

RESIDENTIAL LEARNING COMMUNITY

RLC PRESENTATION – FACILITATOR’S GUIDE

1. Set-up

- a. Establish a date and time for the RLC presentation. Require chapter participation.
- b. Ensure the Faculty Fellow and AVC President or Chapter Counselor will attend.
- c. Schedule a meeting room with appropriate equipment.
- d. Materials needed:
 - o Flip chart/markers/tape
 - o Pen/pencil for each participant
 - o PowerPoint presentation
 - o Video projector/sound equipment
 - o Evaluations

2. Welcome (10 minutes)

- a. We are a Residential Learning Community!
- b. Purpose
 - i. Introduce the Residential Learning Community ideals
 - ii. Chapter education
 - iii. Expectations for involvement clearly understood
- c. Activity: Concentric Circles
 - i. Discussion and reflection on warm-up topic

Count off participants as “Sig” and “Ep” alternately. Ask the *Sig*’s to make a circle. Then ask the *Ep*’s to form a circle around them. Instruct the *Sig*’s to turn around, so that each *Sig* is facing an *Ep* pair. As you read each question, instruct participants to answer, giving approximately one minute for each *Sig* and *Ep* to answer the question. In between questions, provide direction such as “*Ep*’s move three people clockwise” to keep changing partners. Suggested questions:

- a. Who is your all-time favorite teacher, and why?
- b. How did you decide upon your current academic direction?
- c. Where do you study best on campus?
- d. Describe an important learning experience in your life, and why it was important?

You may want to share a few responses with the group.

3. PowerPoint Presentation (20 minutes)

- a. In advance, download and customize the PowerPoint presentation from the Resource section on-line.
- b. Rehearse slide transitions and responses to anticipated questions.

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4. Question and Answer Discussion (10 minutes)

- a. Ensure members understand their expectations for membership and participation in the RLC.

5. Articulating the RLC (15 minutes)

Divide participants into five groups. Assign groups to represent varying perspectives: (a) potential member, (b) chapter member, (c) faculty/staff, (d) parent, and (e) alumni. Have each group brainstorm benefits of the RLC according to their position. Use flip chart paper and markers to record ideas. Then, as a second step, have groups list programming ideas they would expect to see integrated into the SigEp RLC experience.

Ask one person from each group to share with the larger group. Members should demonstrate an understanding of the RLC ideals and the role of the Faculty Fellow. They should understand the RLC carries high expectations and provide new programming ideas for the RLC Chairman and chapter officers to incorporate.

6. Conclusion (10 minutes)

- a. Thank you & take-aways
- b. Evaluations

7. Follow-up

Send a summary of the outcomes from the RLC presentation to participants within 72 hours. Email this summary to the chapter members, Faculty Fellow, AVC representatives, Greek Advisor, and the Regional Director.

Review the evaluations for additional assessment.