

8 Great Reasons to Join the

Arts Incubator Living Learning Community

The Arts Incubator isn't just for artists or arts majors.

Here are eight reasons you should apply today...

1. LLCs are proven to enhance your college experience, both academically and socially!¹

The Arts Incubator experience is designed to [excite your mind](#) and [accelerate](#) your college life. You'll feel more [connected](#) and [engaged](#), with a network of peers and faculty to help you succeed.

2. You'll experience the "arts" in the broadest possible sense.

Visual art, performing arts, creative writing, culinary arts, even the business side of the arts scene—we'll immerse you in the creative world with [unforgettable first-hand experiences](#). You'll connect with community leaders and organizations like the Augusta Convention & Visitors Bureau, the Miller Theater, Edgar's Grille at Helms College, and the Greater Augusta Arts Council, in addition to world-renowned jazz musician Wycliffe Gordon (our own artist-in-residence) and faculty from a range of departments specializing in the arts and humanities.

3. Develop the "soft skills" highly valued by employers.²

Besides making friends and exploring the arts, this LLC will help you cultivate communication, collaboration, leadership, and project management skills that will benefit you professionally [regardless of your major!](#)

4. Enjoy VIP access to LLC-exclusive events at least once per month.

Explore music, printmaking, ceramics, photography, filmmaking, acting, and set design. Experience artist talks and gallery installations. Delve into culinary art, theater management, art festival planning, and much more! As an LLC participant, you only have to attend at least one event per semester, but with all that's going on, we know you'll want to do more than just the minimum.

5. Experience Washington, D.C., via an exclusive study away trip!

You'll have the chance to spend [four days](#) exploring the arts in Washington, D.C., during Spring Break 2019. Current estimates put the cost at \$600 or less—by far the [most affordable](#) trip offered at AU!

6. Gain valuable mentoring from dynamic faculty and upperclassmen.

Start your college career off right with connections that will make you feel right at home. Faculty and student ambassadors will visit Oak Hall every 1-2 weeks, giving you frequent opportunities to build rapport with professors and enjoy great discussions about your experiences.

7. Fulfill six required credits in the core curriculum with your LLC cohort.

You and your Arts Incubator peers will be grouped together in two academic courses specially designed to complement the LLC events you experience. It's an exclusive opportunity to earn required credits in a totally unique classroom experience!

8. Make your mark on Oak Hall and Augusta University!

As a culminating project, you and your peers will develop and propose a creative project that expresses something about your year-long experience. If the project is approved by Housing, you'll install it in Oak Hall and present it to the community! This is a rare opportunity to polish your creativity, collaboration, project management, and presentation skills while leaving a lasting impression on the campus!

¹ Although the magnitude of the benefits varies with the design of the LLC, nearly every study of LLC experiences has found a positive correlation among participation in an LLC, increased levels of academic success, and greater satisfaction, engagement, or sense of belonging in the campus community. See next page/reverse side for additional resources.

² Employers across all industries have repeatedly touted the need for soft skills that enhance employability, especially in the business, healthcare, engineering, and technology sectors. This concern is not confined to the United States, but has been registered globally. Additional resources available on the next page (reverse side).



¹ Additional information about the benefits of Living Learning Communities:

- Brakke, Karen, et al. "Strategies for Student Success Through Living, Learning, and Knowing Self." *Teaching a New Generation of Students: A National Symposium*. November 18-19, 2016. *Faculty Resource Network*. <https://facultyresourcenetwork.org/publications/teaching-a-new-generation-of-students/karen-brakke-jimmeka-guillory-sandra-sims-patterson-strategies-for-student-success-through-living-learning-and-knowing-self/>
- Burnard P., Holliday C., Jasilek S., Nikolova A. (2018) "Artists and Arts-Based Method Use in Higher Education: A Living Inquiry of an Academic Programme in a Faculty of Education." In: Chemi T., Du X. (eds) *Arts-based Methods and Organizational Learning*. Palgrave Studies in Business, Arts and Humanities. Palgrave Macmillan, Cham. https://link.springer.com/chapter/10.1007/978-3-319-63808-9_13
- Inkelas, Karen Kurotsuchi, et al. "Measuring Outcomes of Living-Learning Programs: Examining College Environments and Student Learning and Development." *The Journal of General Education*, 55.1 (2006): 40-76. www.jstor.org/stable/27798036
- Pasque, Penny and Rena Murphy. "The Intersections of Living-Learning Programs and Social Identity as Factors of Academic Achievement and Intellectual Engagement." *Journal of College Student Development* 46.4 (2005): 429-41. <https://muse.jhu.edu/article/184920/summary>
- Stassen, Martha L. A. "Student Outcomes: The Impact of Varying Living-Learning Community Models." *Research in Higher Education*. 44.5 (2003): 581-613. <https://link.springer.com/article/10.1023/A:1025495309569>
- Tinto, Vincent. "Learning Better Together: The Impact of Learning Communities on Student Success." *Higher Education Monograph Series*, 2003. www.nhcuc.org/pdfs/Learning_Better_Together.pdf

² Additional information on the demand for "soft skills":

- Alberto Cerezo-Narváez, María José Bastante Ceca and José Luis Yagüe Blanco (February 7th 2018). Traceability of Intra- and Interpersonal Skills: From Education to Labor Market, Human Capital and Competences in Project Management Manuel Otero-Mateo, IntechOpen, DOI: 10.5772/intechopen.71275. Available from: <https://www.intechopen.com/books/human-capital-and-competences-in-project-management/traceability-of-intra-and-interpersonal-skills-from-education-to-labor-market>
- Chhinzer, Nita and Anna Maria Russo. "An exploration of employer perceptions of graduate student employability", *Education + Training* 60.1 (2017): 104-120. <https://doi.org/10.1108/ET-06-2016-0111>
- Geana, Mitchell, et al. "Essential Soft Skills for Success in the Twenty-First Century Workforce as Perceived by Business Educators." *Delta Pi Epsilon Journal* 52.1 (2010): 43-53. <https://search.proquest.com/docview/288422382/92E1821C2B3944A1PQ/1?accountid=12365>
- Ghosh, Debarshi. "Employability Enhancement and the Role of Soft Skills Training." *Business Infrastructure for Sustainability in Developing Economies*, 2017. <https://www.igi-global.com/chapter/employability-enhancement-and-the-role-of-soft-skills-training/174501>
- Nair, Nirmala Rita and Gitasri Mukherjee. "Soft Skills: The Employability Success Mantra." *Language In India* 15.10 (2015): 209-15. www.languageinindia.com/oct2015/nirmalagitasrisoftskills1.pdf
- Peck, Adam. "Mapping Career-Ready Skills Through Student Leadership Programs." *Leadership Development for Career Readiness in University Settings*. 157 (2018): 71-83. <https://doi.org/10.1002/yd.20280>
- Ritter, Barbara et al. "Designing Management Curriculum for Workplace Readiness: Developing Students' Soft Skills." *Journal of Management Education* 42.1 (2017): 80-103. <http://journals.sagepub.com/doi/abs/10.1177/1052562917703679>

