

**OFFICE OF THE PROVOST
AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS**

**LIVING-LEARNING COMMUNITY
ADVISORY COMMITTEE**

FINAL REPORT

2006-2007



ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

OFFICE OF THE PROVOST
LIVING-LEARNING COMMUNITY ADVISORY COMMITTEE
FINAL REPORT

TABLE OF CONTENTS

I.	COMMITTEE CHARGE.....	1
II.	COMMITTEE MEMBERSHIP	2
III.	EXECUTIVE SUMMARY (Not to exceed one page).....	3
IV.	COMMITTEE ACTIVITIES AND PROCESS.....	4
V.	RECOMMENDATIONS OR FINDINGS	5
VI.	ATTACHMENTS.....	6

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Membership:

- ∞ **Jennifer Bloom**, Associate Dean of Student Affairs, Medical Scholars Program (co-chair)
- ∞ **Piper Hodson**, Student Services Coordinator, Department of Natural Resources and Environmental Sciences (co-chair)
- ∞ **Teryl Brewster**, Assistant to the Director of Minority Student Affairs
- ∞ **Kimberly Alexander Brown**, Assistant Dean and Director of Academic Assistance Program
- ∞ **Amanda Cuevas**, Assistant Dean, Medical Scholars Program
- ∞ **Daniel Damtew**, Undergraduate Student in Molecular and Cellular Biology
- ∞ **Cleo D'Arcy**, Professor of Crop Sciences
- ∞ **Susan Farner**, Lecturer in Community Health
- ∞ **Marc Goldman**, Assistant Director of Residential Life for Academic Programs
- ∞ **Steve Hall**, Lecturer and Director of Career Services for Advertising
- ∞ **Hollie Heintz**, Advisor, LAS General Curriculum
- ∞ **Carol Humpherys**, Director of Regional Nursing Program at Urbana (sometimes represented by **Lianne Kitchen**, Clinical Instructor of Regional Nursing Program at Urbana)
- ∞ **Herb Jones**, Area Coordinator for Peabody Drive (includes Weston Exploration)
- ∞ **Mary Kelm**, Assistant Dean for Academic and Student Affairs, Veterinary Medicine
- ∞ **Lydia Khuri**, Program Coordinator for Global Crossroads and Intersections
- ∞ **Jenni Kotowski**, Resident Director of Garner Hall (includes LEADS)
- ∞ **Kristi Kuntz**, Assistant Provost
- ∞ **Melvin Leach**, Advisory, Minority Student Affairs
- ∞ **Melissa Michael**, Assistant Director for Undergraduate Instruction, Molecular and Cellular Biology
- ∞ **Abel Montoya**, Associate Director of Undergraduate Admissions
- ∞ **Peter Mortensen**, Associate Professor of English and Associate Provost Fellow
- ∞ **Feniosky Pena-Mora**, Professor of Civil and Environmental Engineering and Associate Provost Fellow
- ∞ **Keri Pipkins**, Assistant Director of The Career Center
- ∞ **Tonya Pulley-Baillie**, Academic Advisor, School of Molecular and Cellular Biology
- ∞ **Gail Rooney**, Director of the Career Services Center
- ∞ **Kari Scheuller**, Program Coordinator for WIMSE and HPLLC
- ∞ **Gale Summerfield**, Director of Women and Gender in Global Perspectives
- ∞ **Johnny Tenegra**, Graduate Student in Biology
- ∞ **Jen Themanson**, Assistant Dean, Applied Health Sciences

Selection of Students:

The Health Professions LLC is open to students in any major who are interested in entering a medical or allied health profession and are committed to serving underserved populations. Students who want to live in the community will apply by completing the Housing contract request and submitting an additional essay in response to the following question:

The goal of the Health Professions Living-Learning Community is to help students with an interest in working with underserved populations prepare to enter the health care professions. In what ways do you hope participating in this community will equip you to impact society? Your essay will be used to determine admission to this living-learning community and will help guide programming for next year. It should be 300-500 words.

In the first year, the essays will be evaluated by a subcommittee of the LLC Advisory Committee.

All living-learning communities charge an additional fee that provides funds for programming. The fee for the HPLLC would have been \$150, but Housing has agreed to waive the fee for the first year. The committee recommends that a scholarship fund be instituted to provide financial assistance to cover this additional fee (which is not calculated in the financial aid process) for students with financial need.

Academics:

Students selected to live in the Health Professions LLC will be strongly encouraged to enroll in the LLC section of MCB 199 "Introduction to the Health Professions." This course, designed by Keri Pipkins (Assistant Director of The Career Center) and Amanda Cuevas (Assistant Dean in the Medical Scholars Program) in consultation with Kari Scheuller (Program Coordinator for the HPLLC), will provide an overview of the wide array of allied health career opportunities. A syllabus is attached to this report.

The LLC will also use resources provided by the Office of the Provost to fund sections of courses that will offer excellent academic experiences for our students that will prepare them for their future roles as health care providers. These are likely to include MCB 150, CHEM 102 and/or 101, RHET 105, SPCOM 230, MATH 120, and appropriate Discovery and special topics courses.

The Health Professions LLC will also benefit from eight hours of on-site advising each week. The College of Applied Health Sciences has assigned two advisors to spend four hours each week advising in FAR working with the HPLLC students.

Programming:

The Advisory Committee anticipates that the Health Professions LLC will include activities such as:

- ∞ Series of dinners/seminars with faculty and alumni
- ∞ Programs and mentoring provided by graduate and professional students on campus (such as the MD/PhDs, LaRaza Medical Student Association, Nursing students)
- ∞ Recruiting dinners
- ∞ Peer mentoring program
- ∞ Mini-health professions fair
- ∞ Regular office hours on site for Career Center, College of Medicine, College of Veterinary Medicine, and the College of Nursing.
- ∞ Structured volunteering program
- ∞ MCB undergraduate research program (once in place)
- ∞ Punch card system to encourage student participation
- ∞ Programming for parents, such as a special session on the day their student moves in, a session on Moms' and Dads' weekends, a web page for parents, and materials for parents distributed to students in MCB 199.

Location and Size:

The committee selected the Florida Avenue Residence Halls (FAR) for the location of the community, specifically the second and third floors in Oglesby Hall, which will house approximately 110 students. The committee considered three locations (Wardall Hall in the Illinois Street Residence Halls and Weston Hall in the Peabody Drive Residence Halls were the other two choices) based on the following criteria:

- Facilities available in each location to meet the programmatic goals of the community—All three had facilities that would meet the goals.
- Population trends in the three locations as it relates to the comfort and transition issues of the target population of this LLC, especially minority, urban, and rural students—The reputation of FAR as a friendly environment for minority and urban students was perceived as an advantage for FAR.
- Proximity to faculty and staff we want involved in the program—Wardall is located closest to the majority of faculty and staff that the program needs to have involved.
- Attractiveness to prospective students—The committee perceived FAR to be appealing to the target population of the LLC. The other two halls also appeal to students, but the decision was that the appeal of FAR better will better match the goals of the LLC.

Potential collaboration with existing LLCs—The committee viewed FAR as providing the best opportunity for inter-LLC collaboration. It will allow WIMSE (located in Trelease Hall of FAR) and Health Professions LLCs to share academic resources, such as the sections of Chemistry 102 and 104 that have been taught in FAR but have been undersubscribed. In addition, the goals of the HPLLC also lend themselves to significant collaboration with the Intersections and Global Crossroads living-learning communities, both of which are located in the Pennsylvania Avenue Residence Halls across the street from FAR.

Future Guidance:

The LLC Advisory Committee suggests that the current membership (or some subset of it) serve next year as an advisory committee specifically for the Health Professions LLC. The primary goal of this committee would be to ensure the continued support of the stakeholder academic units on campus and promote their active involvement in the programs of the community.

The committee further suggests that the Program Coordinator and Faculty Director (once selected) recruit a student advisory committee. The students should represent the broad range of academic majors related to the health professions, and, in this first year, the membership would largely come from students not residing in the LLC.

Ways to keep student engaged:

- ∞ Send thank you notes to each presenter-include comments on presentations.
- ∞ Small group discussions.
- ∞ Asian medicine, herbal medicine, homeopathic, naturopathic, massage therapy, acupuncture, radiation technology?, EMT, health care or hospital administration

Expectations/Goals/Objectives/Learning Outcomes:

- ∞ Engaged
- ∞ Have an action plan
- ∞ Have a better understanding of broader health professions and health care
- ∞ Become more culturally competent. (Weave cultural competency activities into each class session)
- ∞ Honing skills
- ∞ Develop or clarify goal of serving underserved populations.
- ∞ Focus not just on getting into school, but on getting into and becoming a part of the profession
- ∞ Networking with Mentors/advisors
- ∞ Gain a better understanding of society's expectations of health professionals and what will be expected of professional school students.

Assignments:

- ∞ Discuss an underserved population with whom you would like to work and how you plan to contribute. (probably will be final assignment)
- ∞ What they want to see in their health care provider?
- ∞ Have you had any meaningful experiences (+/-) that might help you learn?
- ∞ Journaling/ Reflection writing to synthesize what they've learned: what I learned now that I didn't know before

- ∞ EPICS Dream Resume Builder
- ∞ Send thank you notes to presenters (small groups to each presenter)
- ∞ Prepare questions for presenters prior to class.
- ∞ Extra credit for attending Quad Day/Volunteer Fair/I-Help/Health School Fair/Major Fair
- ∞ Course Pack readings
- ∞ Book review (will provide a suggested reading list)
- ∞ Assign students to profession groups to report them: correlate to when the topic of the day is; how is it what you've learned different from what speaker had to say? 5-10 minute presentation

Other potential speakers/Topics:

- ∞ Armed Forces Health Professions Scholarships
- ∞ RMED
- ∞ Study Abroad

Still Developing:

- ∞ Course expectations and policies (Attendance mandatory, dress "code" appropriate for the medical school)
- ∞ Course Pack
- ∞ Book List
- ∞ Credit hours (???)
- ∞ Grading scale (prefer graded over pass/fail)
- ∞ Budget for course materials?