching assistants, and departmental instructors, and even spousal hires, who do not want or who cannot get regular, tenure-track assignments. Rhoads (2009) stated, "Although it is probably safe to say that the majority of my colleagues are not overly keen about engaging students beyond the classroom or beyond the boundaries of their particular area of expertise, there is a smaller percentage who, in my opinion, would consider such possibilities" (p. 23). It was noted by Schein (2005) that when faculty members do interact with students outside the class, they tend to focus on classroom activities.

While faculty involvement in LLPs presents benefits to students, it also presents benefits to the faculty as well (Haynes & Janosik, 2012). Schein (2005) reported benefits to faculty including: knowing their students' personal and professional goals; engaging in a dialogue over a dining hall meal, establishing meaningful and comfortable relationships, and having more opportunities to guide and suggest future courses. Just as important, faculty need to understand the vital role they play in the benefits to students (Schoem, 2004). Frazier and Eighmy (2012) found that living-learning programs can enhance student satisfaction with the learning environment, but lack of faculty and residential staff planning and accountability can significantly reduce the benefits. Faculty member participation created the strongest outcomes for the community when faculty, staff, and students collaborate in a variety of ways (Brower & Inkelas, 2010).

Faculty members are most commonly found to participate when the program reports to an academic department (Soldner and Szelenyi, 2008). The NSLLP (Inkelas et al., 2007b) study revealed, when six or more faculty were involved in the living-learning program, 30% of the programs reported to an academic affairs offices, 18.8% to academic departments, and 4.5% to residence life offices. (Soldner and Szelenyi, 2008). When the residence life office shared supervision with either an academic department or office it raised to 6.8% and 10.4% (Soldner and Szelenyi, 2008). Soldner and Szelenyi (2008) stated, "These findings thus suggest that living-learning programs reporting - either exclusively or partially - to residence life offices are not well-positioned for attracting a large pool of faculty" (p. 28).

Programs with a large number of faculty participating performed better than programs with less faculty participation in two goal areas - helping students to feel a sense of belonging to the institution and experiencing a smoother academic transition to college (Soldner and Szelenyi,

2008). “Programs that are more likely to offer a rigorous academic experience by making courses and faculty available may shape the student experience in different ways than programs with more emphasis on social interactions, but little academic focus” (Soldner and Szelenyi’s, 2008, p. 30). McCluskey-Titus (2005) suggested that administrators should involve faculty who are more senior and tenured as their time was generally more flexible rather than the faculty who are under pressure in the tenure-seeking process.

The capacity for living-learning programs to result in effective outcomes enhanced with increased faculty involvement (Brower & Inkelas, 2010). If administrators want to increase the success of LLP programs, it is vital that they understand the faculty experience from participation. Administrators and residence life staff should examine the academic culture, as well as factors that motivate and deter faculty participation. There must be intentional efforts to identify faculty who are willing to participate, examine motivations to participate, and educate them on benefits of participation. The challenge is to learn about the faculty experience in LLP involvement, and how to share it so that effective positive change can occur. Schein (2005) stated, “Change can come in many forms, not all of which are immediately apparent. Among the kinds of change, we hope to see are new attitudes, new ways of thinking, new ways of communicating, new behaviors, and the like” (p. 80). Unfortunately, faculty involvement is not a widely accepted requirement for LLP success by student affairs practitioners. Understanding the faculty experience in LLPs has the potential to educate administrators across units regarding the benefits of such involvement (Rhoads, 2009).

Faculty Motives and Experiences

Although the “publish and perish” culture emphasized otherwise, some faculty choose to engage undergraduate students beyond the classroom in LLPs. Because the participation of

faculty is an essential part of a successful LLP, it necessary to examine faculty motives and experiences that influence their participation in LLPs. The role of faculty in living-learning programs has become an important emerging topic of research, resulting in a special issue of the *Journal of College and University Student Housing*. Faculty participation motives were studied in the contexts of several different frameworks.

Kennedy (2011) explored factors that motivate faculty participation in living-learning communities at three institutions using the Ford's (1992) Motivational Systems Theory (MST). The study pointed to several factors that motive faculty LLP participation, the role of the faculty, time constraints, departmental support, and the tenure and promotion system (Kennedy, 2011).

Ellett and Schmidt (2011) interviewed faculty-in-residence and faculty affiliates at one institution to identify key components of community building from their perspective using Boyer's tenets for community (Boyer, 1990). The study concluded faculty engagement in residence life is "not an easy process" and Boyer's tenets provided a "useful roadmap" in the collaboration between faculty and residence life.

Sriram, Shushok, Perkins, and Scales (2011) examined the impact that living in residence had on six faculty-in-residence representing six different academic disciplines at a single institution. Sriram et al. (2011) stated, "Living with students gives faculty the opportunity to further develop as educators through increased interactions, playing new roles, and experiencing a holistic learning environment" (p. 53).

Jessup-Anger, Wawrzynski, and Yao (2011) used a constructivist, instrumental case study approach with purposeful sampling and selected a large, land-grant research university with three residential colleges as the focus of the study. The study described both what the faculty learned and their thoughts about the residential college. The faculty in this study focused

on shaping the LLP to “work for them” to avoid burnout and competing demands, described their relationship with faculty colleagues as beneficial, and demonstrated a desire to build an environment for students (Jessup-Anger et al., 2011).

Kuh et al. (1991) reported that faculty participating in living-learning programs improved their teaching skills and developed enhanced relationships with other faculty from outside their own discipline. It has also been noted faculty enjoy teaching the variety of special and experimental courses offered in a living-learning programs (Blimling, 1998). Several empirical research studies explored the faculty’s motives to participate and experiences involved in LLPs.

Einarson and Clarkberg (2004) concluded that faculty were motivated by internal processes rather than external incentive systems” (p. 27) when they personally valued and believed in the living-learning program experience. Sriram et al (2011) found the same link between intrinsic motivations and educational philosophies as well as a link due to prior experiences and awareness of such environments. Kennedy (2005) revealed that faculty found the greatest reward in the relationships they developed with students and other faculty, and felt the least rewarded when pressured for time, disrespected by student affairs professionals, burdened by LLP administrative tasks, and frustrated with immature first year LLP students. In Kennedy’s (2011) follow-up article, she stated that faculty LLP participation was influenced by clear participation expectations, strong departmental support, and when it contributed toward promotion, tenure, and service.

Ellertson (2004) identified seven positive outcomes related to faculty participation in LLPs: “satisfaction/pride in work; opportunity to experiment/take risks; relationships with students; relationships with colleagues; scholarship of learning communities; opportunity to educate for democracy/citizenship; and personal insights and reaffirmation of one’s work” (p.

79). On the other hand, negative outcomes themes were: “time demands; cliques of students, failure of certain aspects of the learning community; departmental indifference/resistance; and lack of rewards” (Ellertson, 2004, p. 112).

Golde and Pribbenow (2000) researched the experience of 15 LLP faculty participants in an interpretivist qualitative study. They learned that faculty participants choose to participate because of their concern for undergraduate education and their desire to know students better (Golde and Pribbenow, 2000). Cox and Orehovec (2007) researched LLP faculty-student interactions in a qualitative study including focus groups, interviews and observations. They observed faculty participation along a continuum of disengagement all the way to individual student mentoring. Their implications related to a lack of interactions outside the classroom employed them to suggest future studies of understanding faculty motivation and experiences.

Although LLPs are designed for the benefit of student participants, there is also a benefit for the participating faculty. The aforementioned literature pertains to the benefit to the participating students and what motivates faculty to participate. Few researchers have explored the lived-experience of participating LLP faculty.

Lack of academic affairs and student affairs collaboration and faculty participation are two areas that could limit the success of living-learning programs. The list of challenges to progress in these areas is long and varies greatly among institution. Collaboration between academic affairs and student affairs is an area with great opportunity for success and failure. Facilitating an increase in faculty participation has the potential to greatly enhance connections between in- and out-of-class experiences of students in LLPs

Summary of Literature

This literature review started with the presentation of the existing information available pertaining to living-learning programs such as program history, differentiations, and definitions. It continued with a summary of the available research regarding academic affairs and student affairs collaboration and the faculty culture as it relates to living-learning programs. It concluded with the motives and experiences of living-learning program faculty. This literature is relevant to this study because it informed the research design, gave context to the faculty experience as a LLP participant, and provided insight into how other scholars previously understood the faculty LLP experience. Limitations of the literature led the researcher of this study to explore the lived-experience of faculty participating in living-learning programs across multiple institutions and to employ an Interpretative Phenomenological Analysis (IPA).

CHAPTER III: METHODOLOGY

Research Design and Rationale

The purpose of this Interpretative Phenomenological Analysis (IPA) study was to explore the lived-experience of faculty participating in living-learning programs. Because this type of inquiry focused on the individual faculty lived-experience, it was best approached through a qualitative design. Smith et al. (2009) defined IPA as “a qualitative research approach committed to the examination of how people make sense of their major life experience” and “is phenomenological in that it is concerned with exploring experience in its own terms” (loc. 39). The study strived to capture the quality of the individual experience (Willig, 2001) resulting in an interpretive phenomenological analysis. “Phenomenology is a philosophical approach to the study of experience” (Smith et al., 2009, loc. 197). “The aims set by IPA researchers tend to focus upon people’s experiences and/or understanding of particular phenomena” (Smith et al., 2009, loc. 972). Furthermore, “Phenomenological human science is discovery oriented that strives to find out what a certain phenomenon means and how it is experienced” as defined by Van Manen (1990, p. 29).

The researcher used semi-structured, one-to-one interviews and served as the primary data collection tool, allowing themes to develop organically through an inductive process (Creswell, 2012). As a particularly personal progression, the qualitative analysis by the researcher was an interpretive work at each of the stages (Smith & Osborn, 2003). In each stage of the process, the primary research question, and subsequent interview questions were devolved, and were not theory-driven and did not lead or influence the participants in a particular direction (Smith et al., 2009). “One-to-one interviews are easily managed, allowing a rapport to be developed and giving participants the space to think, speak and be heard” (Smith et al., 2009).

Partnering with a cognitive model of contemporary psychology (Smith & Osborn, 2003), this IPA study focused on making sense and creating meaning of the participants' experiences (Smith et al., 2009). Moving beyond the role of the sole data collection instrument as in a qualitative study (Creswell, 2012), as in any phenomenological study, the researcher served as a sounding board to account for the experiences of the individual and interpreted the responses in an effort to understand and make meaning of them (Bogdan and Biklen, 2007). It was the expectation of the researcher to interpret the responses by utilizing double hermeneutics (Smith & Osborn, 2003). These two states of interpretation of understanding and meaning-making included participants sharing how they understood the world, as well as the researcher's interpretation of that understanding (Smith & Osborn, 2003).

With this interpretive methodology in mind, the researcher strived to center the purpose of the study on Smith and Osborn's (2003) perception that researchers should explore personal experiences, or in other words, be concerned with an individual's personal perception or account of the event, as opposed to an attempt to produce an objective statement of the event itself. Smith et al. (2009) stated, "The primary concern of IPA is the lived experience of the participant and the meaning which the participant makes of that lived experience" (loc. 1732). The event in this study was the living-learning program experience as a faculty member.

Participants and Site

Unlike a quantitative approach with a goal of generalizability across the population, the goal of qualitative research is depth among fewer participants (Richie & Lewis, 2003). Smith et al. (2009) pointed out that although the research is about a specific group of participants, the information learned from the study is applied theoretically to one's existing professional and experiential knowledge (loc. 94). In IPA research, smaller sample sizes are preferred and

compliment the in-depth analysis. For this IPA study, a fairly homogeneous sample using a purposive sampling approach was used (Smith & Osborn, 2003). The participants were limited to faculty who currently are or have participated in a living-learning program for at least three semesters or four quarters.

With the intention to select a smaller quality sample, the researcher solicited student affairs colleagues from across the nation to assist in identifying faculty who would be open to participating in the study. First, the researcher identified the living-learning programs that met the following criteria.

- Students live together in a discrete portion or the entire residence hall.
- Academic and/or extracurricular programming is designed especially for participants.
- Students are required to take an academic course or select a course from a list as participants of the program.
- Students have opportunities to interact with faculty members, both inside and outside the classroom.

To ensure that this criteria was met, the faculty participants completed an Electronic Information Sheet which included demographic information about the program and the participant.

Next, the researcher contacted student affairs professionals at those institutions that could help in identifying faculty participants. Third, the researcher asked these colleagues to forward an email to the identified faculty requesting their participation. An email than was sent to possible participants. Up to sixteen participants were chosen based on their geographical proximity and date availability that coincided with the researcher's travel plans to visit that particular campus. Appropriate approvals were secured from the Institutional Review Board of the researcher's institution.

Data Collection

Like other established approaches in qualitative research, IPA is no exception with certain requirements including limitations and preferences for methods of data collection (Smith et al., 2009, loc. 1183). Smith et al. (2009) stated that “IPA is best suited to one which will invite participants to offer rich, detailed, first-person account of their experience” (loc. 1183).

Therefore, the data collected through the one-to-one in person or over the phone interviews provided the opportunity to “facilitate the elicitation of stories, thoughts and feelings about the target phenomenon” (Smith et al., 2009, loc. 1183).

Prior to the selection for the interview, the researcher asked each participant to complete an Electronic Information Sheet to confirm that the living-learning program in which the faculty member is or did participate in matched the research definition of a living-learning program and that they had the minimum semesters or terms of living-learning participation involvement required. Based on purposive sampling, this IPA study’s participants were selected according to their “criteria of relevance to the research question” (Willig, 2001, p. 58). The informed consent was emailed to the each participant and receipt of the informed consent was confirmed before the interview was conducted.

When “used effectively and sensitively, semi-structured interviews can facilitate rapport and empathy, and permit great flexibility of coverage” (Smith et al., 2009, loc. 1423). The researcher values these possibilities and utilized this approach because of the potential to produce rich and interesting data. The semi-structured interviews were scheduled for one hour and held in the faculty member’s office whenever possible. When a face-to-face interview was not feasible, a phone interview occurred.

Prior to the start of the interview, the researcher reiterated confidentiality, reviewed the informed consent, and stated the purpose of the study. Each participant was given the choice to select their pseudonym from a list for use in the study. The researcher selected the pseudonym for the institution. The researcher obtained permission from the participant to audio record the interview and reminded the participant that the interview would be transcribed and that a copy would be shared with the participant. The recording of the interview allowed the researcher to use her active listening skills during the interview without fear of missing information. The researcher took limited notes beyond recording the communication style allowing the focus to be on the participant.

At the conclusion of the interview, the researcher asked if the participant had any questions and reviewed the next phase of the process. Within a few weeks of the interview, the researcher forwarded the written transcript to the participants for any clarification. The researcher completed eleven interviews over a three month period of time. When discrepancies of accuracy appeared in the transcript, the participant informed the researcher via email of the needed changes. If the researcher did not receive a reply with corrections within two weeks, it was assumed that no changes were desired.

Data Analysis

Smith et al. (2009) explained that an IPA analysis has no clear right or wrong way to engage in the process; however, they have developed some general principles and guidelines that may be followed. The researcher followed these “steps to analysis” – reading and re-reading, initial noting, developing emergent themes, searching for connections across emergent themes, moving to the next case, and looking for patterns across the cases (Smith et al., 2009). In addition to these steps, the researcher judged the quality of this phenomenological study, by

continually asking Polkinghorne's (1989) suggested question, "Does the general structural description provide an accurate portrait of the common features and structural connections that are manifest in the examples collected" (p. 57). In other words, is the data in this study consistent with the previous research known about faculty LLP participation?

Reading and Re-reading

The first step the researcher followed was reading and re-reading the transcripts. The researcher began by listening to each recorded interview while following along and reading the transcript. This allowed the researcher to imagine the voice of the participant during subsequent readings resulting in a more complete analysis. To ensure the focus remained on the participant, the researcher recorded any powerful recollections of the interview experience itself, including initial and most striking observations, separate from the interview. The researcher found the interview recordings to be helpful in acknowledging that first impressions had been captured. Through the process of re-reading the transcripts, the researcher identified an overall interview structure and gained an understanding of how sections of the interview could be bound together. The researcher continued to re-read each transcript until the researcher identified a clear phenomenological focus that stayed close to the participants' explicit meaning. At times the researcher listened to the recording again to clarify and develop a greater understanding of the tone and meaning of the faculty member's experience.

Initial Noting

The second step, the researcher engaged in was the initial note taking. The research formatted the first transcript with two inch margins on each side of the paper allowing ample room for notes. While reading and re-reading this transcript, the researcher took exploratory notes and comments in the margins. The researcher used the right side for initial comments and

saved the left side for emergent themes. Being the most detailed and time consuming step, initial noting “examines semantic content and language use on a very exploratory level” (Smith et al., 2009, loc. 1747). At this step, the researcher formulated a detailed set of comments and thoughts including key words, phrases and explanations; things that mattered to the participant; and key objects, events or experiences. Additionally, the researcher noted language such as pronoun use, pauses, laughter; and, functional aspects of language such as repetition in tone, degree of articulation or hesitation in fluency; and metaphors.

Developing Emergent Themes

The third step entailed the researcher developing emergent themes by looking primarily at the initial notes of the first transcript. Common elements, key words, and frequency of ideas emerged and the volume of detail was reduced. The researcher used the left margin to make note of themes. At this point, the researcher noted how the themes reflected “not only the participant’s original words and thoughts but also the analyst’s interpretation (Smith et al., 2009, loc. 1895).

Searching for Connections across Emergent Themes

The fourth step occurred when the researcher began searching for connections across the emergent themes. The researcher charted and mapped the themes together. As suggested by Smith et al. (2009), the researcher kept an open mind acknowledging that not all emergent themes would be incorporated into this stage of analysis and that many needed to be re-evaluated for importance by reviewing the transcripts again.

Moving to the Next Case

In the fifth step, the research moved to the next case. The researcher repeated steps one through four for the remaining ten transcribed interviews. The researcher did as suggested by Smith et al. (2009) and treated each case “on its own terms, to do justice to its own individuality”

(loc. 2012). The researcher accepted the significance of allowing new themes to emerge as each transcript was read over several times.

Looking for Patterns across the Cases

Once all cases are coded, the researcher completed the sixth and final step and looked for patterns across cases. The researcher reconfigured and relabeled themes as needed. “This can be a particularly creative task. Often it helps the analysis to move to a more theoretical level as one recognizes, for example, that themes or super-ordinate themes which are particular to an individual case also represent instances of higher order concepts which the cases therefore share” (Smith et al., 2009, loc. 2022). This was true for the researcher of this study. It was through this process that the researcher captured the most important elements.

Trustworthiness

As a vital part of qualitative inquiry, the concept of trustworthiness is equivalent to what validity and reliability is in a quantitative study. The question of trustworthiness in qualitative research is often asked because validity and reliability cannot be addressed in the same way as in a quantitative study (Shenton, 2003). According to Lincoln and Guba (1985) the best way to address trustworthiness is with the use of well-tested research methods which include member checks. As form of member checking, each participant received a transcription of the interview and was given the opportunity to correct or add anything to the interview.

Based on Lucy Yardley (2008), the four broad principles employed by the researcher for assessing the quality of this qualitative research study were recommended by Smith et al. (2009). The researcher employed each one. The first principle is sensitivity to context. The researcher showed sensitivity by choosing “to recruit purposive samples of participants who share a particular lived experience” (Smith et al., 2009, loc. 3615). The second principle, commitment

and rigor, was demonstrated by the researcher as great care was taken in how the participants were selected. The researcher made a connection to the participant through a mutual colleague with whom they already had a relationship. The researcher believed that this increased the comfort level of the participants as well as their trust in the researcher. The third principle is transparency and coherence. The researcher clearly outlined the stages of the research process and what steps were used in the analysis. The final step, impact and importance, “tells the reader [of the study] something interesting, important or useful” (Smith et al., 2009, loc. 3688). The researcher transcribed, analyzed and told the stories of eleven faculty participants in a living-learning program.

Ethical Considerations

Creswell (2007) stated, “Throughout all phases of the research process we are sensitive to ethical considerations” (p. 44). From the onset and throughout this study, the researcher focused on measures of authenticity and confidentiality. The researcher was sensitive to asking faculty to play the reverse role of becoming the studied and acknowledge the limited time available for the faculty participants as the researcher gained entry into their personal experiences. Participants were not manipulated or coerced during the interview with specific questions but instead the participants were allowed to guide the conversation. The researcher’s goal was to provide an environment where each participant felt comfortable in sharing their lived-experiences.

The researcher believes that a comfortable environment was achieved that led to a dialogue that captured the unique and authentic voice of each participant. Each participant was assigned a personal as well as an institutional pseudonym. Faculty participants from a minimum of three institutions were interviewed to further enhance confidentiality. The researcher took many precautions to enhance the underlying ethics of this research study. From

the start, participants were given detailed information about the process including informed consent, interview procedures, and measures of confidentiality which were detailed on the Informed Consent Form.

CHAPTER IV: RESULTS

This study explored the lived-experience of faculty participating in living-learning programs (LLP) at three different institutions. The researcher selected an Interpretative Phenomenological Analysis (IPA) in order to allow faculty participants to tell their stories in their own voice. Each individual voice was studied and analyzed to identify common themes across the various narratives through a primary research question. The primary research question was: What are the lived-experiences of participating faculty in a living-learning program? Subsequent research questions included:

- Why do faculty choose to participate in living-learning programs?
- What are the roles and responsibilities of the faculty in living-learning programs?
- What do faculty gain from their participation in living-learning programs?
- What are the barriers to faculty participation in living-learning programs?

Using the above questions, the researcher guided the faculty participants through a conversation regarding involvement, experiences, and learning that occurred during their LLP participation. The faculty participants are introduced by displaying a demographic characteristic table, a description of why and how they got involved, and their level of engagement in the LLP. This chapter depicts the five main emergent themes, explores the research questions, and describes the essence of this study.

Participants

Five women and six men were interviewed for this research study resulting in a total of eleven participants. Each participant was a faculty member at a flagship public Research I institution of higher education in the United States with a student population greater than 24,000. All but one was employed full-time and faculty rank varied among instructor, associate

professor, and full professor, with one being Emeritus. Seven participants were non-tenure-track faculty, and four were tenured professors.

Roles and responsibilities in the living-learning program varied. Each faculty participated in various combinations of the following program aspects: taught in the program, lived-in as the faculty-in-residence (FiR), served in an administrative role, and planned co-curricular activities. It is important to note that all eleven faculty participated in co-curricular activities outside the classroom. All but one taught in the program; with the exception being an administrator who oversaw all LLPs within their college. Out of the eleven, six had administrative oversight specific to the LLP. Academic Affairs at two of the three institutions managed the structure and oversight of the living-learning program, leaving one institution with shared management between Academic Affairs and Student Affairs. Four of the faculty lived-in as a FiR at various points in their semesters of participation. To preserve the anonymity of the faculty involved, pseudonyms were used throughout the duration of the study.

Table 1: Participant Demographics

Name	Gender	Faculty Rank	Full-time	Tenure	Semesters in LLP	LLP Structure Oversight	LLP Adm. Role
Charlie	Male	Full Professor	Y	Y	6	Academics	Director/AVP
Owen	Male	Instructor	Y	N	7	Academics	N
Logan	Female	Instructor	Y	N	11	Both	N
Lara	Female	Full Professor	Y	N	4	Academics	Dean
Adison	Female	Instructor	Y	N	8	Academics	Assoc. Dir.
Beck	Male	Assoc. Prof.	Y	Y	20	Academics	Director
Oscar	Male	Emeritus	N	Y	14	Academics	N
Riley	Female	Instructor	Y	N	11	Academics	Assoc. Dir.
Alex	Male	Full Professor	Y	Y	10	Both	Director
Taylor	Female	Professor	Y	N	6	Academics	Dean/Dir.
Emory	Male	Instructor	Y	N	7	Both	N

Charlie

As a tenured full professor, Charlie's involvement began as part of the design team that developed the conceptual framework and original proposal for a new LLP that gained approval from a specific college within the institution and later from the university. Charlie chose to get involved in an LLP because he believes in the concept of LLPs as a transition to college that integrates communities and academics.

Charlie reiterated his belief in LLPs as a tool for student engagement when he stated, "I think that the concept of having academics as part of your first year experience, really can be an important piece of being here. It's a little more personal, it builds a sense of community. And everything we know is that students who feel like they're part of the community are more likely to stay." Beyond the classroom, Charlie engaged small groups of students in career conversations as well as took them to his research lab, giving them the opportunity to synthesize concepts and applications. He emphasized the connection between what his students were learning in the classroom and career opportunities that were available to them. He reiterated this goal of integrating classroom learning with future opportunities when he commented, "I was trying to augment the classroom with a little of sitting down, talking with them, having lunch occasionally, just really to kind of help put what they were learning in the classroom into some other contexts."

After teaching in the LLP for two years and attending various co-curricular activities, his role shifted to provide LLP strategic leadership out of the undergraduate Provost's office as the Assistant Vice Provost for all LLPs on campus regardless of sponsoring college. Charged with increasing student retention, his goal was to integrate academics into the first year experience and build a sense of community with the intent of enhancing student retention.

Owen

Owen started his career in higher education as an adjunct faculty who taught one course. After making a connection with a program director who oversaw an LLP, he was offered a full-time non-tenure instructor position. He taught four courses, two in the LLP, each semester for over three years. He was previously familiar with the LLP in which he was involved because he had participated in the same LLP as an undergraduate student. He commented, “I genuinely care about the students. I don’t mind at all that I’m supposed to know them and be a part of the social world over there.” In addition to his teaching role, he participated and coordinated extracurricular activities for the LLP, such as, special presentations and programs, movie showings, film discussions, field trips to National Parks and museums, meals and coffee hours.

Logan

Having attended a small liberal arts college of 3,000 students, Logan expressed that she was appalled at the way in which students at a big research university so often just got “thrown into the deep end.” “It’s like ‘if you swim, great, if you drown, we expect a certain percentage to drown.’” She remarked that her “undergraduate experience” was part of the reason she participated in the LLP. Similar to that experience, the ideology of the LLP made sense to her as she had many meaningful interactions with her own faculty and her educational experience was a turning point in her life.

A series of unfortunate events in Logan’s academic career ended up providing her the opportunity to teach in an LLP. First, she was not surprised when she was not awarded tenure. Shortly thereafter her school lost its accreditation. However, the LLP proposal that she had been developing with a colleague was fast tracked. She explained, “It [the LLP] was supposed to be 10 years down the road and they decided to bump this ahead of some others [proposals]. So, I

just, in a lot of respects, happened to be in the right place at the right time.” To Logan’s benefit since the newly appointed LLP Director knew her and she had assisted in writing the program proposal, he hired her as a full-time LLP instructor.

Now with over five years of teaching in the LLP, Logan is not convinced that it’s a really good fit for her day-to-day and sometimes thinks she “deserves better.” Specifically, she mentioned about teaching first year students in the LLP, “There are days when I love that and days when I hate that. I miss some of the intellectual challenge of working with grad students and the ability to wrestle with ideas that were challenging for me as well. I get frustrated by repetition sometimes. I’m making it sound terrible.” Besides teaching, Logan coordinated the social media for the LLP and although it was a steep learning curve she found it to be fun and enjoyed seeing the different sides of students. One aspect of coordinating social media that Logan found enjoyable was that it fueled new ideas and allowed her to be creative. She enjoyed going to the co-curricular activities and referred to them as fun. With a focus on building strong communities, she took it upon herself to learn about community development and believed that her program was very distinctive in that respect as well as in terms of leadership.

Lara

Although the concept of the LLPs started in 2006 at the institution where she served as the dean of the college, Lara’s first experience with living-learning programs was as an undergraduate student at a small college. Each had a different theme and structure based on student interests and the co-curricular component of the LLP was focused on that theme. Almost all of the Honors College’s students who lived on-campus participated in a LLP, including both first year and upper division students. Providing the leadership oversight of the LLP, she expressed her role as developing ideas for programs as part of a collaborative effort.

Although she did not teach in an LLP, she did teach in learning communities for commuting students. Her thoughts on student engagement were articulated when she said, “I don't think you can be a good administrator if you're not interacting with students. I mean by teaching, or ... not just meeting with them occasionally, but truly being with them, and getting their vibe, and what's going on. It's very easy for me to sit in my office and design wonderful things for them that are not in the least bit interesting to them. I really think it's important for the administrators to teach.” In addition, she engaged students in co-curricular activities. As a non-tenure full professor, Lara shared some examples of co-curricular activities as they relate to classroom learning. Taking students to an anatomy lab who were studying how people conceptualize the body in artwork is an example. Other activities include museum visits, film and lecture series and outdoor nature trips.

Adison

Adison's responsibilities and role within an LLP increased over a period of time. As a non-tenure rostered writing instructor, Adison's program allowed her the options of teaching in an LLP. After five years of teaching small seminar program courses for two departments, she decided to teach one of her assigned classes in an LLP. She felt that it was a “good fit” with the change of location and the increased connection to students. A few years passed and she decided to move in as the faculty-in-residence and live in the residence hall with her students. She commented how she enjoyed it, “I've always, I like first year students, I've always liked them. So, it's a way to learn more about it [students] and be closer to it [students]. Just this idea was in the back of my mind.”

For four years, she taught exclusively in the LLP. This included teaching a one-credit seminar course that all LLP students were required to take their first semester in the LLP. Shortly

after moving in as the FiR, she became the associate director of the LLP. She expressed difficulty in distinguishing her many roles. She commented, “So as Faculty-in-Residence, it’s hard to separate... I teach, I live here, and so I guess I don’t, in a way, I try to separate those things out and figure out how much it is teaching and how much of it is living here.”

Along with her varied roles, Adison was also engaged in the co-curricular aspects of the program, which she found more difficult than her teaching and administrative roles. She commented, “I didn’t know what to do. That’s the thing I remember doing [attending a performing arts event] that first year, things like that. Then as I figured it out I’ve spent it [activities budget] on different things. This year, I’m inviting every student in the building over for dinner, once at least.”

Beck

Beck was a tenure track associate professor. Hoping to integrate campus resources into the educational process, Beck proposed and implemented an honors LLP through the College of Engineering and has been the director ever since. All first year students with in the LLP are required to take a year-long course from him. Beck was exceedingly involved in the co-curricular activities as the faculty-in-residence who had lived in the residence hall that housed the LLP since it began ten years ago. He commented, “I was committed to creating an honors culture as opposed to an honors program that was driven by an honor curriculum. It rapidly became apparent to me that to do that, we needed more resources than a classroom and even running a program, a co-curricular program could provide. It just struck me that there were so many resources on campus that weren’t integrated in the educational process and a big part of that seemed to be the residence halls. So when I put the proposal in... I included a faculty

apartment as the idea of trying to create a residential college model, a college of Oxford, it just allowed an integration of all the resources students have here.”

Beck’s desire to participate derived from his experience of meeting with a group of fellow science majors on a weekly basis throughout his undergraduate years where they contemplated and questioned life. Specifically Beck commented, “Throughout my life I think I’ve always had experiences where community mattered, colleagues mattered and pulling people together was really something that was deeply valuable...I teach ideas because I think ideas matter only because people matter.” For Beck, the LLP gave him the opportunity to create community where students felt important. His fundamental belief was that the community was not just for the students today but also for their future employers, spousal units, children, partners, towns and more. He states, “I think the university mission is much boarder than getting them jobs.”

Oscar

Oscar participated in a highly unique living-learning program his first three years as an undergraduate student which he referred to as “the living-learning experiment.” This experience was the catalyst that led his career down a nontraditional path. He commented, “There’s nothing about my life or career that makes sense.” He served at the highest level both in academic affairs as a president and in student affairs as a vice president and dean of students. He also taught in a graduate program in higher education leadership. Seven years ago the Dean of his college asked him to create a first year living-learning program based on his own experience as a student and professional. The university wanted to find a way to increase recruitment and retention of high-quality in-state students. As Professor Emeritus and retired from his full-time tenure position, he

designed, implemented, administered, and taught in the program in the Honors College. He was able to be autonomous in administrating his program, reporting only to the Dean.

Oscar had a unique perspective and was passionate about his beliefs regarding higher education as evident in his comment, “Well, given my background... I think it's essential that people not just think of learning as a purely academic pursuit, but that you've got to act on what you believe. As Emerson said in one of his essays, ‘Without action, thought will never ripen into truth.’ We work on that notion that you can arrive at conclusions about what you think is best to do or what the right thing to do is, but unless you go out and act on those judgments that you're making and see how they work out, then the thought will never ripen into the truth. Or it will never ripen into a profound understanding. That's the proposition that I work on.”

Additionally, Oscar’s approach to co-curricular activities went beyond simple activities like meals and movies. Based on what was being discussed in class, he encouraged his students to engage in a service project related to the topic. It was not until the seventh year in the second semester of the class that students organized and made it happen. He commented, “Suddenly we had four committees and now we've got four service projects going.” This project not only allowed students to organize and lead a project, but also to make decisions that integrated in- and out-of-class learning through co-curricular activities.

Riley

Although she earned her PhD, Riley was not intending to go into academia. She wanted an applied and practical career, as well as experiences working with lots of different people. Because she had a personal connection with an LLP director, she was invited to do a dinner series in the program, which ended up being highly attended. She was invited back the next fall and continued to do the series each year in the midst of traveling internationally. Because of that

connection, she was eventually invited to teach an LLP course. While in the process of proposing three LLP courses, she was offered an LLP administrative position. In alignment with her personal goals and family, she taught for one semester and then added the administrative responsibilities the next semester. Riley hadn't planned this involvement, but as an alumna, Riley noted that it felt like she was coming "home."

Riley is currently a non-tenure instructor hired specifically to teach and be the associate director in the LLP. Riley served as the faculty-in-residence in two different LLPs and as a result, has had two unique experiences interacting with students during co-curricular activities. Riley has served as the faculty guide on international trips during the summer; represented the LLP at summer orientation sessions; supervised peer mentors; and coordinated evening quest speakers, presentations, film series, movie nights, and evening study sessions. Weekly events included student dinners, coffee hour, and group project review sessions. With over five years of LLP teaching and administration, Riley was involved in all aspects of the LLP. However, she specifically commented that she enjoys one-to-one work with the students the most, "Which is what I love, it's partly why I like this."

Alex

The decision to participate in a LLP was an "easy jump" for Alex as it was a familiar idea for him. He had many years of participating in a summer residential language program at a different institution where he served as the director for five years. He assisted with the implementation and he taught in and served as the director for one language LLP but provided leadership for all five language LLPs in one residence hall. He is a tenured full professor and a program director within his college. The program is sponsored by the College of Arts and Sciences and program oversight is managed by the Vice Provost for Undergraduate Studies. Alex

manages program coordination with residence life providing assistance with housing assignments, peer mentor hiring and supervision.

Alex's role included teaching a one-credit language class in the fall in the LLP in addition to his regular load of three courses per academic year. He has been involved in the LLP for five years. His first two years included additional responsibilities as the Faculty-in-Residence. As such, he held office hours in the residence hall and taught in the residence hall classrooms. His office was part of a library common area right off the lobby of the residence hall which provided him the opportunity to have interaction with all students who lived in the hall regardless of whether or not there were LLP participants. Alex's co-curricular activities included two big events a year, a carnival and a cultural event, as well as small activities such as cultural cooking classes, off-campus excursions to museums and various campus activities.

Taylor

As non-tenured associate professor, Taylor wanted to build a student learning community around languages, geopolitics and global development work and the only option available was to create a student learning opportunity in an LLP. For Taylor, the LLP provided an opportunity to educate students in becoming global citizens, which was not available through the regular College of Engineering curriculum. On a personal level, Taylor participated in a similar program herself as both an undergraduate and graduate student. Taylor stated, "I've always been convince that universities are missing out on 90% [of students' learning potential]." During exit interviews with student leaving the institution, she heard more stories about living situations than about academics and felt that the university was losing students for all the wrong reasons.

As the Dean of the College of Engineering, Taylor wrote the LLP proposal and received support throughout the college. She resigned her Dean position in order to serve as the LLP

director. Taylor has served in multiple roles within the LLP, including Faculty-in-Residence, academic instructor, co-curricular activity planner, as well as the director of the program. As administrator she also oversaw the admission process to the LLP that admits one hundred and thirteen students.

Emory

Emory was a non-tenure-track instructor. Emory's first experience with an LLP was as a graduate student. Shortly after graduation, he was offered a teaching position in the same program. As an alumna, he remained involved in that program during the summer months for nineteen years as a teacher. Because of his experience, he was asked to serve on the implementation committee and teach in a newly developed LLP at his current institution. He has seven semesters of participation in the LLP that is designed for first year students with an emphasis on language development. His participation in the LLP focused on enhancing the undergraduate experience through community and language proficiency. He commented, "There is community building and also progress in terms of language proficiency. I find it to be important to make my own program as interesting as possible, to reach out to undergraduates, and to build the undergraduate program. Because we are a graduate heavy program, professors are doing a lot of research and focusing on graduate studies and research and things in graduate programs."

Because Emory participated in a language LLP, the co-curricular activities focused on providing students the opportunity to learn about the culture while practicing their language skills. Activities included eating out at specific restaurants, traveling to other cities to learn about the culture, cooking the cuisine together, and watching TV and films in the language. The

program is sponsored by a college with oversight from the Vice Provost for Undergraduate Studies office. Program coordination is shared with residence life/housing.

Emory participated because he saw direct benefits to the students to be part of a community while increasing their language proficiency. He also believed that it helped his department by making the undergraduate program more interesting and engaging which might result in more graduate students. Specifically he commented, “I have fun with these young people. They sign up because they want to which means you have a group that is eager to learn. That is different than teaching a large gen. ed. class when 90 percent of the population has nothing to do with German but that it fits their schedule. It’s more gratifying to interact with students who want to be there.”

Emergent Themes

Each interview was distinct and different in that each faculty participant who agreed to share their story of participating in a living-learning program brought with them unique backgrounds, expertise and experiences. Throughout the conversation which were conducted either face-to-face or over the phone, five themes emerged that were central to the lived-experience of the faculty participants. First, the narratives suggested that there were benefits and rewards contributing to their desire to participate. Second, what they learned and understood about students enhanced their own experience. Third, participants identified multiple barriers that discourage their participation. Fourth, participants identified changes in the management and oversight of the LLP that need to change. And fifth, the conversations described how the LLP environment influenced student success at college.

Benefits and Rewards

Each participant discussed their involvement in the LLP as it related to the benefits and reward to them as individuals. The most obvious benefit might have been compensation for their

skills and time but that was not the case. Most expressed feeling negative or neutral about compensation. In other words, compensation was not the main motivation for their participation. Having the opportunity to engage with others across disciplines and campus was a reward that was discussed in a favorable way. Another reward was the alternative career opportunity that was available because of the LLP. The last reward was simply the relationships developed with the students and knowledge that the LLP contributed to their overall success.

Compensation. The researcher asked each faculty what compensation they earned from their participation in the LLP. In general, LLP administrators received some compensation in addition to their regular salary, teaching faculty received department course exchange also called a buy-out and/or a small stipend but neither administrators nor teaching faculty received compensation for interacting with students outside the classroom. The Faculty-in-Residence position provided some indirect monetary benefit in the form of room and board. Compensation varied between institutions and even within an institution based on which individual college provided LLP management and oversight. In regards to overall compensation for general participation, a theme of inadequacy emerged from seven faculty with the other four being indifferent. There were no comments regarding compensation that suggested differentiation among faculty rank.

As a professor, Beck described his compensation as a constriction to participation:

As a director here, I get a 21% stipend on top of my salary. So, there's some compensation for that. Then I also pay \$1200 a year for parking that I didn't formerly pay for when I lived at home. And then for the first couple years when we didn't rent out our house, it was a financial wash, if not slightly more expensive to live on campus because we were still maintaining everything we were before, plus the new things. But it's the current system that doesn't reward people well enough financially to make it worth their while.

As an instructor, Adison who was at the same institution as Beck was compensated 2.5% above her base salary along with a buy-out for a three-credit course each semester. As a

professor, Taylor described her compensation with hopes that it might change in the future, “Not yet. Fundamentally I took that on [the LLP], but was already doing this [dean position]. I think the deans threw in \$5000 a year for all of that.” In other words she managed, an LLP on top of her dean position for a \$5,000 stipend.

As an instructor, Riley articulated her frustration in regards to the inconsistencies of compensation between LLPs:

We are professionals. I have a PhD. The associate director position you get one course release but as far as any additional salary, you get \$1,000 extra for the year, the whole year, \$1,000. So, it's basically 2.5% of your salary. I've got a Pd.D., and my salary I cannot negotiate, even though I've got 20 years of teaching, was \$40,000 whereas we've got, you can be fresh out of grad school, never taught a day in your life, and you would get the same \$40,000 and 2.5 of that is \$1000. Whereas you have the directors of the RAPs, who have to be full professors, they get 25% on top of their salary that might be \$100,000 or more. So, they're making \$20-25,000 extra. Whereas associate directors are getting \$1,000 extra. But we are the ones on the ground, in the RAP every day dealing with everything on the ground. Its classic hierarchy, patriarchy.

Even though Oscar had over forty years in higher education, he too expressed dissatisfaction regarding compensation, “Basically I've been teaching for the last 11 or 12 years for the compensation given to grad students.” It was not until Alex's second year participating in the LLP that he received compensation and at which time he chose to take nontaxable research money instead of a stipend. Emory received a \$2,000 stipend for each ten-week term for the one-credit course he taught in the LLP. Logan shared that her instructor salaries are abysmal and that LLPs are even lower when she considers the co-curricular time. Owen and Charlie both expressed that the location of the classroom where a faculty taught shouldn't affect their compensation.

Cross discipline and campus interactions. LLP participation provided the opportunities for involvement outside the faculty members' department or college, creating a cross discipline and campus experience. Six faculty participants discussed how they enjoyed this benefit.

Examples included meeting and getting to know more people, learning about other departments, and serving on various committees. Additionally, the LLP provided an opportunity for the faculty to make a connection and find a community within the larger institution.

Alex and Emory both described their connections across campus. Alex noted, “What it did was help me meet people on campus I would not have met otherwise, like people in different parts of housing I had never met before. Everything in student affairs, undergraduate affairs, and student advising...” Emory described how his connections across campus benefitted the department and college when he shared, “I’m reaching out across campus and connect with colleagues in different language departments through this [LLP]. I make my department more visible to another department.” Emory added, “I have learned about their programs and how they fit or don’t fit together. That’s been exciting.”

Charlie shared that his LLP participation has engaged him in strategic conversation across the campus. He said, “What we’re doing, what our strategies are, how are we changing the thought process about first year students, and how are we making this experience relevant to them.” He has enjoyed this opportunity to engage others and he finds it meaningful to think about strategic goals that have an influence across the entire university. Adison described her experience similarly:

I like, so as LLP AD on this campus, you have the opportunity to sit on different committees. It’s not a perk, it’s actually more work. But I get to sit on the arts and sciences appeals committee where students can appeal things like grades and stuff for illness. I think it’s really interesting work and it’s really important work. That committees is composed entirely of AD’s of arts and sciences. I didn’t know that until I started doing it. It allows me to get to know more people, to do more things. I get to be a part of LLP council which I would be if I wasn’t AD. I like that because we get to decide things and be a voice.

LLPs may help provide faculty connections to their universities that they may not be receiving through other methods that aren't available to them due to different ranks. Owen noted making a connection:

I'm clearly not their colleague. Whereas, when we have meetings... [at the LLP], I'm amongst friends. Those are my colleagues, those are my co-workers. And most of us are similar people. We are all instructors at the university, that's our job level and we all work with students. Those are my people.

Lara echoed that same sentiment:

I think there are folks who are tenure line, and other departments who, for whatever reason, don't feel as much community in their own department, and they've really integrated into the honors community [through the LLP].

Having a voice and making decisions was an important aspect of their participation.

They valued the opportunity to advocate for and explain why LLPs are a meaningful student experience and how they contribute to retention and persistence.

Alternative career opportunity. Most of the faculty expressed how participating in the LLP shifted the focus of their career. Taylor was able to leave one department that she did not enjoy to join another department. She described the opportunity as "life-saving." She had to leave her research behind but was able to return to her roots and love for languages. She summarized the intrinsic reward, "So on a personal level it was this huge shot at doing something that nobody else could've done" and she knew she had the unique background and experiences to make it a success. She referred to herself as a "startup person" looking to do something new. She enjoyed her interactions with students and believed she was helping them. Additionally Taylor stated, "This is what I want to be doing and it brings everything that I've done comes together in this and it just feels fantastic that I didn't waste time getting a PhD in... because now I get to do this so that's really good."

Logan said she doesn't miss the pressure of research and tenure and liked the sense of accomplishment. She stated, "Well, I think I just feel better about the education piece, in terms of, they may not all be ready for it, they may not appreciate it, but I feel like I'm serving them better now than in the previous when I didn't have much interaction with them. I guess it must be the whole person piece, it feels more satisfying to me." Logan stated how he liked being evaluated on teaching and service and he was glad he no longer has to play the numbers game of publishing. He confirmed his commitment, "I would never go back to [teaching outside a LLP] what I was doing before. I like this much better."

Oscar said with a strong conviction, "I'm doing it because I love it. For the first time in my life ... I've spent 25 years as a college president or a college dean, and so for the first time for most of my career, I don't have any responsibility to manage any programs. I can just do what I want, and so this is what I'm investing in. I think the question is, when I decide I'm not going to do this any longer, I think it may not be easy."

For Charlie, LLP participation provided a unique career opportunity for instructors, "There's instructors, non-tenure-track people. I think this is a great environment for somebody who is just completely dedicated to teaching. This is a great environment to have that... I think instructors fill a great role with the LLPs because they're not worried about 'how is this going to related to my research' it's all about the classroom."

Owen described his experience as a career changed that occurred later in life. "You got to understand, I came somewhat late to my PhD. I was 37. So not extraordinarily old, but I took the scenic route. I had actually left graduate school ABD and had no particular plans to return and just decided I want to finish this thing. I came back and finished my PhD and I wasn't necessarily planning on going into the academic job market. It had occurred to me and I thought

why not.” He did not regret leaving his previous job. Describing his job as an instructor, he said. “It’s something I really enjoy doing.”

Riley centered her thoughts on being part of a community and teaching:

The positive is that I love the opportunity to be a part of the university community and to really just focus on teaching. And the fact that, you know, I have a home base. Since I graduated from here I would never want to be in my home department... I’ve been able to carve out a niche for myself where I’m a professional and there are perks that come with the job.

As a Dean, Lara took a slightly different approach and described the career-line faculty position that she supervised in the LLP:

In the honors college here, we have eight what we call career-line faculty members. These are non-tenure track, but multiple year commitments, kind of ... They're very secure jobs, but they just don't have tenure. Those faculty members, who report technically straight to me, I have no trouble recruiting them to participate in the living learning communities. They are very excited to be here, it is their entire job, this is their entire responsibility, and we've been able to create a really wonderful community. Career line faculty members teach a 3/3 load, so three classes a semester. They do not have any overt scholarship expectations. We are not looking at whether they publish in the review process.

Lara added, “My job is defined as administrative, but I've been carving out a sort of niche for myself, because I sit at the interface between science and humanities.” Lara justified the rigorous selection of career-line faculty, “In fact, last year, we did a national search for a new position, and we received, I think, 140 applicants, and ended up hiring an English professor out of Berkeley, which is probably the number one English program in the country, so it was a very competitive process.”

Relationships with students. There was a mixed sentiment about the overall benefit or reward to faculty for their LLP participation; however, many faculty made comment such as “It’s really important work.” Nine of the eleven faculty told stories about developing relationships with the students and contributing to students’ overall success. This led the researcher to

speculate that they agreed with the conceptual and fundamental idea of LLPs and how they lead to more meaningful interaction with students. For example, Lara said:

Personally, I think that I get an enormous amount out of this, because I get to know a group of students, very well, as freshman when they come in. They get to know me as, 'Lara,' and not the dean, but get to know me as a writer, as a biologist, what I studied, rather than my administrative role. I think that having these LLPs, faculty can really break down barriers for students, and connect them to resources across campus. When they get to know a faculty member both as a scholar and as just a human being ... I think that human being part really comes out when you get off campus, when you do something outside the classroom.

Lara added, "I think the other faculty would say similar things. They get to know the students as individuals, and the students get to know them as individuals, as well." Adison, like Lara, described her students as individuals and stated, "Before this experience, I saw them as individual people, but this has really made me see them as individual people." Adison found herself defending students to others, "I get defensive for them when people say the freshmen are coming or the students are back. I say, 'yeah, it's so great, they're so fun, interesting... so lively'. They're just like everyone else. I appreciate them a lot." Additionally, Adison said, "They are and not only are they just individual people, they're young and they're learning a lot too and I can say to them, 'I know how that is.' It's opened me up to those possibilities."

Riley, Oscar and Beck provided examples of how they have influenced their students. Riley got to "inspire and shape" her students. Oscar watched his student "come alive" during the course discussion. And Beck helped students "rigorously think through" life's questions. Riley described her relationship with the students:

That's the good thing about working with freshmen. I get to help inspire them and shape them right in the beginning. Where I used to teach the 40 seminars upper level anthropology courses, I'd basically give them one last class of anthropology and send them out into the world. Now I get to help them from the beginning. I have students that have long since graduated and keep in touch.

Oscar commented, “The reward is watching these students just come alive... the glow on their faces is just unbelievable. One of the things that interests me profoundly is how we take our reading on the world, what our world view is and so forth, and how we can understand people from vastly different perspectives.” He enjoyed the opportunity to influence his students. He valued bringing his students together and commented, “One of my aims in this class was to take this diversity that comes flowing into the university and represents our culture, and get these people to basically love each other and learn to work together.” Furthermore, Oscar’s stated how the interactions with his students gave him hope, “I think they're earnest. They give me hope in that they really, I think, understand what kind of trouble this world and we are as a species. They want earnestly to be able to figure out where they can make a difference.”

Beck explained, “I think helping students rigorously think things through really matters. How they view education, how they view studying, how they view success.” Beck expressed genuine desire to be there for the students:

One could multiply those examples [accidental serendipitous interactions] out of different ways students navigate their experience but I think it’s just incredibly helpful for me just to get a deep sense of the 223 other students who live in the hall, of just what their full day is like and their study patterns and their socializing patterns and all of those sort of things. And I think it is underlying for me of just the power of both good and bad of peers in their life. We are educating the whole person and we need to somehow create situations that help that.

Taylor was rewarded by the interest and excitement for the LLP that students demonstrated by applying to the program. She had seen a fifty percent return rate for the second year and a surge of interest from first year student applicants that had resulted in a lengthy waitlist. Taylor enjoyed having all the LLP students take a class under her instruction and as a result, knew each by name along with their stories by the end of the first semester. She gained satisfaction from the discussion she had with her students:

We have a lot of discussions. Sometimes I'll get seven or eight kids all at once who realize they've all got the same issue and they'll come by and say, 'We want to talk about why it is that if we flunk something we all feel worthless.' That's great! What a fantastic thing. With returners, you've got someone to talk to the freshman and tell them 'You can talk to her. It's safe.' Then all it takes is two or three freshmen talking to everybody else saying 'Taylor really helped.' God, I love that. It's the kind of thing that when I was just teaching and would get maybe four or five students every semester coming into my office and having this kind of discussion and I didn't get a chance to fully know them. So, to me, it is converting the teaching experience from two-dimensional I know you in the classroom, I know you better, to three-dimensional. I know about you and I therefore know how to teach you better and I know what we should be programming and I know what next year needs to look like. And I know that probably I shouldn't show that movie, I should show this movie because probably it will make you think about something. Living in makes all the difference in getting that experience so that's rich for me, it's rich for them. A lot of them come back because of that relationship and that's wonderful because it means I'm doing something.

This relationship with students is a key component in helping the faculty feel that they have influenced student success, which Charlie described:

I think the academic part of the residence program can serve to help moderate this [lack of preparation] affect a little bit. It's really giving faculty and the LLP staff a chance to talk to the students and get to know them, find out what their level is coming in, what their expectation is. But I see them as the moderating effect, it's a support structure, it's kind of a scaffold, and the regular residence hall doesn't do that. I think that's where the importance is. It's two pronged, it's a little bit of scaffolding, a little bit of 'let's make sure we understand what being in a university environment is', and that's not high school.

Both Alex and Logan described their reward in relation to bridging the students' in- and out-of-class experience. Alex commented, "I really like breaking down that barrier inside and outside the classroom. You really see how student inhabit the campus and where learning can take place outside their lecture group." Logan said, "Helping to fuel their interest outside the classroom, it's not always academic stuff. Sometimes it's, 'Did you know you're both rock climbers, have you met?' Being able to do that and walk through the halls and know people and what they're interested in, connected sometimes in class, sometimes its social, sometimes to each other, to their family life or, so it's made a huge difference that way."

Summarizing the benefit and reward of faculty LLP participation is intrinsic, Adison said, “It’s not for the money, that’s for sure.” And later she added, “It’s harder. I have more work. It has greater rewards.” Similarly Charlie said, “There is no reward. Let’s say that up front. It’s what we should be doing.” And later he added, “And, is there reward for it? No, not in terms of the traditional one, but it’s the right thing we should be doing.”

Understanding Students

Throughout the semi-structured conversation, participants were asked to detail their LLP involvement, express how they experienced the LLP, and describe what they learned during their participation. Within each of these questions, participants described how their interactions with students guided their involvement, experience, and learning. The theme of understand students was stratified into a deeper understanding of students regarding resiliency, pedagogy, and mentorship.

Resiliency. When describing their understanding of students, six faculty described the importance of allowing students to make mistakes, learn from those mistakes, and developing resiliency. Owen simply commented, “You got to let kids make mistakes.” Emory valued the LLP students as being “high achievers and driven”; however, he recognized the potential for students to be overprotected. Emory said:

Students are expecting us to coddle them, they’re sitting in the center, but we don’t want to push everything that way as they need to look successful in the end. To complete their degrees, to complete tests, to complete applications, etc. I think that takes initiative away and to learn that initiative on how to be responsible and forward thinking and planning. That is a very important part of getting ready not just as an adult and human being but getting ready for the job market.

Lara articulated a similar concept regarding a high level of intelligence among students, but undeveloped resiliency, “They tend to have come through an educational system in which they’re bright, they’re motivated, and they could take tests well. They have a lot of intellectual

horsepower. They don't always have very much emotional maturity. She described her thoughts in greater detail:

It's not an academic ability sort of thing. They all were accepted into the honors college. I think, in many cases, it's emotional. They're afraid, they're suffering anxiety, and they are suffering depression. They're not very resilient. I had three students last semester in my learning community who failed, which didn't make any sense to me, but they just didn't come to class. I was talking to them, I was meeting with them. We walked them to the counseling center, and I still don't know what's going on. We have a lot of students who struggle. That's been surprising.

Lara continued by describing students as being afraid to make a mistake:

I don't know if this is the school system that we're putting them through that's very formulaic, or if it's the parents who are making a lot of decisions for them, but I'm seeing a lot of students who have trouble negotiating ambiguous spaces. For example, you'll say, "Here's an assignment," and you define the assignment, and they want you to define it to the smallest detail possible, because they're so afraid of making a mistake, and they want to earn the A. They want to be told exactly what to do. A lot of what my teaching comes isn't so much the content, it's opening up and giving them permission to make up some decisions themselves. I'm also really shocked at how many students are struggling in college to make that adjustment. We've got data on the last couple years, it's somewhere about 10 to 14% of our students, just crash and burn their first semester.

When asked to describe what he learned about students, Charlie described the consequences of overconfidence and under-preparation:

What I think one of the big challenges we have is, I call it the "over confidence factor." One of the big things I've seen change over the last 10 years is that students today, because they have AP credits...but that's units-wise. Not preparation-wise. They're overconfident as to what their abilities are. And what we need to do is adjust that expectation level when they get here. For a lot of students, depending on what their major is, just walking into a lecture hall, that's going to be overwhelming to them, they're not going to do well on the first midterm and it just creates a spiral.

Beck believed that the LLP had provided the opportunity for students to make mistakes within a supportive environment. He shared:

One of the reasons I think [the LLP] has been so successful is one of our mottos, we would never put on our banner, but I think it's right, 'In [blank] Hall, we fail better than others.' And I think we do. We get off the ground. We know that this number doesn't define me. We can turn this into a learning experience. We have upper division students that say 'I got decimated on my first calculus exam too. Or I thought about quitting when this...' and I think that, it's worth saying back to understanding students too, is that, I

think helping students rigorously think things through really matters. How they view education, how they view studying, how they view success.

Logan referred to her students as Gen Z and how they negotiate with her. For example, they asked to do a paper instead of an exam. She shared, “They’re generally fine if you say ‘no’ but they want to negotiate a lot of stuff. That’s one of the big differences. Then, also, the entertainment needs, the shorter attention spans.” She continued and said, “I think they’ve noticed that we have a social commitment to the LLP. They know us better and are comfortable saying ‘I have 3 papers and 2 midterms this week, I just couldn’t get it done’. But some of it is the dynamic in the classroom.”

Recognizing the above concerns, Oscar encouraged students to figure out who they are and to develop an ethical compass. He expressed:

I try to emphasize ... The emphasis of the course from the beginning has been ethics and leadership. I work on the proposition that the world is actually full of very bright people and very bright students. The world is not full of very bright people who have an ethical compass. That's why we can look around at any walk of life, from politics to education to engineering to auto making and so forth, and we have such incredible ethical breakdowns. A theme of the course is figuring out who you are and what you stand for, and then develop leadership skills so that you can be a part of the solution for the kinds of issues that we face globally and locally.

Like Oscar, Emory believed that students could develop resiliency by learning more about themselves and learning by failing. Emory emphasized that students need to “get their act together.” He declared, “I think the students are becoming less independent and we are aiding them too much. We need to let them find out more about themselves and some need the experience of failing at certain things so they can get their act together and become more mature later on.”

Pedagogy. When describing their understanding of students’ attributes, most of the faculty mentioned pedagogy, their method of teaching. Logan stated, “I think more and more

people are starting to think about pedagogy, just because you have a PhD doesn't mean you know anything about teaching and how learning happens and all that.”

Interacting with students in their residence halls gave LLP faculty the opportunity to engage students when the students feel most comfortable and thus more vulnerable. When faculty see first-hand the multitude of distractions, social demands, and world viewpoint of their students, they develop a greater comprehensive understanding of the student experience. This understanding could result in faculty understanding about how today's student experience differs from their own student experience, and make appropriate adjustments to the classroom learning environment.

Charlie described a dissonance between the university's idea of student identity and the students' perception of self. Likewise, he learned to go to his students in their residence halls versus them coming to him in his office. Charlie's LLP participation impacted his teaching style as it related to his communication methods with students:

I think the thing that I've adjusted, had to adjust to, is you see this transition process happening between high school and college and it really comes out in the [LLP] because they're kind of in this, 'we're in our dorm, we're a little more comfortable', and that's a different environment than we see in the regular classroom. It's made me much more aware that the student today is in no way anything like what the rest of what a university is built around the concept of what students are. But you see it much more amplified in this setting. You see them with lots of different distractions going on. You see them much more aware of the world. It's made me much more aware of how that communication has to go. It's just different than what we've always had. What they're aware of and what they're not aware of. Today's student has a really narrow depth, a thin depth in anything, but they know a lot of different things. But they may not be interested in getting any deeper in anything. If it can't be in a 30 second YouTube video, to a lot of them, it's just not important. I think you see it a lot of times in the [LLP]. A lot of times it comes out because they're more comfortable.

Like Charlie, Alex, Adison, Emory, Beck, Logan, Riley, Owen, and Lara also made changes to their pedagogy. Almost all of the faculty referenced how their enhanced understanding of the student experience translated into pedagogical changes. Realizing that he

was “so far out from that first year college experience” and that his “students’ parents are younger” than him, Alex made comment about the difference:

First year students are kind of a challenging group. I think because I was there in the building with first year students, I became more comfortable. I think I understood their reality more. I think I learned a lot about what it means to be away from home for the first time in college just the challenge that the students go through. Personal development stuff going on, I think we as professors forget that. I’m 30 years away from that in my own experience and things are just different now for young people. So it was just really good for me to see that close up. Just to watch them in the hall, how they study, when they study, how they eat, when they eat, who they eat with, just fascinating.

Additionally, Alex commented, “You get insider knowledge of your students that helps you personalize your material and make it more engaging for them. You encounter some of their problems and difficulties so you can understand why that kid sits in the back row.” Emory mentioned assisting a student with a learning disability and how he changed his learning style to accommodate that need. Adison commented that her increased knowledge of students influenced her teaching, “Of course, now, it’s totally different. It’s changed in every way, actually.” For example, she did not understand their experience of living in the dorms but now understands what an important part of their experience it is. Adison continued to articulate her experience and said, “For me, I have to be aware of things that I never thought about before, such as, roommate conflicts. When you’re teaching on main campus, it’s unlikely you’ll get two roommates in one class.” She acknowledged how the dynamic of the roommate relationship can present itself in many different ways which can influence the learning environment and pedagogy.

When Beck was sharing his story, he couldn’t say exactly when it happened but knew he had made changes to his teaching as a result of his LLP participation. He states, “Yeah, I think it’s more... it wasn’t like there was any epiphanies, all of a sudden, ‘oh my, gosh’, I can change this, but I think what I was doing got quantitatively better.” Beck contributed to make changes based on having more “data” about students because he was spending more time with them out

of the classroom, understanding how they study and having “an additional 50-100 accidental serendipitous interactions with them.” Furthermore, Beck stated:

I think that, faculty members can't simply rely on their own experiences 15, 20, 30, 40 years ago when they were in college, when they lived in a dorm or lived off campus in any way to inform deeply what it's like for a 20 year old, 19-year-old, 18-year-old student in 2015 to be living. So I think there's a sense in which I've gained greatly from just seeing student every day and at night and again.

In agreement with Beck, Logan stated, “It is important for faculty to acknowledge that students today are nothing like they were ten years ago and they may not be interested in learning in the same way.” In addition, she confirmed that her experience of teaching in the LLP influenced her pedagogy. She defined her experience and said, “I think it's a benefit to me in the sense that it's easier to connect with students when I can really see how it's happening in their day to day lives.” Additionally, she stated that she has learned to change her teaching style by “toning it down and taking baby steps.” She realized that students have been accustomed to memorization and recollection and she asserted, “I've changed a lot of things. I still do a ton of [teaching workshops and stuff] but has adapted the “just in time teaching” technique.” Furthermore, she liked helping them fuel their interest outside the classroom.

Riley changed her teaching style along with her syllabus saying, “You should see my syllabi. They are so detailed now that I've been teaching freshmen. This is my 5th year in the LLP. I include everything they need to know. How to do the quizzes, rubrics for participation, all these details.” She commented further, “Students are not prepared, they don't know how to read, and they don't know how to process information.” Emory made changes to his practice of teaching as well and stated, “It has influenced in as far as I understand where they're coming from and I understand how to motivate them better.” When asked how his pedagogy might have changed as he understands more about students, Owen simply said, “I have greater patience for students.”

When Lara was asked by the researcher about her experience interacting with students, she detailed how her pedagogy changed because of her LLP participation:

I think, basically, it [LLP participation] brings me to open up conversations. The class I'm teaching is science and writing. I think three or four years ago, I wouldn't have thought it was my business to be talking about issues of anxiety, or career thoughts, or, "What happens when you want to do this or that?" or what the resources are on campus. Now, I explicitly bring some of those discussions into the classroom. We begin the class with a, "Does anyone have any announcements to make, or ..." I'll often begin the class with any kind of observation I'm having."

Mentorship. When describing how LLP involvement enhanced their understanding of students, six of the eleven faculty discussed mentoring students. Taylor observed that first year LLP students want to interact with upper-division students. Beck mentioned that over half of the LLP students are returning, and how they share their experience with first year students. Both Taylor and Beck emphasized how first year students living with returning LLP students allows them to see a future in which they can be successful. While mentorship of first year students by veteran students was mentioned to a small degree, mentorship from faculty was referenced in a greater context. Taylor stated:

When students build a relationship with me I know every faculty member in the college and I setup coffee so they can meet somebody who's doing research in the thing they want to do. It just feels to me like it's key that if you're going to have faculty, have faculty who know, who can make the connections because it's actually the key to what we're doing is getting students networked for the future.

Regarding students' desire for faculty mentorship, Charlie asserted, "My impression is students really, really want faculty interaction, and they want academic interactions. They're hungry for that. There's a lot ... They don't have as much trouble finding social outlets for their lives as they do really engaging with faculty." When asked about his connection to student, Logan uttered, "I think overall I would like to think of it as more like being coach mentor kind of thing."

Beck mentioned one potential benefit of increased student-faculty interactions:

I think we have to take advantage of every little thing we can and one of those is, I get to know a professor who is in my major who has a class I'll take for an upper division level class or knows what every lab in their department is working on and when I go to him or her and say I'm really interested in tissue scaffolding, they say oh have you checked out Kristy anthropology lab? Have you looked in this such a thing? I'll see him in a faculty meeting tomorrow and I'll mention that you're dropping by. It's just that type of networking and connecting with faculty members that are interdepartmentally connected that really matters.

Lara mentioned potential constraints to student seeking faculty mentorship, and the need for faculty to reach out to students:

I can tell you my impression. My impression is students really, really want faculty interaction, and they want academic interactions. They're hungry for that. There's a lot ... They don't have as much trouble finding social outlets for their lives as they do really engaging with faculty. At a big university like this, they're, understandably, quite intimidated by the idea of being a freshman and having to talk to a faculty member. I think that all really breaks down in the learning communities, because there are 25 students, and there's one or two professors, and they're doing both curricular and co-curricular activities, which just changes everything.

Alex echoed the student interest in faculty mentoring:

This is the time of their life they need to make their own academic decisions and I try to give them a platform for doing that. For me as a faculty member it's made me think more about my mentoring role. Some of them get really interested in my academic expertise. I think in that first year, I can pique their interest, but that's not all that I can give them.

Adison described everyday opportunities for student mentorship when she invited students to her apartment for dinner, "They love it, they come and sit and stay and stay, they pet the dogs some sit on the couch and play with [my daughter] or sometimes they'll say 'can we watch football' and it's excellent. It's great."

Adison also detailed her desire to be there for her students during times of need:

They see me as mom, but not mom. I don't present myself that way but they know I have kids, they come to this place, they see we have dinner here and see we live like everyone else does. They come to me outside of the academic questions and outside of the administrative questions, outside of that stuff, when they desperately need their parents or when it's a crisis. We had a student my first year here whose brother was killed in a car accident. In the 24 hours between when she found out and the time she could fly home

she wanted me. ‘How do I do my classes, who do I talk to’ that sort of thing. And I’m happy to do that sort of thing. Little I need my mom moments. A girl came in like ‘Do I have pink eye? I know you aren’t a doctor but you are a mom. This is mom advice.’ I was like, “Does it itch? Is it gooey? Yes.” Its big things and tiny things but it’s not much in between.

Barriers

All the faculty participants talked about barriers that discouraged LLP participation when describing their involvement, experience, and learning. For participants, their narrative gave voice to reasons that it might be difficult for faculty to get involved in LLPs. Four specific barriers of faculty participation surfaced during the interviews: multiple stakeholders, lack of understanding, evaluation and research, and work load demands.

Multiple stakeholders. A barrier of participation included frustration with residence life units, including housing and residential education. Eight faculty participants experienced difficulty in collaborating with housing. Emergent themes related to this barrier included frustrations with program oversight, incongruent goals, communication, and administrative responsibilities.

Charlie expressed his frustration and the challenge of multiple divisions trying to work together when their goals are incongruent with each. He called it an “ownership issue” and commented:

Whose LLP is this? Is this Residence Life or is it Academic Affairs? Who owns this thing? Who oversees it? Residence Life and Academic Affairs have two fundamentally different goals. Residence Life is not about the academics. You can’t create a learning community if the person who owns the building basically says to you, ‘When you’re outside of that classroom, it’s not yours, the rest of it’s ours.’ So its little things, like the control of a central space, that right now, Hall Directors, who are Residence Life, control those spaces. So, they will allow a Faculty-in-Residence to use that space when they don’t have it occupied for something that they’re doing. Well, why is the Hall Director doing programming in a LLP? It’s because they have their own agenda, they have to do so many things. That’s a conflict that has to be resolved.

Like Charlie, Emory talked about issues of control regarding which division was responsible for the LLP, “This is a housing program?” Comments were made regarding how the university has deemed Student Affairs as having control over the first year students and others should not get involved because “faculty don’t understand what students need and Student Affairs does.” This issue of control between divisions created frustrated faculty and limited their desire to get involved in LLPs.

Adison talked about the same dynamic from the students’ perspective. “In our lives, we understand the divisions in the university. There’s the administrative side and the academic side and residence life, but as students they don’t understand any of those divisions. They talked about their RA’s and knew they weren’t teachers but they did not understand where the power came from and who made decisions. Now I understand that enough myself to help them see that.” Lara commented about the relationship between academics and residence life, “I don’t think that that relationship is as seamless as it could be. I think our focus is different, sometimes. I think the vocabularies are different. I don’t think that our missions are synced up the way they should be. I think it works, but there’s ... sometimes, things that are at odds at different purposes.”

Adison detailed an experience she had with Residence Life regarding a serious student incident. “Our RAs were talking about it and nobody was saying anything, Residence Life was sealed up about it, and some of the faculty in that LLP were upset because they didn’t get any communication from Residence Life about it. Residence Life and LLPs have always been like that [not collaborative], they’ve been head to head.” Adison mentioned that the emotions that occurred as a result of the incident spilled over into the classroom, and that faculty are a part of the community and don’t want to be left out.

Logan, like Adison, detailed a student incident when Residence Life did not communicate with the faculty about an alleged issue of sexual misconduct between two students:

Yeah. So, the social can really spill into the classroom. One day, in my second semester, I walked in and wondered what was going on. It was like the room had been split in half. There were 2 students who had assaulted each other and pretty much the entire class took sides. I didn't know what was going on. We've struggled with that. I get and respect student privacy but having to push back on it a little in terms of, if a student has been sexually assaulted, we need to know about that. Why so and so disappeared or withdrew or became belligerent.

The difficulty of two divisions who had incongruent goals and administrative responsibilities was evident. The lack of communication between the faculty and residence life was far reaching. Residence life made decisions regarding policies and procedures without considering the affect it had on the faculty and the management of the LLP. Logan shared:

Part of it is, there's the academic silo and there's the student life residential silo. We try to bridge them but things fall through the cracks. Parking was one of them, access, they take over the entire campus for games. Like parents' weekend, we have parents coming in for breakfast. I'm driving up with 8 bags of groceries and they're like 'you can't park here'. I'm not going to park a mile away and drag these things. Decisions get made unilaterally. We built a lot of stuff in partnership with the RA's, thought that was running smoothly, and they just changed it and no one knew about it until school started so no one knew about it. They [RAs] used to be involved in a lot of the events and they don't do as many events and no one told us about that.

Similar to Logan, Lara shared a story regarding the lack of communication and the difficulty of collaboration between multiple stakeholders:

Last year, we randomly found out that there's something called the honors council, but it had nothing to do with the honor's college, but it's an honors student council run through Housing Residential Education. We said, "Oh." We invited the person who was the student leader from the council to come to one of our staff meetings and tell us, "What do you do, blah, blah, blah. How can we help you?" The kid didn't know what he was supposed to be doing, he had no mandate. He had a lot of misinformation about the honors college, despite the fact that he's an honors student. Of course, you wouldn't expect a student to know everything. It was a really bizarre disconnect. I thought, "How did this come about? Why do you have something called, "The Honors Council," that's doing stuff that we haven't been consulted on?" There's those kinds of weird things sometimes that come up. I think, again, it's a big university, and everyone's sometimes carving out their own space. We work on it. I think if you talked to the [Housing staff],

they would probably have similar things. I think we try, but I think there's still some disconnect between [Housing] and the academic programs.

Beck also articulated challenges regarding collaboration between residence life and academics as it relates to administrating the living-learning programs. “I think that to me one of the biggest challenges in this is the multiple stakeholders and how they view the whole thing very differently.” For example, he detailed his experience with the rationale behind policy development. “If students are having a problem or the kitchen is not being cleaned, we don’t want to have a policy answer for that. We want to have a minimal number of policies that create a space for people to function. We want to organically work out the details of the way real human beings react within that space. As students show responsibility, they get more freedom.” He said that Residence Life created a new kitchen policy in response to the problem. He elaborated on this difference in greater depth:

The issues, in my opinion, are that the cultures are very different. Housing is an auxiliary [funding is received from room and board] that has to make a profit and has these budget plans and all that. Everything gets filtered through that. I think too, seeing a mutual exploitation here at the University part of the leadership of housing really sees that students are here to serve them. That they’re here to fill up beds, to pay off the mortgages they’ve made, to build their buildings and they’re just seen as price units. So anytime we would say wow what would happen in this building would be so much better if we converted this room to this, we can’t do that because that’s \$20,000. Or they find a way to get the money back by... you have rent out your office or something like that. So I think multiple stakeholders and again, I think that comes back to there’s this division of things and for LLPs to be successful on-campus, there has to be somewhere high enough in academic leadership who really believes in them and that where the auxiliary units answer to. I think it’s really, it’s just painful when you just have so many different people with so many different priorities and the model is that you have to somehow come to a compromise consensus. Again, this isn’t anti-consensus moment, we just have incompatible goals when the students’ education isn’t the top goal.

Charlie discussed the difficulty of getting Housing’s approval and how it’s like “the tail wagging the dog kind of thing.” He further stated, “I’ll try. But if this gets to be too much of a hassle, I can spend my time doing other things. That’s where, I think, the biggest threat is.”

However, two faculty talked positively about their interactions with Residence Life. Alex spoke highly of the flexibility, accommodations, and problem-solving exhibited by student affairs units such as housing and catering:

The thing that gave me such a wonderful experience but could've been a disaster was interaction with other units like housing and student affairs and catering. Everyone wanted this to be successful. They would jump through hoops, they didn't break rules but every time there's a rule that said we can't do this, they would think about it and find a way to accomplish it. I think sometimes in some campuses there isn't that spirit of generosity and to change things. That was pretty awesome. I never ever had an experience where someone told me we couldn't do it. We didn't do everything I wanted to do but it wasn't because we didn't try. I could see where in some other context if you didn't have that overwhelming desire for success that every time it trumps people egos it trumps institutional barriers, it really did work well in our context.

Having served in a double position within academia and student affairs Oscar had a positive viewpoint regarding multiple division working towards the same goal:

I think bureaucracies are a real problem and so is snootiness. I guess one thing that I took away from my student affairs years was that I think it's a culture of feeling sorry for yourself, that the academics get all the attention. They have the power on the university and so forth, and poor us." He would often say to student affairs staff, "We're all educators on this campus. Some have classrooms and some don't. At student affairs, we don't have classrooms, but we're educators just the same." You have to think of yourself with that same dignity, with that same mission, except yours is working with other facets of the student's development, which are equally important and need to be integrated. Stop putting yourselves down.

Lack of understanding. Multiple stakeholders without a shared goal not only led to a lack of communication but also to a lack of understanding. The University lacked understanding about the nature of living-learning programs which translated into the faculty not understanding "what they're getting into." And once participating in the LLP, faculty had a lack of understanding about the student experience particularly in the residence halls.

Logan, Riley, Beck, Alex, and Adison stated that some faculty do not want to work with first year students as they don't understand them. Logan remarked, "Some of it is having to work with first year students. Some of that goes back to the hierarchy of faculty. I'm a full time

professor, I only work with graduate students, and I haven't had to work with first year students in forever. I think freshmen are the least desirable students, particularly first semester freshmen because there are so many issues." Because LLPs mostly have freshmen participants, faculty get frustrated with the cycle of addressing the same issues from year to year. Riley observed, "One of the big challenges I have found that's really exhausting is that every year, you're at zero, and then you're back at zero. Every year. You have students who don't know what it means to be at university, they don't know what an LLP is and they don't know..." When asked about barriers Alex simply mentioned, "One, an unfounded fear about interacting with undergraduates."

Beck described the culture of the university and its lack of understanding regarding how the nature of the LLP crossed over into students' personal lives:

I think the culture just doesn't, for lack of a better term, the culture just frowns upon it. I mean, they don't know it's legal to spend time with students. And of course, we have messy students too. I think that's a problem too. You open your heart, your office door, your whatever to some students and it's one thing if they're just really working hard and struggling, it's another thing if they're suicidal or they tell you they're abused by their father or mother or whatever the case may be. So I think it just defaults to what's safe. I think other barriers, other barriers just the culture, again, in the larger culture that doesn't honor this.

In a similar vein, Riley commented that faculty in departments have a romanticized view of what it means to teach in an LLP. She commented, "They don't realize that each LLP student requires hours and hours and hours of extra work, one-on-one work." Adison noted conversations she had with faculty who are considering participating. She said, "I have colleagues who think teaching in a LLP is just teaching in a different classroom building and I have to tell them no that's not really the way it is. I guess it could be but that's not what the LLPs are about. You have to be interested and available outside the classroom too and be open to things like going to other events."

Evaluation and research. Evaluation and research were additional barriers to participation that were commonly mentioned by participants. All four tenured faculty mentioned this barrier, along with four other faculty participants. Alex summarized this constraint in terms of taking away from other aspects of the faculty load that are evaluated more strongly. “It [the LLP] is time consuming and perceived as taking you away from your research so I think a lot of people can’t see themselves doing something they might like to do but won’t because it doesn’t give them anything in the end. If we really value this part of undergraduate education we really have to change the evaluation system for faculty, especially at a research one university.” Beck agreed with Alex that more faculty would like to participate but there is no time. He commented, “It’s just, there’s always stuff going on. Always little demands. And I think the university is radically understaffed. Anyway, so I think a lot of faculty members who would like to do this, don’t have time for it. Also, the system just doesn’t reward it.” When Lara was asked “What are the barriers that keep faculty from participating in an LLP?” She quickly stated, “I think time.”

As a Dean, Lara commented that tenure-track faculty are not ideal to participate in an LLP, “They’re busy with their own research. They’re tenure-track faculty, they have a lot of demands on their time, and other things that they’re expected to do. I also understand that some of them don’t have the ability to commit to this in the way that I would ideally want.” Also a full professor Alex confirmed Lara’s comment by saying, “Because we’re a research one university, faculty have to do so many things for their academic requirements and participating in a residential environment, even though it’s really rewarding, it’s a no. It’s a nice thing to have on your CV but it doesn’t really get you anything.”

As a full professor Charlie had more leeway in choosing to participate stating, “Does it mean that I write one less paper? Who cares? At this point in my career, that’s not what’s

important to me. What's important to me is that we're doing the right thing with the students, so it's worth it to me." But those who are not full professor must consider tough decisions in balancing their workloads with LLP involvement. Associate professor Beck stated, "At least initially, I just had to live with the fact that it was going to cost me. It was first evident in the evaluation process because the form didn't take into consideration the unique skills and tasks required of a faculty member who oversaw an LLP." When asked this question, Taylor was a dean, but she hopes to have more time for research when this appointment is over, saying:

No, there's not time to do research right now. But starting in 41 days and three hours, two hours, I get to just be a LLP director and a faculty member. And my office over there is where I'll do my research. So, I actually have some hope because I'm wasting so much time having to sit with my butt in the chair over here because they just want me present and I could be over there doing some work.

Professor Emeritus Oscar commented, "It takes so much out of you. If you're an untenured faculty member or you're an associate professor, you're bucking for promotion and you want your career to advance in the way that major universities require for advancement, then I think faculty are really leery about spending as much time on students in one class, as I'm able to do with these students." Beck shared his intentionality in deciding to be selective about how much research he pursued, saying, "I had to make decisions in my research that I'm not going to be a prolific in the number of things I was publishing, articles and/or books, but I decided I wanted instead just wanted to publish things that I really cared about publishing." He continued by sharing, "Although it's cost me maybe something small, in terms of recognition, I think, in just kind of resume recognition, I think that in some ways I'm doing better quality research because I no longer internally feel the pressure to be as productive to justify my research standing."

Participants agreed that the evaluation process needs to change in order to attract tenure track faculty to participate in LLPs. Lara summarized this call to change in the evaluation process when she said:

I think that there are new pressures on faculty to work with undergraduates, which, of course, I think that's really good, but they're not really rewarded for those things. You're rewarded as a tenure line faculty member for your work with graduate students, and for publications, generally. It's not generally written into your review process, your work with undergraduates, but yet, they're being asked to work with undergraduates more and more. I think, for faculty members, their review is not always being aligned with what's being asked of them, and I hear folks saying they feel like they're just being asked to do more, and more, and more.

When asked if his participation has assisted him in fulfilling any evaluation requirements such as service, full professor Alex said, “Not really, I don’t think so.” Lara as the dean changed the evaluation to include service for career line faculty. “Prior to 2012, there was not a service component to a career line faculty member, and that's something that I changed. We now have a formal process, ‘You have your teaching load, and then you're expected to do service.’ The service includes connecting to a living learning community.”

Adison, Logan, Owen, Riley, and Emory were the five instructor-level faculty who made comments regarding service. Adison reporting that her service was 25% of her merit said, “We do way more service than technically we’re required to do. Our director is very good about trying to develop a case for that.” Furthermore, Adison’s workload reflected extra service in her academic program for her participation in the LLP both as an administrator and Faculty-in-Residence; however, her department has communicated that at some point they want her to teach outside the LLP again. Similar to Adison, Logan who was “evaluated entirely on teaching and service,” said, “I think the hours are 25% but we all do way more than 25%. For example, last week, I was on campus for hall related events 4 nights. They’re not all like that, that was a particularly grueling week.”

Owen whose service counted as 25% of his merit raise evaluation stated: “If you’re teaching and you have significant service and administrative loads, you don’t have a tenure-track job in your future.” Riley also stated her service was 25% but explained, “But only if you have a conscientious director. I had a director for a couple years who would write two lines, meets expectations, no acknowledge at all of the millions of other things I was doing, and all the stuff I do on campus. I’m serving on thesis committees and faculty advising, planning events for the whole campus, not just the RAP itself. So, it’s hard. You have to get the right person that is willing to actually recognize that [service].”

And Emory expressed how the President of the university stressed research above all else saying that, “Research is of utmost importance once again and other things are going to be cut back and fall to the wayside and some departments will experience hardship. Everybody who does research is the winner.”

Work load demands. Although not a large number of faculty mentioned the work load demands that were required from LLP faculty, it was mentioned as a barrier to participation by a few. Oscar detailed that participating in a LLP is an “all-consuming task for faculty and staff.” With minimal privacy and constant access for students, the faculty are stretched thin for time and energy. He commented, “You’re constantly engaged in the community, which takes a toll on people I think. That’s the danger that I see, is that people grow weary.” He recommends putting a limit on how long a faculty can participate, “Because they tend to wear out or they tend to have gone through some of these same issues so many times, that they get less patient in dealing with the foibles of such a communitarian experience.”

Alex concluded his interview emphasizing the physical and psychological demands placed on LLP faculty, “I guess the last thing that occurs to me is if you really put yourself into a

project like this you have to make sure that you take care of yourself, it is demanding. You're putting a whole lot more of your person into it than most faculty do for classes. I could have taken a lot better care of myself in those situations. I think I gave a lot and I got a lot in return but I could be done a better job if I had anticipated that." He emphasized how caretakers need to be taken care of as well. He said, "I guess I didn't anticipate it being so much of a demanding experience in that respect." Emory agreed:

You're not just there as a researcher you participate in their lives, you want to see them succeed, and you want to see them make it. If you do this every year, after 7 years, you should take a breather. It's really different. It factors into the faculty's own life. I think there comes a point where you need to lay off and let somebody else experience what they have to offer. It needs to be fresh, it needs to be engaged. Part of this very important experiential learning is excitement of meeting people, of being friendly, of bearing yourself in terms of being open to characters, new personalities, new questions etc. And after a while when you see all that repeating and they ask the Same things over again and your see similar programs again you experience on a personal level with the students that kind of lackluster that kind of routine. If the students see that this is routine, they are not going to be student who are interested anymore, and when that happens then the group declines.

Change

As participants described their involvement, their experiences and what they learned through participation, it became evident that the involvement of all the faculty participants in the LLP exposed them to the administrative processes of the university. The process of learning about the oversight and management of an LLP took time for the participants to understand. Once participants became familiar with the political and decision-making processes, two suggested changes to the LLP emerged as being essential to the long-term success. First, the faculty status qualifications to teach needed to change. Next, the University leadership needed to demonstrate understanding and value of the LLP experience.

Faculty status. Each LLP administered its own hiring process and employment qualifications. Logan asserted, "Everything's been a little bit fluid and will continue to be fluid.

The university is still trying to figure it out.” Some LLPs hired instructors-level staff to teach in the LLP, while others hired faculty from departments to come in and teach a course here or there. Riley stated, “We do pull people in from around campus but it’s only instructor-level faculty who teach full time in the LLPs.” Some faculty develop long term relationships with an LLP where others are more transit. The hiring philosophy usually depended on the individual LLP and which college within the university had oversight.

A few faculty referred the pervasive trend of hiring more non-tenure-track faculty to teach on college campuses, such as full-time and adjunct instructors. It’s noted that regardless of the specific rank of the faculty or instructors, participants expressed a love for academics. As an instructor, Owen summarized, “Economically it can’t possibly be worth it. To be honest, everybody who is an academic, we love it. Everyone who walks in a college classroom loves it. It’s a cool job.”

It was noted that it can be difficult to build an LLP program around non-tenure-track faculty. Many participants felt that hiring non-tenure-track faculty who are completely dedicated to teaching appeared to be a good idea, but if they are not connected to a college and hired by the LLP exclusively, issues were created. Several reasons that this particular situation is not ideal surfaced.

Charlie commented, “The RAPs that basically live on hiring their own instructors really don’t have much of a connection to the main campus.” Taylor emphasized the importance of utilizing faculty with a deeper connection and commitment to the department, rather than adjunct faculty, on the potential to build relationships with the students:

They have 14 adjunct faculty that they pay slave wages to teach courses. And they're not real faculty. They're not affiliated with the departments. So the students are hitting the crosswalk button that's not attached to anything. So, even if these students build a relationship it doesn't carryover to anything else on campus. It's just that. When students

build a relationship with me I know every faculty member in the college and I setup coffee so they can meet somebody who's doing research in the thing they want to do. It just feels to me like it's key that if you're going to have faculty, have faculty who know, who can make the connections because it's actually the key to what we're doing is getting students networked for the future.

Charlie described a friction between the LLP and the departments as a result of LLPs not utilizing departmental faculty to teach courses:

In the humanities department, they've said to students 'if you take a class in the LLP and you're one of our majors, we will not count it for your degree'. Flat out. Because that is not a department approved instructor, they're not part of our department, and so if you're a major, be aware, that if you take that class that normally would be considered a major class, and we're not going to count it. That's one extreme of it. But, generally, the department will tell students we can't guarantee the quality of what you're being taught over there.

On the other side of the argument that instructors teach in LLPs, Charlie stated:

I think this is a great environment for somebody who is just completely dedicated to teaching. This is a great environment to have that. Not sure I like that they're hired directly by the LLP, I think that creates problems with the departments that there's friction and that's something that needs to be worked out but I think instructors fill a great role with the LLPs because they're not worried about 'how is this going to related to my research' it's all about the classroom.

Obviously frustrated with the idea that instructors are often not considered to be authentic, rigorous teachers, Logan shared an interaction that she had with a top University administrator:

She was like, 'Well most of the RAP classes are taught by instructors and everyone knows about grade inflation'. I felt like I had just been punched in the stomach. I was like, you just insulted me on so many levels. She's saying instructors are not respected as faculty members. We have PhDs, we just don't want to be tenure-track or a lot of us don't. I never wanted that. I want to do other things. I like teaching. I like focusing on teaching. That's one of the things about a being an instructor in a LLP, you have to be a full time instructor. Grades should be higher in LLPs because they're getting so much individual attention.

Lara asserted that departmental faculty like teaching in the LLP, but that she can't require them to engage with student outside the classroom:

We also borrow faculty from around campus, from different departments, from English, language and literature, history, philosophy, et cetera, et cetera. Those faculty, as you can imagine, may or may not feel as connected to the [LLP]. They're being brought out of their department. They're of course very happy to teach [LLP] students, because the classes are smaller, and the students tend to be very motivated, but I can't mandate that they do x, y, or z [co-curricular activities].

Comments were made about the oversight and management of the LLPs. It was suggested that the upper-level administrator positions within the LLP be available to all tenure-track faculty, not just full professors. A larger number of applicants would potentially increase the candidate pool to include greater diversity among candidates. However, it was noted that perception that the faculty rank process was a patriarch-driven system would need to change to become more congruent in serving the needs of the LLP.

Several participants agreed that the LLP administrators shouldn't be limited to those with full professor ranks. Owen commented, "I don't understand that connection of why somebody has to be a full professor to look over a living-learning program. It doesn't make sense to me to be totally honest." Another participant voiced similar frustration about an experience they had while serving on a search committee when they were told that only full professors would meet minimum job qualifications. They stated:

Which means we had a very limited pool of people to consider... Whereas if you could do associate professors, people can have tenure, that's fine. They're the ones who have energy, they're younger, they're ready to get involved, they've got ideas, they want to build towards full tenure, and we're not allowed to consider those people, which is really infuriating. Not just for me, but for everyone involved, different RAPs. It's been one of those bones of contention where. But, again, from that hierarchy, patriarchy kind of view, full professors have that weight, they can run a LLP, they can negotiate with the other people on their level in the university, the other administrators.

There was a sense from many that they don't "trust the process" in how the university hires the LLP administrators. Rules are created but exceptions are made and the faculty did not always agree with the rationale of the policy. One participant commented, "The University itself created a rule that Program Directors, LLP Directors have to be tenure-track faculty." It was

referenced that new policies would be created and successful administrators who did not fit into these policies would be returned to their teaching role. For example, another participant commented:

To me that's a frustrating rule. I don't understand the logic of it. And then they further claimed that they have to be full professor Directors. [Our LLP Director] is an associate professor but we got essentially a kind of wavier because our associate director is a full professor. So because she a full professor our [LLP] can have a part time professor. I have no idea about the university politics. But I don't understand that connection of why somebody has to be a full professor to look over a [living-learning program]. It doesn't make sense to me to be totally honest.

Vision and commitment. As an LLP administrator with ten years of experience, Beck offered a suggestion that if LLPs are going to be successful, university leadership must believe in the concept. He said:

I think it really requires at some point in the leadership chain high enough up, someone values this. It just doesn't have to be valued in terms of monetary things and all of that but that just across the board there has to be someone who understands and thinks through these things and honors people who want to be about them.

Emory, like Beck, believed for success to be achieved those in leadership positions needed to believe that LLPs contribute to the mission of the university, "Yeah, if you're at a large research university programs like this, which I think are a luxury that the university is affording itself, you have to have people in leadership with the right frame of mind that these things can continue." Beck took it one step further and defined what the leadership needed to believe and said, "RAP leadership should be people that get people and believe that the student's story matters."

Alex spoke about the qualities of one particularly effective administrator who oversaw five different language programs:

She had the mandate and the authority to make things happen and to make the mission. Because of her position as an Associate Vice Provost, she has the right connections on campus and she had been there long enough. She had to unpack it and figure out how to make things happen. She followed through. If you can have a person that's high enough

up that can both be the authority and accountability to oversee these programs, connect them with other initiatives for students, like that was the magic piece of the puzzle. That's on the plus side.

Oscar had enjoyed working for leadership that “wanted to integrate the undergraduate experience by making student affairs and undergraduate education one instead of separate pieces of machinery.” Although currently not the case, Beck did mention the integration of Residence Life into academics, “I think the resources of Residence Life, as it gets tied to other things like counseling program on campus and all that, is absolutely essential. I think they have to be integrated and, in my opinion, Residence Life has to answer to academics in that sense that every decision that is being made is what's best for student education.”

In contrast to his statement above, Alex shared an example involving Residence Life and Academics:

On the negative side is the building we were housed in and the mission of the academic position. So this building was built for one purpose and was repurposed to house these LLPs. The way students chose to be in the building and what they paid for housing there was against the purposed of the mission of the LLP. That's still going on now, they haven't been able to change the cost of living in the hall. So, maybe next year or the next, they should probably move the residential program out of that building if they can make the financing. They have huge structural problems. Even so, that should have doomed this program in the first few years, because what I said before about everyone wanting to make it work, they're still attracting students and were still doing the work because everyone wants it to happen.

Beck reiterated the need for a common vision between the LLP and the university:

So I think multiple stakeholders and again, I think that comes back to there's this division of things and for RAPs to be successful on-campus, there has to be somewhere high enough in academic leadership who really believes in them and that where the auxiliary units answer to. I think it's really, it's just painful when you just have so many different people with so many different priorities and the model is that you have to somehow come to a compromise consensus. Again, this isn't anti-consensus moment, we just have incompatible goals when the students' education isn't the top goal.

After sharing a story about lack of vision and communication, Alex said, “It just goes to show you how far up the chain of command these things have to go to be successful. It has to be

a solid vision of undergraduate education at an institution at the highest level.” Without a vision and commitment from the leadership, faculty don’t want to get involved. Charlie shared the need for strong leadership:

What? Why? Why is this happening? That’s what’s going on here? It creates a frustration level. What’s worse, it creates a level of department chairs going, ‘That’s broken over there, we just don’t want to have anything to do with it’. And that’s what’s got to be fixed, but it’s going to take a very strong leadership commitment to make that change. Do we have it? We don’t have it right now. I don’t understand why the head of undergraduate education for the university is not sitting down here every single day going ‘This is going to change’. Until we get that level of commitment and leadership, we really don’t have learning communities in place.

Like Charlie, Emory asked similar questions regarding the commitment of leadership’s support to the success of LLPs, “For us, it’s [structure and oversight] questionable. Is this the goal of the university’s higher administration? Are they supportive? And if so who are they charging with the leadership and are they going to put their money where their mouth is?” Beck stated, “But it would be nice, to find these faculty members, there has to be someone somewhere in the leadership chain that gets it. Just that there’s someone in the chain who’s willing to push the plow together when things need to be dealt with. All that.”

One participant shared their disappointment regarding an interaction with university leadership, “I could not believe that the person in charge of the LLPs was so disparaging of the LLPs and all of the people working our asses off on a daily basis, suffering from low pay, low recognition, being beaten down by FCQ system.”

Emory acknowledged the difficulty of collaboration as one area where leadership could make a difference:

It’s very difficult to bring different units together. We have housing, we have academic directors, we have First Year Programs, people from the provost to vice provost office, and we have campus security - all of these different units that have to be inserted. That is difficult to organize unless a unit is charged with the leadership. I think that would be very important. That’s what I have missed in our program.

LLP should not organically emerge but instead there should be a commitment to create them with a vision in mind that is shared across the university. Charlie expressed that leadership should change until a shared vision is found, “There’s got to be a leadership change because, right now, ultimately it goes up and eventually someone says ‘Why do we wanna open this can of worms’? So, we’ll see. If we get some leadership change, maybe we’ll see a change.” Charlie wanted to see change because of the lack of commitment from university leadership, “It’s not just a living community, its learning community. And we’re not there yet. We have a few that do a really great job. We’re not there everywhere. The problem is we don’t have a commitment to it yet, and that’s the difference. We let them organically emerge but we don’t have a commitment to create them and that’s what’s got to change.”

Environment

During the semi-structured conversation, participants were asked to share their lived-experience of participating in living-learning programs in three main areas – involvement, experiences, and learning. The theme of the LLP environment surfaced in all three areas for all the participants. The theme of environment surfaced in relation to supporting the transition to college, to enhancing the learning opportunities, and to contributing to overall success.

Support and transition. When describing his lived experience, Charlie shared how the LLP is a place of support for students in an otherwise overwhelming environment:

I think the academic part of the residence program can serve to help moderate this affect a little bit. It’s really giving faculty and the LLP staff a chance to talk to the students and get to know them, find out what their level is coming in, what their expectation is. But I see them as the moderating effect, it’s a support structure, it’s kind of a scaffold, and the regular residence hall doesn’t do that. I think that’s where the importance is. It’s two pronged, it’s a little bit of scaffolding, a little bit of ‘let’s make sure we understand what being in a university environment is’, and that’s not high school.

Owen also described the LLP as a supportive environment when he shared, “I think it’s important to have LLPs because I do believe they give students a safe home base in a very large

campus” or in other words, they are able to find their niche with others who have similar interests and talents. For example, he shared a story about a student who thought she was abnormal because of her interest in reading about pirates but the LLP students did not think it was odd and reinforced that she was “amongst friends.” This support was able to be achieved in an LLP.

I once had a student that told me she’d been reading about pirates, she was embarrassed about it but she’d been reading about pirates. It was funny, nobody thought it was that odd. She wasn’t just reading kids’ books, she had been reading academic histories about pirates and for whatever reason, I think she was a science major, it was kind of funny because nobody thought she was unusual. What she has confessed to that if she had done it in SEOUL, the Greek RAP, they probably would have thought, ‘What in the world is up with you?’ but over here, that’s okay. You’ll have a roommate who plays piano and she’ll be amongst people with other interesting talents and interests. She had a good time. She took one of my other classes and I got to know her quite well. That’s the sort of student, the kind of things it provides for them, ‘You’re amongst friends there.’

Alex expressed his observation of the supportive environment in which students are provided “an anchor” as they transition to college:

I learned that a lot of them come to college and maybe they really shouldn’t be there yet. They are still very young. Given the demands of what they have to do, they could use a better transition. I think the residence hall gives them part of that transition. When they first get there, it’s really tough. Some hit the ground running, some of them fail and they disappear for one term, but there’s this big group in the middle that needs hand holding. I think were on the right track in our particular model in providing that. It’s a really big building, there’s 450 plus students and I could see how those student could get lost. The language programs and honors college, they give students a small community anchor that can really help them.

Furthermore, Alex detailed how he contributed to the supportive environment by sharing his struggles with the students in hopes of connecting with them:

I think especially in a big freshmen class it’s easy to think of them as little widgets in a systems, were just moving them along. I communicate with them as individuals the best I can. I think I have been more open as a human being. If something is making me sad or bothering me, I will be more likely to share with them and connect with them as human beings. Even after 30 years, things will still bother you, things will still be challenging, as a human being.

Charlie believed when a LLP is done “correctly” it provided an opportunity for the students to have both a very personalized entry into the university and academic experience.

Enhanced learning. The LLPs provided an opportunity for students to engage in a small seminar-style class with less than twenty-five classmates. Participants questioned whether the classes themselves were important in creating this supportive environment. Participants’ comments indicated that smaller enrollments and required major courses rather than general education or electives might help to reinforce this support.

Owen stated that he believes “the small class size create a different kind of interaction between teacher and student in that it’s less formal.” Riley also noted she had the opportunity to engage students in and out of the classroom that allowed her to have longer and more in-depth conversation which helped her to know her student better and as a result, she felt that she was supporting them better.

Oscar’s love of teaching students provided an enhanced learning environment. He shared:

I encourage students to take increasing responsibility as the year goes along, to lead discussions, to decide what we're going to tackle. The conversations become quite spirited, particularly as the year moves along. The students frequently remark about how we end class and they just go up to their rooms and sit around and keep arguing and talking about the same things that happened in class. Then that kind of goes on throughout the week. At least that happens with a lot of the students.

Charlie also commented that the LLP stimulated learning throughout the day, even after students left the classroom, “My feeling is if it is done right what I’d like to see is a student has a great experience in their regular chemistry class, they’re excited about it and they come back to the LLP to a group of people who are equally as interested in the classes they experienced that day and they are going to have a discussion about things they learned that day. It’s a learning community.”

Riley acknowledged that this enhanced learning environment taught LLP student the expectations of being a college student. He said, “As a result of not knowing what it means to be a good teacher, freshmen don’t know what it means have a good college course. Designed for them, LLPs can teach freshmen expectations of being a college student.” Specifically, LLPs taught students how to take a seminar course, including expectations regarding preparation and student engagement.

Sylvia furthered the notion about LLPs helping first year student to navigate college:

Again, you're dealing with students who are coming from high school, which tends to be a very hierarchical environment. When we're having discussions students will look at me when they're talking. I'll say, ‘Address your colleague, who you're talking about. Her work.’ You have to break down that hierarchical nature, and say, ‘We're all here to have a conversation with one another. It isn't that you're performing for the faculty member.’

This enhanced learning environment contributed to the education of the “whole student.”

Beck talked about how LLP provided this opportunity for students:

We are educating the whole person and we need to somehow create situations that help that. Sometimes it’s the idea of the physics of entropy, things just going to randomness and dissolution, and how true that is with a lot of students. There are a lot of students who spend a lot of time playing video games, there’s nothing wrong with that, but would do other things if they were available. So part of it too is just how inaccessible sometime opportunities are if people don’t already know people who are taking advantage of them.

When it came to educating the whole student, Oscar linked it to students taking responsibility:

Well, because it is an extension of my educational philosophy going way back, it seems to just confirm something that I've believed almost my entire career from my own undergraduate experiences... That is that if you give people responsibility, they learn how to handle it. If you don't give people responsibility, they'll act irresponsibly or they won't care. They'll be apathetic. That's basically the proposition, [the LLP] gives students so much responsibility they either drown or they have to figure out how to stand up and take it. The experiment has demonstrated over and over that students will surprise the hell out of you.

It was not only the faculty who contributed to this enhanced learning environment.

Another key player in the potential of the LLP to address the whole person was the Resident

Assistant. Beck supported this when he said:

There needs to be adults and other more mature students there when they run up against these disconnects. What I mean by that is, passion promises that if you really find what you're passionate about, it won't be hard work. Then all of a sudden it's really hard work and they think maybe I shouldn't be an engineer. It wouldn't be this hard if this is what I was really passionate about. Versus the things I'm really passionate about are the things I should be willing desperately to work most hard at and overcome obstacles with.

Charlie also detailed how Resident Assistants enhanced the learning environment:

I think the RA's should be a leveraging point to the academic experience. Ideally, every RA that's in an LLP should be someone who lived in that LLP and who's taken the courses that are being offered so that if I'm teaching Calculus, for example, then the RA's should be able to go around in the evening, see people that are doing their Calculus homework and be able to talk to them about it and help them. It's got to be an integrated process. The RA's being employees of Residence Life makes no sense.

In addition to Resident Assistants, the co-curricular activities were also discussed as contributing to the enhanced learning environment. After taking an off-campus trip with students, Lara observed a distinct positive change in her students. She said:

The feeling in the classroom the Tuesday after we had done the field trip was so different than before. The students were chatting more, they got to know each other more. Again, these are first year students who are a little apprehensive sometimes. Everything was different the next Tuesday. Next year, we will be doing our field trip right smack close to the beginning of the semester, because I just am completely convinced that it changes everybody's feeling about being together in the class. That was really cool to see.

Congruent with Lara's observation, Logan connected the out of class experience to the development of the whole student:

The opportunity specifically with the RAPs is closer to the whole student piece. To be really clear, it's not just what happens in the classroom. I love having that kind of interaction and also seeing them blossom in terms of leadership skills and more confidence and all of those things as opposed to just 'you're an A student, you're a C student' that kind of thing.

On the other hand, Logan mentioned a drawback to students living together in an LLP:

The other piece is, it's much easier to get them to have conversations in the classroom, but it's also difficult to get them to go very deep, particularly on social issues. I don't want to disagree with my neighbor. It happens sometimes. For me comparatively, it's easy to get the 'what do we think about that.' When we start to drill down, then it gets harder. They're a little more reticent to be truly out there when it's the people they live with. We've been doing some dialogue series and encouraging some of those to be multi-hall so it's not just their peers, there are people from other residence halls there because it's the classic 'tell your whole life story to the person on the plane because you're never going to see them again'. That's the other big difference I notice with people, what are they doing.

Contributions to success. The participants stated that LLPs created an environment and culture that fundamentally affected the student experience in a positive way that led to overall success. Additionally, LLPs gave students an enhanced learning opportunity that not all universities have and as a result, was a recruiting tactic for admissions. Charlie, Lara, and Riley particularly believed in the potential of the living-learning programs to enhance the college experience.

First, Charlie commented, "It's a transition experience that should be available to every student and not have a participant fee which creates economic stratification." Lara agreed, "I would like to require every single first year student to be part of a living-learning program." Riley echoed the magnitude of positive outcomes of LLPs, saying, "This is one of the few things about the strategic plan that I think is really great! The strategic plan is great but one of the things the university is doing that I think is a positive trend is to establish enough RAPs that every single incoming student can be in one."

Several participants supported the allegation that LLPs contribute to student success.

Beck mentioned data to support his claim and commented:

Our retention rate is incredibly higher than the rest of campus. Our conduct, the behavior in the dorm, is significantly less than other places on campus. The average GPA of our students is higher. The number of awards, the number of prestigious graduates are

[amazing]. All these things that people who care less about students care about. So I think there's back door ways to try to prove our value.

Lara also commented that contributions to success are supported with data:

It's pretty compelling. They did a nice study where they compared students who were honors students who lived on campus, but not in the First Year Experience, to students who were in the First Year Experience, to the just honors students in general, who weren't living on campus. You could see that there's an increase in retention if a student lives on campus, versus a student who didn't live on campus, but if they were in a living learning community, there was another 10% bump in retention as well. Then, you can also see GPA, and you can see time to graduation is ... They're all positively correlated with being in living learning communities, which, to me, was just great evidence for developing more of them.

Taylor had completed exit interviews with students and believed that LLPs can contribute to success based on what she heard:

So I actually, I've always been convinced that universities are missing out on 90% of their lives that is not in class. And that anything we do with classroom, is a minor tweak compared to doing better and that remaining 90%. So part of my frustration was being in this office of the Dean and hearing their stories. I was, from their first year I started, instituted exit interviews so any student leaving the college, they had to talk to me, which was a lot of time, over and over I was hearing the stories about living situations more than I was hearing stories about academics and it just felt to me we are losing students for all the wrong reasons. My background and knowing about that other 90% is part of it. My interviewing students and finding out we can do much better than having them stuck in a freshman zoo or ghetto whatever you want call it.

Riley believed in research regarding influences of the Faculty-in-Residence:

I think that's part of the goal, the original intent of having a FiR in the LLP. It enhances the living learning experience of the students. And I guess the research showed that it improves behavior, decreases certain infractions and things like that because people see families happening and pets and things like that. It makes them feel like they're more at home. They're behavior is supposed to be better.

It is important that LLP administrators create a culture of continual improvement and ask questions such as "How do we make this better all the time?" and "Are we really tuned into what students are interested in?" Adison commented, "We do a survey at the beginning of every year and the end of every year. Every other year, we collect qualitative data to see what the students

really think of the program. It's a lot of work, a lot of coordination. We have every single student in a feedback group or sort of a focus group.”

Logan commented that the university leadership is still trying to figure out the LLP system. She said:

The reward and compensation doesn't align with the goal of retention. Need to figure out if it really does help with retention and effectiveness. An example given was that LLPs have many more students who are high risk, many more first generation students, students who historically have a very high rate of dropping out or failing out. The assessment of the LLPs should take that into account. Consideration should be given to assess what employers are saying and if students are prepared for the work force.

Riley, agreed that LLPs contribute to success but doesn't have quantifiable data from her institution, “This is a really great model, it's really helping students. We don't have enough data on it, but circumstantial evidence shows that LLPs students have higher retention rates, higher GPAs across the board, and they're more successful with their careers and stuff. It really gives them that big boost.” Logan acknowledged that assessment of LLP contribution to success and retention is necessary but that there are obstacles. He said:

It's part of the vision plan for the university. I think that's totally appropriate. I don't know what will happen with budget cuts and all of that. They're finally starting to figure out how to assess it. It will be interesting to see how they decide to figure out if it actually does help with retention or not. We're gonna have the same issues there as we're gonna have in other places. It is like the doctor who has the really high death rate. But he's the only one that will take on the tricky cases. So, I don't know, it will be interesting to me to see how they decide to figure out retention and effectiveness. For example, one of our LLPs definitely has many more students who are high risk, many more first generation students, students who historically have a very high rate of dropping out or failing out. How do you, you've got to take that into account.

Logan continued her focus on retention, “I know that retention and persistence is a big, huge push, as it is for most universities now. I sit on one university wide committee but it's not, it comes up in there, but it's not the focal point, so I don't know what the university is gonna do with that.

Two participants mentioned assessment of two additional areas within LLPs. Owen mentioned the assessment of co-curricular activities:

I've never done evaluation for co-curricular or extracurricular activities. They have, on their FCQ's, which are our university evaluations, Faculty Course Questionnaires. They have a flip side when they take H-RAP class that asks about the program. I don't know that it asks about individual faculty. 'Does the instructor in your class provide opportunity for outside class interaction?' I don't know it asks that kind of question. I should look more carefully. It certainly asks them, 'how have you felt about your experience in H-RAP', 'would you be interested in coming back next year', 'would you recommend the program to your friends', 'what could we do better'. That sort of stuff.

Charlie mentioned a qualitative assessment of talking with department heads:

I'm right now talking to every department head on campus about what we're doing, what our strategies are, and part of our conversation is 'how are we changing our thought process about first year students' and 'how are we making this experience relevant to them'. For me, it's guided the way I'm thinking strategically across the university, 'what does this mean, how are we going to connect with these students' because it's different now. So it's guided a lot of discussions I keep bringing up the LLPs.

Research Questions

Questions in an IPA are "pitched at the abstract level," being more effective than asking the questions directly (Smith et al., 2009). The aim is to have an interview that facilitates a discussion of the relevant topics, allowing the research questions to be answered later through analysis (Smith et al., 2009).

Why do faculty choose to participate in living-learning programs?

Overall, the reason behind each faculty member's decision to participate in a living-learning program had as much diversity as the students they taught. As expected, each faculty had more than one reason why they initially chose to participate in a living-learning program, and why they continue to do so.

Acknowledging the need to increase student persistence and learning at their institution, faculty were looking for an opportunity to assist students in achieving college success. Alex shared that the LLP assists students in the college transition:

Given the demands of what they [students] have to do, they could use a better transition. I think the LLP gives them part of that transition. When they first get there, it's really tough. Some hit the ground running, some of them fail and they disappear for one term. There's this big group in the middle that needs hand holding. I think we're on the right track in our particular [LLP] model in providing that.

A few faculty knew from their own experiences of participating in learning communities as students that LLPs could provide such opportunities for effective transitions and development.

Emory remembered his own experience when he articulated the LLP advantage from participation:

I have past experience with programs like that [LLPs]. I teach at the United Language Summer School which is an emerging program. Students live in a residential hall at the college. I have seen the advantage of such programs. Students make good progress.

Many faculty brought up the LLPs potential to enhance student engagement, increase student-faculty interaction outside the classroom and bridge the in- and out-of-class learning. Oscar made the following comment about his student-faculty interaction with the LLP: "It's [LLPs] how you create opportunities for students to connect what's going on in the classroom with what's going on outside the classroom."

The faculty expressed a true concern to enhance the college experience and to create a community where students felt that who they are matters and is valued at a large university. Faculty explained their desire to educate the "whole student," and described the interactions they had with their students outside the classroom as a way to create more meaningful discussions and for longer periods of time than they typically could include in the classroom only settings. The student-faculty interactions outside the classroom in an LLP became less about academic assistance and more about careers and life, which was the exact experience the faculty wanted to create.

Furthermore, faculty wanted to give students a connection to an academic discipline and department that would lead to internships, research, projects, and letters of recommendation. One faculty member commented that he wanted more undergraduate students to select a major or become a graduate student within his academic college. He thought that his LLP participation could contribute to increased student interest, and could lead to more students selecting that specific discipline to study. The language faculty wanted to provide students with an opportunity to increase their language proficiency.

Some faculty described the LLP as an opportunity to pursue an ideal job type within their institution. These faculty were not interested in research and tenure, and instead found their interests to be teaching and learning. In a research-intensive institution, the LLP provided the faculty the opportunity to focus on student learning. One faculty member simply said it was employment; he needed a job and wanted to work on a college campus.

In response to the complexity in how each faculty made the decision to participate, the participants section of this chapter provides more detail regarding the individual context of each participant. It is the researcher's intent to provide these experiences at the start of the chapter so that the reader has a greater understanding of the nature of the participants as individuals within the study.

What are the roles and responsibilities of the faculty in living-learning programs?

In general, the faculty roles and responsibilities in living-learning programs included teaching, overseeing administrative functions, living-in the hall, planning co-curricular activities, and serving as mentor and counselor. No two faculty had the same roles or responsibilities. Riley summarized the wide variety of faculty roles within an LLP when she said, "This is an interesting thing [roles and responsibilities] because there is no set model."

Because participants also had responsibilities beyond the LLP, the researcher considered that the faculty talked about their overarching position and not just about those duties specifically linked to the LLP. Sylvia summarized her position: “My job is to run every aspect of the college. I’m responsible for curriculum, academic rigor, HR with faculty. Of course, recruiting faculty, reviewing faculty, staff members as well, and ultimately the responsible party [for oversight of the LLP].”

Almost all of the faculty shared their experience of engaging with students outside the classroom through co-curricular activities. For Emory, he spoke about how co-curricular activities provided the opportunity for students to practice their language skills:

Beyond extracurricular programming on the floor, I have gone hiking with my students. We have gone to German restaurants, we have cooked together, and we have watched German films and German TV. They are increasing their language proficiency while experiencing more about what it is to live in a different language reality.

Commenting on his experience outside the classroom, Owen stated, “I occasionally do special presentations, programs, so for instance, movie showings, extracurricular activities like that, but my primary role is teaching.”

Beyond the traditional role, faculty shared their experiences in being a mentor and counselor. Logan liked the idea of being a mentor and stated, “I would like to think of it [his role] as more like being coach or mentor. I don’t think, in terms of the critical pedagogy and working in partnership, I love that idea [developing a relationship with students beyond the classroom].” Alex appeared to be sensitive to his role as a mentor when he shared:

I try not to say things that will sound like someone’s dad. I try to share my academic expertise but I try not to be judgmental or pushy. This is the time of their life they need to make their own academic decisions and I try to give them a platform for doing that. For me as a faculty member, it’s made me think more about my mentoring role. Some of them get really interested in my academic expertise. I think in that first year, I can pique their interest, but that’s not all that I can give them.

While some of the faculty welcomed the role of counselor, others did not. Owen referred his students elsewhere, “I won’t say that I’m necessarily the greatest of counselors to them because that’s a different kind of role. If someone’s really struggling in life I would say, ‘Well, you know we have a counseling center.’”

What do faculty gain from their participation in living-learning programs?

Some of the participants mentioned the connection to students was a perceived benefit gained from participation in living-learning programs. When talking about their experiences with students in the LLP, a passion and emotion surfaced in the tone of their voices. This sense of dedication and care for students was almost tangible for the research which was a significant source of satisfaction in their LLP roles.

Alex commented on the connection between the student experience and his own. He shared that faculty should participate in an LLP if they “really care” about undergraduates and that participating in the LLP could be “one of the best experiences” for both student and faculty. He further commented how the LLP experience has influenced him, “It’s given me a change in perspective, that’s really useful. It is something I will take with me and be able to use for a long time.” For Addison, her experience with the students outside the classroom has influenced her as a parent. “I think it’s been interesting for my kids, but it has affected me as a parent too. It’s given me a lot more confidence for when I send my own kid off to college, and the right questions to ask when we go visit colleges.” At times during Addison’s interview, it was difficult for her to articulate the connection she had with her students, but it was obvious that she cared about them:

It’s so personal, not personal in that I can’t share it, just so much a part of my lived daily life that I don’t know how to tease it out. You know what I’m saying. Like, if I really thought about it I probably could come up with some more things. If I examined a week in my life I could say well this could have been different this way or the other way.

Riley felt a strong connection to her students as well and shared:

I feel like it enhances my personal connection with students. It's a phenomenon that teachers know well that your students cannot imagine that you actually have a life. They just see you as this one role, they see you in this classroom, and they don't know you are actually doing a million other things.

While Beck spoke about the community that he had developed in the LLP, his care for students was obvious:

I think that the community we try to build and the life I'm trying to live is a function of making up a number of infinitely small decisions that add up over time. That at the end of the day, one can simply lean back or sit down against a wall exhausted and one tips their head at someone else who knows that they've labored well today too.

Beck continued sharing his thoughts in regard to the satisfaction he gains through interacting with students:

I think that for me to engage students well individually, I have to be very present to the unknown mix and mess and glory of who they are. I respond to data they're giving me in all sorts of ways. To the way they're sitting, the way they're talking to me, looking at me, the tone of their voice. I think that makes all the difference in the world of being present and not being present. I can be present for a very long time and I'm exhausted in a different way. It's an honest exhaustion that allows me sleep at night. I'm exhausted but I can sleep at night.

Taylor explored her connection with students and how getting to know them as individuals enhances her teaching:

When you know your students and you have a sense of what their actual interests are as opposed to what their projected interests are, your examples are different in class. The focus of the discussion is different. The extent to which you can ask much harder personal questions is different. I think the biggest threat to higher education is that we stopped asking hard questions. We're pandering. We're entertaining. You get to say, "No, that's not an answer, try again." Because I have a relationship with them, there is enough trust that I can do that. I don't feel there is a student whose background I don't know, whose family I never heard about, whose political and religious views I am unfamiliar with. So fundamentally I can teach graduate seminars to freshman because I know them.

What are the barriers to faculty participation in living-learning programs?

During the interviews participants shared many frustrations and perceptions regarding reasons that other faculty choose not to get involved in living-learning programs. Each participant spent a significant portion of the interview talking about barriers. Some of the barriers were shared in detail, such as lack of compensation and teaching load, while other barriers were difficult to identify. The barriers that were challenging to categorize focused on a lack of communication that led to misconceptions about LLPs. Charlie shared why faculty are not involved:

I think the biggest barrier there is for people to engage is not knowing how. A lot of the engagement is centered on if you know one of the 13 or 15 people who are in charge of the LLPs. If you don't personally know them, you'll never have the opportunity [to be involved in the LLP]. I think the biggest barrier is not having a connection that opens that door.

For Emory, the barrier that first came to mind was the misconception of who manages the LLP. "The barriers are largely misconceptions and that there isn't enough coming out of all this for the faculty. The misconception is that this is a housing program." Alex spoke about the unfounded fear about interacting with undergraduates, and the lack of privacy that deters faculty participation:

When I took the job they were like, "oh my god, they're going to be knocking on your door at 4am or you're going to be cleaning up vomit. But there are programs without the live-in requirement so that part was especially puzzling. So it's unfounded fear on part of any colleague that doesn't know what it's like and how to proceed. They think it would break down all the barriers and they would have no privacy.

When Logan asked his faculty peers why they don't get involved in an LLP they stated, "I don't want to work with freshman. And the location [in the residence hall] is inconvenient" He also

stated that for some of his colleagues, “it’s a little more personal.” Beck alluded to three misconceptions. He commented that his peers want control, are busy, and think it’s not their role to spend time with students outside the classroom.

They only want to teach students like themselves. They’re only wishing they could teach the top 10% of students. I think that they get much more positive feedback from the things they can control than the things they can’t. It’s very messy, engaging students well. The university has never been busier. Faculty members spending time on committees, writing up reports and doing all this sort of stuff. The service component has added [LLP don’t count]. I think the culture frowns upon it. They don’t know it’s legal to spend time with students. And of course, we have messy students too. I think that’s a problem too. You open your heart, your office door, and your whatever to some students. It’s one thing if they’re just really working hard and struggling and it’s another thing if they’re suicidal, they tell you they’re abused by their father or mother, or whatever the case may be. I think it just defaults to what’s safe. The barrier is that the larger culture doesn’t honor this [LLPs].

Essence

The essence of the faculty members’ living-learning experience is about partnerships. One important partnership is with students: assisting them in their college transitions, building connections, and bridging the in and out of class experience. Another important partnership is between faculty within the LLP and across campus regarding interdisciplinary connections and curriculum development of the LLP. A particularly critical partnership discussed was with student affairs units comprising co-curricular activities, students in crisis, and occupancy management. Finally, partnerships with university administrators were critical regarding designing, implementing and managing the LLP.

Learning about and developing relationships with students, faculty, student affairs, and administrators all contribute to the overall experience for the faculty LLP participants. Faculty participants in living-learning programs both received and gave back to others who were involved in the living-learning programs. These partnerships that the faculty developed across

campus varied based on individual circumstances, but nevertheless, all experienced partnerships with others that influenced their lived-experience in the living-learning program.

Conclusion

The purpose of this IPA study was to explore the lived-experiences of faculty participating in living-learning programs. The primary research question was: What is the lived-experiences of participating faculty in a living-learning program? As the stories of the faculty who participated in the study demonstrated, the faculty had meaningful experiences as they learned about students and their universities. Participating in living-learning programs gives faculty the opportunity to further develop as educators through increased interactions, new roles, and facilitating a holistic learning environment. The partnerships that faculty develop further the opportunity to be effective catalysts for student learning within the LLP. The emergent themes of benefits and rewards, understanding students, barriers, change, and environment all assisted in the understanding of the experience of faculty who participate in living-learning programs.

CHAPTER V: DISCUSSION

This study explored the motivations and experiences of faculty members who participate in living-learning programs (LLP) of higher education through an Interpretative Phenomenological Analysis (IPA). Rooted in the concept of learning-communities (Shapiro and Levine, 1999; Lenning and Ebbers, 1999), living-learning programs have been an integral part of higher education for the past thirty years (Stassen, 2003; Keeling, 2006; Smith et al., 2004). Past studies have focused primarily on the outcomes gained by student participants (Inkelas et al., 2008). A gap in research exists, however, regarding the faculty perspectives of participating in living-learning programs. This study aimed to address the need by exploring and examining faculty participants' experiences from a sample of eleven tenure and non-tenure-track faculty at three public Research I universities.

This study sought to shed light on the essence of the faculty experience of participating in a living-learning program through one overarching research question, and four subsequent follow-up questions. The central question guided the study design and methods: What are the lived-experiences of participating faculty in living-learning programs? The subsequent research questions were: (a) Why do faculty choose to participate in living-learning programs? (b) What are the roles and responsibilities of the faculty in living-learning programs? (c) What do faculty gain from their participation in living-learning programs? (d) What are the barriers to faculty participation? Through the qualitative inquiry, the stories and perspectives shared by the faculty participants were individually inspected. As a result, key findings converged to provide new insight on how and why faculty members participate in living-learning programs.

Summary of Research Study

The essence of the faculty experience in living-learning programs was explored through a series of semi-structured interviews. Each participant was interviewed one time, resulting in highly individualized perspectives regarding the research questions. The interpretation of the semi-structured interviews were insightful providing the researcher the opportunity to closely examine and make meaning of the faculty experience. The interviews were transcribed and coded to develop themes and findings.

Key Findings

This section elaborates further on the key findings and how they relate to the past research. The perspectives and stories shared during the interviews by the faculty participants in living-learning programs reflected motives for participating, understanding the holistic student, collaboration with various campus partners, and the desire to create change within the LLP experience.

Motivating Faculty

Data from the interviews revealed that compensation was not the main motivation for participating. This finding aligns with Wawrzynski et al.'s (2010) study in which participating living-learning program faculty chose to become involved due to prior experiences and prior awareness of such environments [LLPs]. It also adds insight to previous findings indicating a misconception that conducting research is the only task that motivates faculty (Bensimon & O'Neil, 1998; Ward, 2003).

The faculty in this study were motivated to participate in LLPs because they wanted to influence holistic student development. They wanted to get to know students as individuals so they could influence their intellectual understanding of an academic discipline, increase their

chances of college success, and provide opportunities for students to understand self in context to the world around them. Opportunities were created by the faculty through supportive and challenging dialogues that occurred during spontaneous interactions and intentionally planned co-curricular activities.

Einarson and Clarkberg (2004) noted that “faculty who choose to be more actively involved with undergraduate students outside the classroom do so, regardless of institutional rewards, perhaps motivated by internal processes rather than external incentive systems” (p. 27). Similarly, Ellertson (2004) found that LLP faculty felt rewarded both personally and professionally through their work with LLP students. While studying faculty motivation linked to involvement in LLPs, Kennedy (2005) revealed that faculty were interpersonally rewarded by their LLP involvement, particularly through relationships developed with students. This same desire to develop relationships with students was echoed in this study. Sriram et al. (2011) identified an alignment between the goals, including citizenship, interdisciplinary work, and teaching of the LLP and the faculty who participate in them. The stories shared demonstrate that most of the faculty enjoyed developing relationships with the students and contributing to students’ overall success which is the conception and fundamental idea behind living-learning programs.

Understanding Students

While describing their experiences in the LLP, faculty participants shared stories about interacting with students outside of the classroom. Interacting with students in their residence halls gave the LLP faculty the opportunity to engage students within a context where students felt most comfortable, and thus were more vulnerable. When faculty saw firsthand the multitude of distractions, social demands, and world viewpoint of their students, they developed a greater

comprehensive understanding of the students' experience. This understanding resulted in faculty having a greater understanding about how the experiences of modern-day students differ from their own. Schein (2005) reported the benefits to student-faculty interaction outside the classroom include familiarity with students' personal and professional goals, establishing meaningful and comfortable relationships, and having more opportunities to guide and suggest future courses.

Kuh et al. (2005) in their book entitled *Student Success in College: Creating Conditions That Matter* reiterated the notion that faculty believe students are not as well prepared as they would like. Faculty participants learned about various challenges to the resiliency needed by students during college. Resiliency is best defined as a process of overcoming adversity or recovering from stressful situations (Fergus & Zimmerman, 2005). Participants described how they made changes to their pedagogy so that students could develop necessary skills for success. Kuh (1991) reported that faculty participating in living-learning programs improved their teaching skills. Faculty in the current study reported similar improvements in their teaching skills, incorporating elements of student development and resiliency-building.

Previous literature stated that students who participate in an LLP are more likely to interact with faculty outside the classroom than their peers who live in traditional residence halls (Inkelas and Weisman, 2003; Pike, 1999; Stassen, 2003). Student-faculty interactions out of the classroom positively influenced student outcomes (Pascarella & Terenzini, 2005; Tinto, 2000) and led to a smoother transition to college (Soldner and Szelenyi, 2008). This study reinforced the literature regarding the importance of student-faculty relationship that occurred outside the classroom. Faculty participants described their interactions with students outside the classroom as intentional and tailored to individual students which created strong connections and

relationships with the LLP students. Specifically, the faculty in this study referred to knowing LLP students in different capacities, had stronger bonds, and understood them better than non-LLP students. They indicated that they looked at LLP students holistically and appreciated the overall experience of students' lives.

Collaborating with Student Affairs

Throughout the interviews, some participants voiced frustration in regards to the relationship with student affairs units at their respective institutions. Participants perceived that without clear expectations, difficulties surfaced related to program oversight, goals, communication, and administrative responsibilities. According to O'Meara & Braskamp (2005), "There is a needed negotiation between student affairs and faculty. Both groups need to learn more about each other, their work expectations, and goals" (p. 236).

Similarly, Magolda (2005) cautioned that institutional partners must recognize their own values, norms, and practices influencing their own roles as faculty and administrators if they want to be successful in developing collaborative efforts with others that will benefit students. When there is a lack of faculty and residence life staff accountability and planning, it negatively impacts the learning outcomes (Frazier and Eighmy, 2012). In contrast to the literature, the faculty participants in this study did not believe that co-curricular programming normally relegated as a traditional student affairs' task is a distraction to students' learning (Arnold & Kuh, 1999), but instead acknowledged the value of co-curricular programming and how it contributes to student learning.

While most of the participants described a lack of collaboration among the multiple divisions sharing oversight of the LLPs, a few of the participants conveyed that the relationship they experienced with student affairs was positive and that they worked well together. The

literature reinforces the finding in this study stating that some living-learning programs have a well-defined student affairs and academic affairs presence and partnership, but not many (Brower & Inkelas, 2010). Only a few qualitative empirical studies exist to inform the work of professionals in student affairs regarding these partnerships, illustrating a need for further examination (Benjamin & Vianden, 2011).

Smith and Williams (2007) noted that for an LLP to sustain long-term success, student affairs and academic affairs units must overcome divisional boundaries and acknowledge each other's unique contributions to program administration. Lenning, Hill, Saunders, Solan, and Stokes (2013) added that, "Effective partnerships not only must be developed but also cultivated in an ongoing manner so that they last" (p. 50). The faculty participants, when talking about student affairs, expressed the importance of the collaboration and wanted to clarify expectations of each involved unit that would contribute to the overall success of the living-learning program.

Creating Change

As participants described their experiences in LLPs, the researcher noted that the faculty participants wanted to create change regarding the living-learning program but did not always know how. They grappled with needing more direction and vision regarding the LLP and wondered if the living-learning program was valued by university administrators. Each expressed the need for change in one or more of the following: clarifying roles and responsibilities, articulating a shared mission and goals, and developing structures and decision making protocols.

As Golde and Pribbenow (2000) reported, this study confirmed that the faculty LLP role is not clearly defined or understood, especially by university administrators. The participants in this study suggested that the university administration must not only understand living-learning

programs but also provide their visions. Faculty members can feel anxiety when they lack a clear understanding of program goals, student expectations, or boundaries between their roles as instructors, academic advisors, informal mentors, and members of a residential community (Kennedy, 2011). According to O'Meara & Braskamp (2005), "Faculty look to their department chairs, deans, provosts and presidents for 'messages' about what they value and how this will pay out in the reward system" (p. 235). Similar frustrations regarding ambiguity of roles and expectations of faculty participation in LLPs were observed in the current study, with participants reporting difficulties regarding evaluation and scholarship, supervision, decision-making, students in crisis, and more.

The participants departed from McCluskey-Titus's (2005) suggestions that administrators hire LLP faculty who are more senior and tenured as their time is generally more flexible rather than the faculty who are under pressure in the tenure-seeking process. The participants in this study, regardless of whether or not they were tenure-track, felt that instructors, if connected to a department could be hired to teach in an LLP. This included serving as an LLP director or associate director and that having full professor faculty rank was not necessary.

As the participants detailed their desire for change, it became apparent to the researcher that this group of faculty LLP participants wanted to create a partnership with university administrators. Bensimon and O'Neil (1998) found that there was a misconception that faculty do not have a mentality toward contributing to the overall goals of the institution and how this misconception led to unbalanced partnerships and missed opportunities for collaboration between administrators and faculty. This was not the case with the participants in the present study. The faculty in this study believed that the LLP experience contributes to the mission of the university and want to be part of the changes in order to ensure long-term success for the living-

learning programs. According to Einarson and Clarkberg (2004), faculty want to feel valued and believed in the importance of the LLP experience.

Implications

Findings regarding the perspectives and experiences of faculty who participate in living-learning programs have a vast number of implications for student affairs professionals, university administrators, faculty, and students. The emergent themes categorized the lived-experience of the participants through the benefits and rewards received, their understanding of students, barriers that impeded their desire to participate, the want for change, and the aspiration to create an environment which contributes to student success. Results can inform stakeholders regarding reasons that faculty participate in living-learning programs, how to enhance their role, and how to retain them. The study can serve as a catalyst for living-learning program design, development, implementation, and management. For students to have the opportunity to engage in living-learning programs, colleges and universities must understand the faculty experience, devote the resources necessary, and change policies and systems to ensure faculty involvement. This can be achieved by creating a culture where faculty participation in living-learning programs is valued and recognized as an important student experience that contributes to student success and persistence and that leads to degree completion in higher education.

The primary implication involves the partnership and collaboration between student affairs and academic affairs units. LLP programs require these units to collaborate regarding program direction, administration, and assessment, and the current study shows that thoughtful planning and consideration from academic affairs and student affairs units is essential to this successful partnership. Deliberate evaluation and design of this partnership is necessary in ensuring that LLPs continue to serve their purpose within institutional missions.

Future Research

Many opportunities exist for further research to explore the experience of faculty participants in living-learning programs. Researchers can use alternative methods to employ this study for developing future studies. Using its key findings and emergent themes as a starting point, they could learn more about what motivates faculty to participate, how participation influences their teaching, how successful collaboration with student affairs is defined, and what specific changes need to occur regarding university administrators to understand and value the living-learning program experience. For example, identify how LLP faculty change their teaching practices to better develop the holistic student. Also, researchers could look more closely at the co-curricular activities that increase student-faculty interaction. Furthermore, researchers could study the link between collaboration between academic affairs and student affairs units and how it impacts LLP student learning outcomes. Moreover, this IPA model and key themes can be used to develop survey instruments in potential quantitative studies.

The findings in this study lead to the next research questions. For instance, how will faculty motives and experiences change as institutions evaluate the tenure-track process including the definition of service? An upcoming study could address how student-faculty interactions outside the classroom in LLPs contribute to the overall university retention rates? A longitudinal examination of the experiences of living-learning program faculty participants could be especially helpful in analyzing the overall experience over time. Comprehensive research regarding the various roles and responsibilities of faculty participants within LLPs could also be helpful. It is critical to understand more about living-learning programs as a high impact educational practice if they are to enhance institutional missions and contribute to student learning and success.

Limitations to Study

The study examined the lived experiences of eleven individuals who chose, as part of their larger faculty role, to participate in a living-learning program. These results are limited to the researcher's interruption of the stories the participants chose to share. As in any Interpretative Phenomenological Analysis, the researcher is making sense of the participants' experiences, who are making sense of their own experiences (Smith et al., 2009). Therefore, if a different group of faculty had been interviewed, the results would have been different. This in-depth study analyzed the details of each participants experience and sought to understand that individual's particular perspective, and consequently, this study cannot be generalized to a larger population. The phenomenological view of this study is a trustworthy account of the eleven participants in a single moment of time and if interviewed again the dialogue would change.

The researcher had a connection to each of the participants either as a past colleague or through a shared past colleague. This contributed to the rapport between the researcher and the participants. The fact that not all of the interviews were conducted face-to-face (a few participants were interviewed via the phone) took away from the rapport. Additionally, the phone interviews limited the researcher's ability to observe facial expressions and body language.

Another bias to consider is the researcher's own experience and the impossible task of eliminating personal preferences. The researcher has interacted with faculty in living-learning programs as a student affairs professional for almost twenty years and with that experience comes many preconceived notions and opinions. The researcher believes in the contribution that living-learning programs make to student success as a result of firsthand knowledge, and as a result, had to consciously set aside that bias.

Personal Observation and Conclusion

I believe that our lives are defined by the relationships we have with others and our perceptions and experiences within those relationships. It is when we give selflessly to others that we receive the greatest benefit. It was obvious to me that the faculty who participate in living-learning programs are heroically dedicated individuals that care about students. It was an honor to listen and learn about their experiences. I will forever be grateful to them. This experience confirmed for me the importance of living-learning programs within the higher education experience. I believe that these programs build partnerships on college campuses in an intentional and meaningful way and that institutions must recommit and strengthen undergraduate student learning.

This study supports past literature regarding the contributions that living-learning programs have on student success and persistence to degree obtainment, and do so significantly better through increased student-faculty interactions. To increase faculty participation, colleges and universities must understand, clarify, and strengthen the roles and responsibilities that faculty have in living-learning programs.

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