

Russell Complex Curriculum Executive Summary 2007-2008

This year the Russell complex will educate students on issues of diversity and social justice. Specifically students will learn about issues of privilege and oppression in our society. We are committed to providing students with a holistic, out-of-class educational experience that is sequential and learning outcome-based, which intentionally connects students' residential experience with their academic experience. The goal is to enhance students' classroom activities by providing them with experiential opportunities to reinforce and enhance learning. As educators who make significant contributions to the educational accomplishments of our students, we are dedicated to developing the whole person in order to prepare them to be better citizens. The college years serve as a period of intense personal and identity development. For most students this is the first opportunity to explore their personal value systems, life experiences, and begin the journey into adulthood (Miller & Prince, 1976). According to Sanford (1967) the development that occurs during the college years fosters the complex ability to integrate and act on different influences and experiences.

Many millennial students have been exposed to diversity concepts while receiving primary and secondary education. However, this education has tended to take the form of the "food, festivals, fashion and fun" approach (Broido, 2004). That is, though many millennial students have basic awareness of the presence of diversity, they may have little understanding of the grander social mechanics that lead to stratification and inequality.

The Russell staff is committed to prompt discussion regarding issues of power and inequality. Diversity education initiatives then, should seek to press incoming freshmen to move past the surface-level understanding of power and privilege. Successful diversity education can only be achieved by providing new, challenging information sequentially to our student population (Kohlberg, 1984).

The 2007-2008 Russell Complex Curriculum is focused on guiding our student through a journey of self-reflection on their own personal and social identities, prompting them to reflect on issues of oppression of self and others, fostering conversations to develop empathy toward diversity issues, and developing an action plan for learning about other social identities. The Russell Complex staff will help students achieve these goals by providing them with a sequence of highly reflective educational activities that will take place throughout the year within the Russell complex.

The Russell curriculum will also maximize the Russell residents' educational experience and will prepare them to function in today's and tomorrow's society. According to William Sonnenschein's book, "Diversity Toolkit," a study done by the Hudson Institute in 2000, projects that "the demographics of the workplace are changing and will continue to change rapidly. Almost every organization in the United States will look differently—both in terms of who's employed and the position they hold" (p.2). Therefore, introducing social identity education and exploration to our residents today will greatly impact their success tomorrow, personally and professionally.

In summary, the Russell curriculum will serve to help freshmen accomplish the Office of Residence Life's overall educational priority of citizenship.

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Russell Complex Curriculum:

Designing Educational Initiatives for Social Justice

University of Delaware

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Russell Complex Curriculum: Designing Educational Initiatives for Social Justice

I. Rationale

Over the last two decades, there have been increasing demands that the student affairs profession change. More specifically, leading scholars have asserted that in order for the field to justify its existence, there is a need for a new focus and direction. For a long time, student affairs practitioners were looked upon by outsiders as pure service providers that should only focus on providing services in order to increase student satisfaction. The new direction is to focus on student learning rather than student satisfaction. The new direction calls for professionals in the field to focus on designing and delivering an intentional, sequential, and outcome based out-of-class education to our students.

- “At the 1996 Student Learning Institute, Lee Ward, Director of The Center for Leadership, Service & Transitions at James Madison University, asked the audience what would happen if a student affairs department created a curriculum committee to review curricula created to articulate “intentional, planned, and structured” learning experiences. His premise was that just as faculty members design courses, focusing on “content, rationale, and methodology” (Bloland, Stamatakos, & Rogers; 1996, p. 222) so should those of us working with students outside of the classroom (L. Ward, personal communication, June 15, 1996).” (Kerr, 2007)
- “Bloland, Stamatakos, and Rogers state that “whereas faculty members have wrestled to defend their course content within the context of competition from other courses, curriculum committee reviews, and the limitations imposed by students taking a set number of credit hours, the content of out-of-class learning has not had to withstand an equivalent form of focused scrutiny” (1996, p. 222).” (Kerr, 2007)

This shift toward student learning is being actualized by the Office of Residence Life here at the University of Delaware. The department is currently committed to providing students with a holistic, out-of-class educational experience that is sequential and learning outcome-based, which intentionally connects students’ residential experience with their academic experience. The goal is to enhance students’ classroom activities by providing them with experiential opportunities to reinforce and enhance learning. As educators who make significant contributions to the educational accomplishments of our students, we are dedicated to developing the whole person in order to prepare them to be better citizens. The Russell Complex houses approximately 800 first year students. In alignment with the Office of Residence Life’s goals, we strive to provide them with a strong educational experience that helps them transition from high school to college and fully engage in college life. In order to design a successful residential curriculum that is capable of providing a strong educational experience to our freshman population, five key questions were asked:

- 1- What do national trends tell us about the first year student population educational needs?
- 2- What are the University of Delaware’s general education requirements?
- 3- What is the educational priority of the Office of Residence Life?
- 4- What are the characteristics of University of Delaware freshman population’s – and, specifically, the characteristics of Russell student population’s?
- 5- What does our assessment data tell us about the success of our current curriculum?

II. National Trends and Research about First Year Students' Educational Needs

National Research indicates that student affairs professionals need to take into account demographic information and trends that pertain to this group of students in order to best meet their needs and further their development (Pascarella & Terenzini, 2005; Coomes & DeBard, 2004). National trends indicate what types of students are coming to campus and pertinent issues arise as a consequence of these trends. This information can help student affairs professionals guide practice to maximize students' education.

The current generation, referred to as the millennial generation, has unique nuances and needs. Coomes and DeBard (2004) outline many of the influences affecting the current age of generational students. Many University of Delaware students are traditionally aged (18-22 years old) and exhibit many of the traits Coomes and DeBard outline. However, though a generational approach can be incredibly helpful in understanding today's college student, it is important for student affairs practitioners to keep in mind that each student comes with his or her own unique concerns and needs.

The needs millennial students come to campus with have been shaped by many historical and cultural influences that are very salient when working with the millennial population, as Coomes (2004) discusses. These considerations are important when evaluating national student trends and how to best educate students on pertinent issues. The current generation of students was raised to believe they are "special" by baby boomer parents who were able to lavish them with attention and resources. Cooperation was a cornerstone of classroom work all through elementary and secondary school, and group work will continue to be the norm. The advent of technology, such as iPods, laptop computers, and video games, has made this generation more techno-savvy than any other – and has revolutionized how millennial students expect to be educated. Pivotal events, particularly September 11, have heightened millennials' needs for security and community.

Many traditional models of student development used by student affairs professionals, such as Chickering and Reisser's (1993) model of psychosocial development and Perry's (1999) model of cognitive development, are still applicable, though they may need to be adjusted for the current trends this generation of students exhibits (Strange, 2004). For instance, Chickering and Reisser's model traces students' transitions as they gain interpersonal maturity and identity. However, Strange cautions that such models may not take into account the needs of an increasingly diverse student body.

In tandem with these concerns of effectively applying student development theory to various populations, diversity education is a major pillar for many colleges and universities. Many millennial students have been exposed to diversity concepts while receiving primary and secondary education. However, this education has tended to take the form of the "food, festivals, fashion and fun" approach (Broido, 2004). That is, though many millennial students have basic awareness of the presence of diversity, they may have little understanding of the grander social mechanics that lead to stratification and inequality.

Though some attitudes, such as those toward gay, lesbian, bisexual and transgendered students are shifting in a more liberal direction, the divide between liberalism and conservatism is increasing (Olander, Kirby, & Schmitt, 2005; Sax, 2003). Into this partisan political environment, student affairs professionals find they must work to prompt discussion regarding true issues of power and

introduce concepts of inequality to the diversity education framework. Diversity education initiatives then, should seek to press incoming freshmen to move past the surface-level understanding of power and privilege. Successful diversity education can only be achieved by providing new, challenging information sequentially to our student population (Kohlberg, 1984).

At the same time, millennial students are redefining activism on college campuses. Having lived through scandal and perceived political ineffectiveness, the millennial generation has become more disengaged than previous generations from formal political activities, such as voting, campaigning, and staging formal protests (Bauerlein, 2006; Coomes, 2004). Instead, students are engaging in more local initiatives, such as community service (Sax, 2003).

Many institutions of higher education are reevaluating their educational paradigm, shifting from teaching to learning (Barr & Tagg, 1995). As this shift takes place, student affairs professionals need to evaluate how this current generation of students best engages in the learning process. Traditional students coming to college today are used to collaboration and engaging in experiential learning (DeBard, 2004; Wilson, 2004). Collective action and connection to others are integral to finding meaning to the current traditionally-aged college student.

A design for a residential curriculum, then, must take into account four important pieces related to this current generation of students: how they learn, how they conceptualize issues of social justice, how they connect to others, and how they view their efficacy in taking societal action. Simultaneously, a residential curriculum must focus on issues of community development and psychosocial competence as they apply to diverse populations. The Russell Complex curriculum, Leaders Embracing and Advocating for Diversity (LEAD), seeks to integrate these key concepts of student learning and psychosocial development to create an educational experience that will provide students with opportunities for growth and action.

III. The University of Delaware's General Education Requirements

One of the most unique and poignant life experiences that an individual can have is within a university setting. Within such an environment, a student can come to realize their influence on others, examine their individual contributions to learning and society, become better decision-makers, and comprehend the skills needed to maintain a safe community (Pascarella & Terenzini, 2005). A fundamental belief within American society is that a college education is synonymous with and even essential to future success and many of the aforementioned skills are crucial in this process. A general education achieved at a university can oftentimes surpass the amount of applicable knowledge gained from years of previous schooling. Taking note of the power of a complete education, the University of Delaware has created ten goals of undergraduate education meant to harness this life experience and achieve a fruitful outcome. These goals are as follows:

1. Attain effective skills in oral and written communication, quantitative reasoning, and the use of information technology.
2. Learn to think critically and solve problems.
3. Be able to work and learn both independently and collaboratively.
4. Engage questions of ethics and recognize responsibilities to self, community, and society at large.
5. Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences, and social sciences.
6. Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning.
7. Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom.
8. Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression.
9. Understand the foundations of United States society including the significance of its cultural diversity.
10. Develop an international perspective in order to live and work effectively in an increasingly global society.

While academics are an obvious and necessary priority for university students, it has been proven that much of the learning at a college occurs outside of the classroom (Pascarella & Terenzini, 2005). Many of the goals set out by the University of Delaware are relatively unattainable if measured solely within the classroom setting. Specifically, recognizing responsibility to self, community, and society; understanding the significance of cultural diversity within the United States; and developing an international perspective to live and work in a global society are goals which would be very difficult to teach only with a general academically-focused curriculum. Many of our students are coming from homogenous schools and are similarly entering a homogenous campus environment, without enough experience or understanding to achieve these three essential goals. With few opportunities to engage and explore in areas outside of their comfort zones, those opportunities must be intentionally created for students.

IV. Residence Life Learning Outcomes

The Office of Residence Life has identified citizenship as its educational priority. This educational priority has been defined for students in the following way: “Become an engaged and active citizen by understanding how your thoughts, values, beliefs, and actions affect the people with whom you live and recognize your responsibility to contribute to a sustainable society at a local, national, and global level.”

This priority directly relates to the “Ten Goals of Undergraduate Education” listed above, helping to provide a complete and essential learning experience to the common university student through personal relationships, diverse experiences, and inclusive communities. The student can actualize his or her role as a citizen on the university level by questioning beliefs and values, achieving connection with others, and engaging in the creation of a safe and inclusive environment. With intentional and sequenced curricular education in the residence halls, the student can expand this role to include positive societal and global contributions.

Twelve competencies, or learning outcomes, further define what students must learn in order to achieve the department’s educational priority. Some of these competencies are to be learned during a student’s first year while some are learned in later years. Those twelve competencies are:

2007-2008 Learning Outcomes

Competency	1 st	2 nd	3 rd	4 th
1. Understand how your social identities affect how you view others. A. Each student will understand their social identities which are salient in their day-to-day life. B. Each student will be able to express an understanding of how their social identities influence their views of others.	X X			
2. Understand how differences in equity impact our society. A. Each student will learn about the forms of oppression that are linked with social identity groups. B. Each student will recognize that systemic oppression exists in our society C. Each student will recognize the benefits of dismantling systems of oppression.	X	X X		
3. Understand your congruence with citizenship values: -Human suffering matters. -My actions have a global impact. -What I do and don’t do civically and politically matters. -Social problems are everyone’s responsibility.	X	X X	X	
4. Understand how others influence you.	X			
5. Understand the impact of your decisions.	X			
6. Understand the power of an individual in a community. A. Each student will know how to critically examine their individual contributions to groups to which they claim membership. B. Each student will learn how to contribute to the creation and actualization of community expectations.	X X			

Competency	1 st	2 nd	3 rd	4 th
7. Understand the knowledge necessary for the development of a sustainable society. A. Each student will be able to define sustainability. B. Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability. C. Each student will be able to explain how systems are interrelated.	X	X		
8. Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society. A. Each student will know the resources and the skills needed to pursue their vocational interests.		X		
9. Learn how to develop and sustain interdependent relationships. A. Each student will learn how to develop a peer group that is supportive of their personal and academic success. B. Each student will recognize the benefits of relationships with people of other social identities.		X		
10. Learn to contribute to the creation and maintenance of a sustainable community. A. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.			X	
11. Learn the skills necessary to be a change agent.			X	
12. Demonstrate civic engagement toward the development of a sustainable society.				X

The Russell curriculum addresses the educational competencies that are expected to be achieved during the first year.

V. Characteristics of UD Student Population, Especially Russell Students

The University of Delaware campus, although containing some highly active student organizations and university offices, was ranked as having one of the most apathetic student bodies in the nation in the Princeton Review's 2007 college ratings (Princeton Review, 2007). The university population as a whole is not very diverse, with one of the most homogenous areas of campus including the Russell Complex.

Minority students frequently assert that East Campus is a non-inclusive environment where diversity is not appreciated or embraced. It has been my professional observation that the small number of freshman minority students who do live on East Campus tend to migrate over to Laird Campus after their first year in Russell, seeking a sense of belonging and appreciation. This migration strengthens the negative perception of the lack of diversity on East Campus.

Russell Complex Student Profile (based on fall of the 2005-2006 academic year):

Men:	418 (45%)
Women:	511 (55%)

Total: 929

Students of Under-Represented Groups (Retrieved from SIS):

Asian:	39 (4%)
Black:	17 (1%)
Hispanic:	24 (3%)
Multiracial:	4 (< 1%)
Pacific Islander:	2 (< 1%)
Foreign:	2 (< 1%)
Other:	5 (< 1%)

Total Minorities:	93 (10%)
White Non-Hispanics	836 (90%)
Total number of students	929

With a majority of residents (65%) coming from the Honors Program, Russell Complex has an academic feel and focus. In 2005, the Russell residents demonstrated a fair academic understanding and had an average GPA of 3.2. In addition, many of them began the academic year with pre-established connections to the University through different academic and scholarship programs. The Russell students are academically supported not only by the Residence Life staff, but also by the Russell Fellows, employees from Honors, who assist all Russell students academically and act as additional resources. Furthermore, students entering the University are already pre-connected to an academic community through their First Year Experience (FYE): Honors Program Colloquium, Learning Integrated Freshman Experience (LIFE), Pathways or a First Year Seminar. The First Year Experience supports students' overall academic and social success by offering strategies and information to assist students with common transitional issues that freshmen face (UD General Education Program website, FYE-Admin Info, p2).

In addition, through staff observation, student contact information, and other assessments, we have concluded that Russell residents are students that are naturally curious and competitive, with a strong involvement urge. The Russell residents have the right attitude and curiosity to maximize their college experience and become well-rounded citizens in every aspect imaginable.

Furthermore, in our baseline survey Russell students have expressed a belief that it is important to take action on societal and global issues, further supporting the needs to attain a sense of citizenship, understanding the impact that one can have on others, recognizing the importance of community, and identifying personal beliefs and value systems.

VI. 2006-2007 Assessment result analysis

The Russell curriculum was designed two years ago and this year the success of the curriculum has been assessed using research on student learning, an evaluation of the effectiveness of strategies, and a review of deliveries of strategies. The results of this assessment allow us to improve and adapt next year's curriculum to better educate our students. Before we adapted next year's learning goals we first assessed this year's learning goals. A complete baseline and mid-year report can be found in Appendix 1 & 2.

2006-2007 Learning Outcomes, Learning Goals, and Assessment

I. Learning Outcome:

Each student will recognize and understand that social identities shape world-views and experiences.

Learning Goals:

- A. Students will identify and learn about their social identities.
- B. Students will understand how others perceive them.
- C. Students will understand and identify how their attitudes, beliefs, and behaviors affect others.
- D. Students will learn about the forms of oppression associated with different social identity groups.

II. Learning Outcome:

Each student will recognize the value of diverse experiences and perspectives.

Learning Goals:

- A. Students will engage in and learn about the celebrations, perspectives, experiences and contributions of various cultures, groups and individuals.
- B. Students will understand concepts of citizenship and community membership as they relate to issues of diversity.
- C. Students will engage in and understand the importance of self reflection as it relates to their overall social and academic success.
- D. Students will understand their ability to care for and respect other cultures, values and beliefs.

In order to ascertain the effectiveness of the LEAD curriculum, it is important to evaluate whether or not the strategies employed are making contributions to student learning. There is an important caveat regarding these data. Mid-year survey items measured change in student attitude and beliefs, while the assessment conducted in the beginning of the year served as a baseline assessment for understanding the level of diversity awareness students had. At this point it is too early in the year to make direct comparisons between the baseline and current stage of student learning. The gravity of self-reported improvement can be helpful in assessing overall educational impact if not the influence of specific strategies.

Assessment of learning

Self-Awareness

Self-awareness is an important strategy of the LEAD curriculum and all University of Delaware Residence Life curricular initiatives for first-year areas.

- 67% of Russell students said they think it is important to educate themselves on diversity issues in the baseline survey;
- 98% of Russell freshmen felt it was important to be informed about news and global current events at the beginning of the year according to baseline survey data.
- The mid-year survey indicated that since living in the Russell 70% of students felt it was even more important.
- Though Russell students rated self-education regarding diversity issues as important, they later reported they felt it more important since residing in the complex.

Furthermore, at the beginning of the year, 46% of Russell residents reported that their racial and cultural awareness was somewhat or very weak.

- Approximately half of all Russell freshmen felt that understanding of others was an area for improvement. Mid-year assessment revealed that 70% of Russell residents had made an effort to educate themselves on a social group different from their own since living in the complex.
- These data indicate that residents who had some self-identified weakness with regards to racial or cultural awareness felt they had made some gains in this area.

Taking Action

- 71% of Russell Complex residents reported at the beginning of the year that it is important to speak up against social injustice.
- In the mid-year assessment, 70% reported they feel even more concerned about acts of injustice in their community or elsewhere.
- Even more importantly, 80% of Russell freshmen said they feel sadness and/or anger about injustices that minority groups face in the mid-year assessment. This indicates that Russell residents are not only developing an interest in confronting global issues, but also a sense of empathy for the injustices that others face.
- Also, in the baseline survey 88% of Russell students agreed that their personal decisions can make the world a better place, and from the mid-year assessment 63% of residents reported that they are even more aware of the impact they can have on the global community since living in Russell.

Survey data indicate that residents of the Russell Complex are taking more ownership for their actions and the potential global ramifications of these actions.

In focus groups conducted at the beginning of the year, where students identified why they feel people are uncomfortable confronting their peers when using derogatory terms, a few themes emerged:

Theme 1: Students felt that people fail to confront because of the fear of turning attention to self.

“You don’t want to be the black sheep in the room when everyone laughs at the joke.”

Theme 2: Interviewed students felt that there is a prevalence of peer pressure and desire to “fit in” which makes students less likely to confront.

“Peers have the most impact - don’t want to offend others.”

Theme 3: Interviewed students believed that some of the terms are not seen as “bad” in their social groups and the society.

“People hear it so much that the shock value of the derogatory comments is gone.”

Students established that lack of action prolongs the issue of injustice in the American society. This indicates to some degree that students understand how their inaction contributes to injustice. Is it peer pressure that keeps them from taking action? Do they fully understand the consequences of injustice in the society for others and themselves when they claim inaction creates injustice? Few points we may consider from this is how do we bring our students closer to understanding their role in the society and their impact on every person around them?

Specific Social Identities

Focus groups conducted at the beginning of the year uncovered a number of issues that can provide insight into how the Russell learning goals are designed, what strategies should be implemented and how the lesson plans should be delivered. First and foremost, the results give us insight into what may impact our students as they define themselves and others around them. Specifically, it appears that family and religion impact how our students view people of different sexual identities.

- 55% of Russell residents said they were comfortable with issues of religion in the baseline.
- 67% of students reported in the mid-year assessment that they are more open to issues of religion.

The data on religion, sexual identity, and ability point to an increase in willingness of Russell residents to learn more about these social identities, even though they may not have had initial comfort in these areas.

Questions on race and gender presented some mixed data.

- 70% of Russell residents said they were more open to issues of race than before the beginning of the year.
- With regard to gender issues, 85% of Russell residents reported comfort around those of different genders, but only 67% of students said they felt more open to gender issues.

The data indicate that students believe some learning has taken place, but a strong majority of respondents already felt that they were open to these issues.

This data guides curricular development in the Russell Complex. Overall, students seem to feel that they are already quite open to some dimensions of diversity before moving in, according to baseline survey data and focus group reports. However, mid-year survey data demonstrate that, despite this initial self-assessment, students still feel they experience learning while living in the Russell Complex. This information presents two important issues for consideration. First, student attitudes seem to indicate that they are already open to issues of diversity; however, the majority of students still report some change in these areas. It is integral to investigate how this change manifests itself regarding the LEAD curriculum and how it operates given these students’ self-reported levels of openness. Secondly, specific assessment regarding particular interventions is important to determine whether this learning is a result of the LEAD curricular interventions, natural maturation, or other variables, such as Resident Assistant delivery.

Assessment of Strategies

One-on-Ones

One-on-ones are individual meetings between the Resident Assistant and their resident to discuss specific, diversity-related issues pertinent to the student's development. Overall, residents indicated that the individual conversations that took place in the one-on-one interaction with their Resident Assistants prompted an exploration of diversity issues.

- In the mid-year assessment survey, 63% of residents said that they were challenged to explore areas of diversity in their one-on-ones, 67% said that their Resident Assistant was able to engage them in conversations that caused a questioning of views and beliefs, and 70% said their Resident Assistant posed challenging questions regarding topics of privilege and oppression.

Focus groups held over winter session sought to give qualitative data to assess the effectiveness of LEAD curricular strategies. Students identified that the objectives of one-on-ones were:

- To learn about the Resident Assistant, and allow the RA to learn about them.
- To prompt self-reflection.
- To promote open-mindedness and taking action.
- To remove barriers and be inclusive of other social identities.

Students mentioned that one-on-ones were helpful in establishing a relationship with the Resident Assistant. One student said, "The second one-on-one... made me able to share more about myself than I ever thought I would." Another mentioned, "The one-on-one gave me a chance to see myself differently." Also, dialogues were started based off of the one-on-ones that allowed residents to learn more and engage others in diversity issues. In general, students said they appreciated the contact and reflection one-on-ones in the LEAD curriculum facilitated.

In interviews with Resident Assistants, Russell staff indicates that one-on-ones are frequently a valuable learning experience for residents and themselves. Even students who are resistant to the curriculum goals of LEAD find their views challenged by staff members. When asked to discuss their "worst" one-on-ones from the beginning of the year, several Resident Assistants talked about how the conversation provided them with greater insight into the resident's areas of discomfort.

The one-on-ones are a crucial component of the LEAD curriculum, as they allow intentional interaction with each individual student that centers around the student's most needed areas for growth. Additionally, they are a mechanism that allows the Resident Assistant to form a close, individualized, personal relationship within the first month of the resident's freshman year, strengthening further curriculum delivery. Staff and residents alike, through interviews and survey results, indicate that the one-on-ones provide a valuable learning experience centered around diversity topics.

Floor Meeting Sequence

Similar to the one-on-ones, residents also reported that activities that were a part of the floor meeting sequence prompted an investigation of diversity issues.

- According to the mid-year assessment, 68% of Russell residents said that a floor meeting activity helped them to gain an understanding that minority groups in American society are

oppressed, and 69% reported that floor meeting activities helped them to gain an understanding of stereotypes they have of others.

- Also, 61% of residents reported that they felt the floor meetings as well as one-on-ones provided a valuable learning experience.

Residents reported in a winter session focus group that they viewed the floor meeting activities as revolving around the two issues of privilege and oppression. One student said one activity in particular “made me realize for the first time that I was oppressed since coming to the United States twelve years ago.” Other students mentioned that floor meetings “gave me more courage to stand up for what is wrong” and “made me feel more empowered to take action if I witness oppression.” Students said the activities made them more accepting and more aware of the impact of oppression, and they felt that they had more knowledge about oppression. Students also said they left floor meeting activities with a greater knowledge of how they perceive others and how they are perceived based on superficial characteristics. However, students also reported that though activities provided them with knowledge, they did not feel they developed empathy.

In these focus groups, students were then asked if it is important to learn about the issues discussed in floor meetings. Students responded that:

- “It’s good to learn about social justice because it is the first time you are away from home and out of your parents’ influence.”
- “You are at school to get ready for the working world and it is good to have that edge and to learn about why people interact the way they do.”
- “It’s good; employers are looking for people who are able to work in the global environment.”
- “I liked the first floor meeting – what can each person bring to the floor.”

This data indicates that students interviewed voiced an appreciation for the learning that took place in the one-on-ones and floor meeting activities, but there is room for improvement.

- Resident assistants report that students are sometimes apathetic about the activities; however, once conversation and discussion begin about the floor meeting activity, students are able to make connections to their own lives about issues of privilege and oppression.

There are some improvements that could be made to floor meeting activities. Many students felt the activities were too broad and sweeping, often overlooking some more subtle forms of oppression.

Assessment of Delivery

Delivery as well as content can affect student learning around curricular goals. Russell resident assessment data seems to indicate that Resident Assistants are competent and able to deliver LEAD’s goals. To ensure that staff delivery was taken into consideration, several questions on the mid-year assessment centered specifically on the resident’s view of the Resident Assistant as a competent educator and facilitator.

As was previously indicated, 63% of residents said that they were challenged to explore areas of diversity in their one-on-ones, 67% said that their Resident Assistant was able to engage them in

conversations that caused a questioning of views and beliefs, and 70% said their Resident Assistant posed challenging questions regarding topics of privilege and oppression. Additionally, when asked if they felt their staff member was invested in their understanding of issues of diversity, 85% responded in the affirmative. On individual lesson plan evaluations, 90% of Russell students who participated rated the performance of the staff member above a four on a five-point Likert scale where five represent exceptional delivery.

Though a resounding 85% of students viewed their Resident Assistants as invested in curricular delivery, self-reported measures of student learning around diversity issues, according to mid-year survey data, hovers around the 60-70% range. Ideally, the same students who indicate that they view their staff members as invested should also report that they have learned something about or been challenged on diversity topics. Resident Assistants are viewed as capable, competent deliverers of curricular aims by those they are attempting to educate.

Directions for New Strategies

Though the LEAD curriculum has enjoyed many successes in the past year in promoting student learning around issues of diversity, privilege, and oppression, there are seven major considerations as the LEAD curriculum is improved for more effective delivery. These seven considerations are the focus of the 2007-2008 curriculum design process.

1. *Emphasizing issues of sexual identity and ability.* Baseline survey data, focus groups, and mid-year survey data indicated that Russell residents had the most discomfort with persons with disabilities and those who claim minority sexual identities. Lesson plans, one-on-ones, and floor meeting sequence activities should be reviewed to ensure that they sufficiently address these issues that will more likely take residents to their “learning edge.”

2. *Developing assessment tools and clarifying assessment strategies.* Some educational components of the LEAD curriculum, such as the floor meeting sequence activities, do not have assessment tools created by the Russell staff to review their specific effectiveness in delivering curricular aims. Some existing tools, such as the mid-year and baseline surveys, have questions that are not linked to provide a longitudinal view of student growth, while other existing tools, such as lesson plan evaluations, are under-utilized. To provide a more comprehensive view of LEAD’s educational delivery, current assessment tools need to be revamped and new tools based on this mid-year report to fill in evaluation “gaps.”

3. *Addressing students’ cognitive dissonance.* Survey data seems to indicate that in general, Russell residents view themselves as good, accepting people, and deflect blame for oppression on society as a whole. However, when asked about their acceptance of specific groups, residents are quicker to acknowledge their prejudices. For instance, in the baseline survey, 91% of Russell residents reported their appreciation of others with different beliefs as a strength of theirs. When asked if it was important to promote religious understanding, though, 7.1% said it was not important, and 37% rated it as only somewhat important. Only 15% of Russell residents stated they were not comfortable with those from different races, but 23.8% responded they would not consider dating someone who was Middle Eastern, and 25.6% stated they would not consider dating someone who was African American / Black. There appears to be a sort of “cognitive dissonance” amongst Russell residents, indicative of an “it’s not me, it’s them” mindset. LEAD initiatives should be reviewed to ensure that students are prompted to take ownership of their privilege and oppression, as well as claim their place as a responsible citizen in the greater society.

4. *Promoting students taking action.* In the baseline survey of Russell residents, 80% of Russell residents said it is important or essential for them as a citizen to stand up against hate

crimes in their community. However, 38% of students report it is unlikely or very unlikely for them to confront others on usage of derogatory comments, and 37% of students report it is unlikely or very unlikely for them to take action on having offensive graffiti removed. Most of the LEAD educational strategies focus on self-awareness, which leaves some students asking, “What do we do now?” If Russell students arrive at the complex with an unwillingness to take action, LEAD initiatives should be crafted to encourage students to stand up for issues of social justice and empower them to make a difference – even if it is not the popular thing to do. In the same vein, if some residents arrive with a willingness to take action, other tools should be developed or evaluated to provide those residents with the ability to make a difference and positively influence their peers.

5. *Developing strategies to foster student empathy toward oppressed social groups.*

Winter session focus group participants mentioned that, while many LEAD activities provided them with *knowledge* about privilege and oppression, they did not feel as though they left the activities having developed more empathy toward those social groups. Empathy will be instrumental in changing student beliefs, not just behaviors. LEAD curricular initiatives should be investigated for increased opportunities to hear the voices and stories of oppressed groups to foster empathy toward those who are targets in American society.

6. *Providing opportunities for shared learning about each others’ differences.* Students also voiced a desire to investigate personal levels of diversity beyond “blanket” social identities and visible characteristics. Russell students appear to have a genuine desire to connect with others and share their stories with each other. Integrating more shared, collaborative learning opportunities into the LEAD curriculum could enhance delivery and allow students to develop a more comprehensive understanding of diversity and how it applies to them.

7. *Tying in issues of sustainability.* Social justice is an important pillar of the overarching concepts of citizenship and sustainability. The LEAD curriculum, serving a freshman area, serves as a building block for further curricular initiatives from other complexes. Russell needs to take care to ensure that LEAD is addressing issues such as sustainability that students will encounter as they continue in their development. Collaboration with other complexes to ensure that curriculum are building upon one another sequentially to provide the same overarching end educational goals will also be essential.

Based on the information gathered from national data on freshman populations developmental and educational needs, University of Delaware General Education requirements, the Department of Residence Life’s educational priority and learning outcomes, the demographics of Russell freshmen, and the results of the Russell 2006-2007 assessment, the following 2007-2008 learning outcomes and goals were designed:

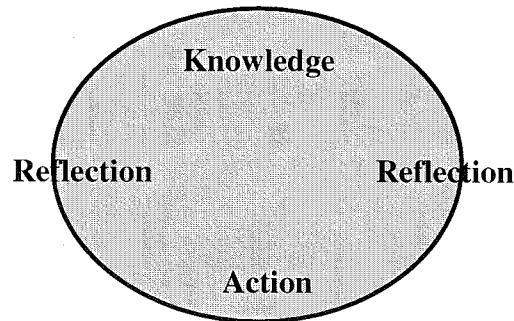
VII. 2007-2008 Russell Curriculum Learning Outcomes and Goals

1. Understand how your social identities affect how you view others.
 - A. Each student will articulate their social identities which are salient in their day-to-day life.
 - B. Each student will be able to demonstrate and articulate how their social identities influence their views of others.
 - i. Students will identify their own prejudices against other social groups.
2. Understand how differences in equity impact our society
 - A. Each student will identify a number of forms of oppression that are linked with social identity groups.
3. Understand your congruence with citizenship values: Human suffering matters
 - A. Each student will acknowledge that human suffering exists.
 - B. Each student will be able to identify one instance of a human suffering crisis on a local, national or global level.
 - C. Each student will explore their personal connection to a human suffering crisis
4. Understand how others influence you.
 - A. Students will identify sources of influences on their personal belief system.
5. Understand the impact of your decisions.
 - A. Each student will understand their decision making process
 - B. Each student will reflect upon the consequences of decisions for themselves and others
6. Understand the power of an individual in a community.
 - A. Each student will identify their individual contributions to groups to which they claim membership.
 - B. Each student will contribute to the creation and actualization of community expectations
7. Understand the knowledge necessary for the development of a sustainable society
 - A. Each student will be able to define sustainability

While the main goal is to educate students toward achieving these competencies by the end of the first year, another focus is to prepare them to demonstrate competencies beyond their freshman year, as they continue another year living on campus. In summary, the Russell curriculum will serve to help freshmen achieve the articulated competencies in order to accomplish the Office of Residence Life's overall educational priority of citizenship.

VIII. Sequence of learning

The learning goals for the Russell Complex build upon each other to achieve the learning outcomes for first year students. This is done through the sequencing of delivery strategies. There are two floor meeting tracks that supplement each other. The first track represents issues of social justice and the second track represents activism and responsibility. Twice a semester, the tracks converge to provide opportunities for reflection for students. Each pair of floor meetings provides a foundation on which the next two are laid.



Students will be introduced to the curricular approach at the first building meeting of the year. The Hall Director and RA staff will educate students on the curriculum of their specific area and introduce a brief overview of the learning sequence that will be required of every first year student. Each student will be given a syllabus outlining the learning goals and strategies employed throughout the year.

The sequence starts in mid September with a floor meeting, which introduces students to social justice with a lesson plan on stereotypes. From this activity, students will understand their social identities that are salient to their day-to-day life. Students will also be able to express and understanding of how their social identities influence their views of others. The second step is a floor meeting in late September which builds on the goals of the first meeting. In an exercise based on understanding things from another perspective, and a community agreement, students will understand how others influence them. This sequence is capped with a one on one between the RA and student in which the student will reflect on his/her stereotypes and the reasons or experiences behind them.

The sequence will build on what the student has learned in the first month. It will begin with a floor meeting in mid October in which students will learn about the different forms of oppression that are linked with social identity groups. In late October, students will take action by advocating for a social group that is oppressed. This will allow students to learn how to contribute to the creation and actualization of community expectations, thus they will begin to understand the power of an individual in a community. This sequence is capped with the second one on one between the RA and the student in which the student will recognize his/her negative stereotypes and learn how to challenge them.

The third month's floor meetings continue to build on students' learning by discussing controversial issues in the world and asking students to take a stand and defend their perspective. Through this mid November floor meeting students will understand how differences in equity impact our society. In late November, students will take action on national/global issue. By promoting awareness on this issue and showing others what can be done to fight the issue, students

will understand that human suffering matters and they will understand the impact of their decisions. There will not be a one on one in this sequence.

The second semester offers an additional three floor meetings that continue the sequence, building on the competencies presented in the first semester.

The fourth initiative begins in mid February with a floor meeting which, once again, emphasizes to students that human suffering matter. Students will engage in a simulation in which they will assume the roles of different classes in society. Through this simulation, students will learn about the discrimination that these classes of individuals experience. The second floor meeting in late February gives students an opportunity to see the effects of human suffering and classism on a global scale. They are then given an opportunity to make an impact. Through this activity, students will be able to critically examine their individual contributions to the groups to which they claim membership and they will learn how to contribute to the creation and actualization of community expectations. At this point in the sequence, students will begin to understand the knowledge necessary for the development of a sustainable society. This fourth sequence caps with a one on one in which students will challenge one of his/her negative stereotypes by performing a cultural plunge. A cultural plunge is an experience that forces the student to leave his/her comfort zone and surround him/herself with people of which s/he has never interacted with on a personal level before.

The fifth month begins with a floor meeting in mid March in which the students will examine a critical global issue relating to sustainability. Students will be able to critically examine their individual contributions to the groups to which they claim membership. In the second floor meeting in late March, students will take action by advocating for a sustainable world. Students will learn how to contribute to the creation and actualization of community expectations and be able to define sustainability. In the last one on one, the RA will allow the student to reflect on the cultural plunge experience. The student will reflect on how s/he felt before, during, and after the experience, and how the experience has changed his/her perspective on that particular group. This is an opportunity for student growth in the area of self-awareness and diversity awareness.

The sequence of the delivery to first year students results in a culmination of all first year competencies. In the mid April floor meeting, students are provided information on how their perspectives changed over the course of the year. Assessment data will be presented and related back to the students. In the late April floor meeting students will reflect on how they made a difference as individuals, and how they made a difference as a group. This is the final link in educating students on how they are responsible for issues that occur in the world and showing them how they have the ability to make an impact in the world. At this point, students will have achieved every learning outcome for first year students.

The following pages contain three graphs and three tables that illustrate our main sequence of learning and delivery strategies. The graphs visualize the entire sequence of learning. The first table demonstrates the knowledge sequence of learning. The second table demonstrates the action sequence of learning. The third table demonstrates the one on one guided reflection sequence of learning

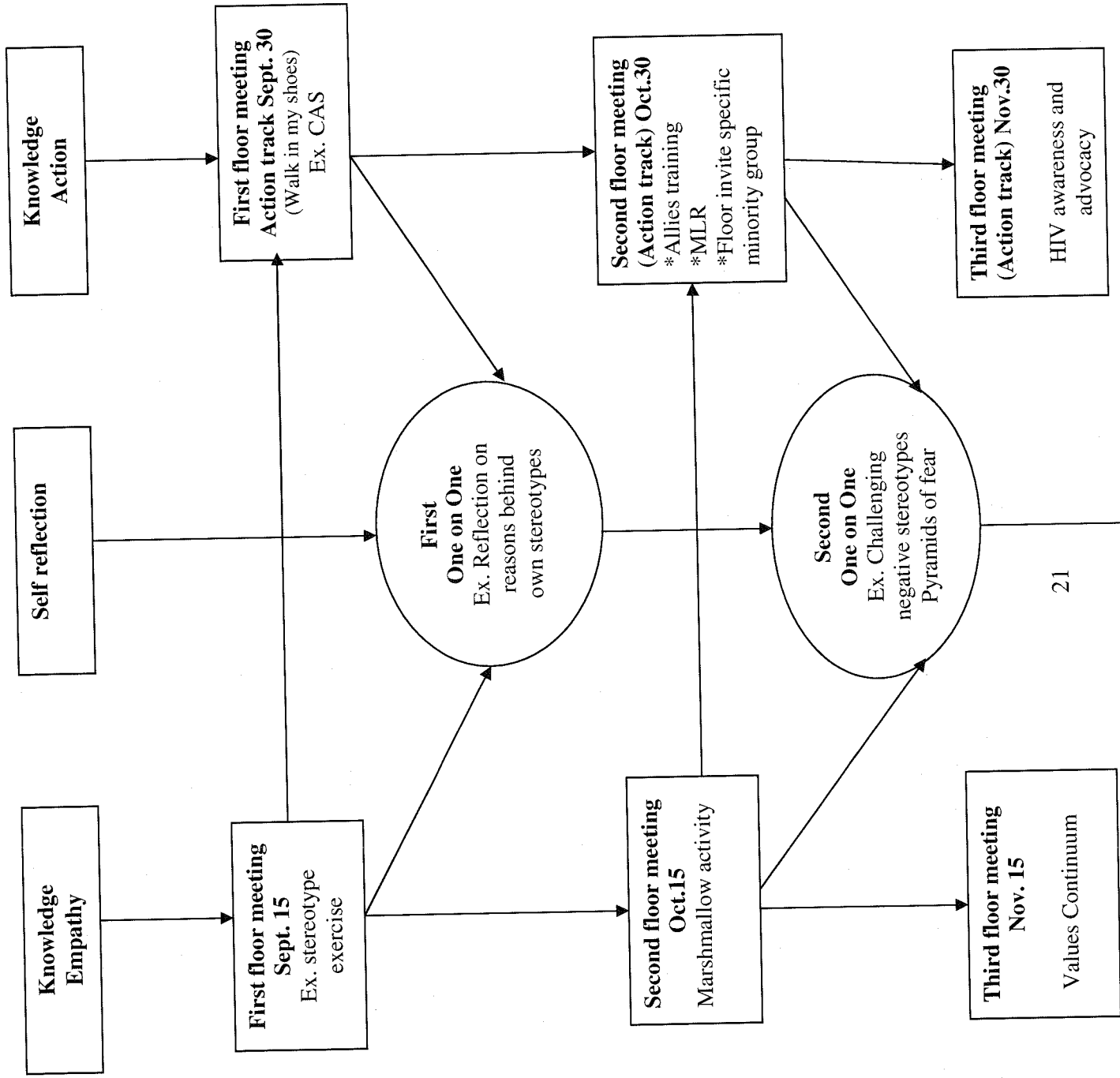
Russell Sequence of Educational Delivery

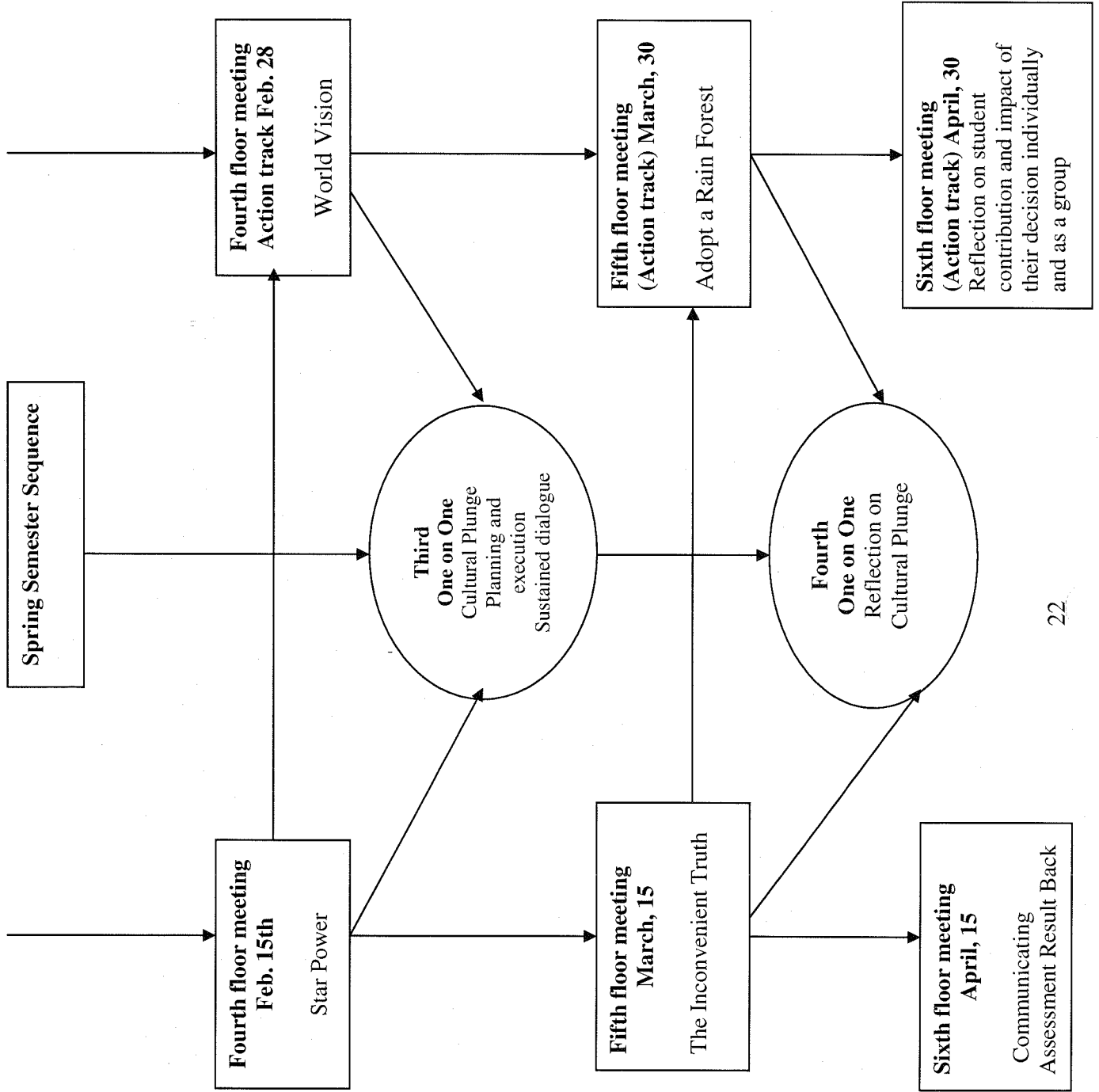
1. Understand how your social identities affect how you view others.
A. Each student will understand their social identities which are salient in their day-to-day life.
B. Each student will be able to express an understanding of how their social identities influence their views of others.
2. Understand how differences in equity impact our society.
A. Students will learn about the forms of oppression that are linked with social identity groups.
3. Understand your congruence with citizenship values:
A. Human suffering matters.

Social justice track

4. Understand how others influence you.
5. Understand the power of an individual in a community.
A. Know how to critically examine your individual contributions to groups to which you claim membership.
B. Learn how to contribute to the creation and actualization of community expectations.
6. Understand the impact of your decisions.
7. Understand the knowledge necessary for the development of a sustainable society.
A. Each student will be able to define sustainability.

Action, Influences and Community Responsibility Track





Floor meeting (Knowledge track)

<p>Timing of Floor Meetings</p>	<p>1st Floor Meeting (September, 15)</p>	<p>2nd Floor Meeting (October, 15)</p>	<p>3rd Floor Meeting (November, 15)</p>	<p>4th Floor Meeting (February, 15)</p>	<p>5th Floor Meeting (March, 15)</p>	<p>6th Floor Meeting (April, 15)</p>
<p>Objectives</p>	<p>-Students will learn about the concept of stereotypes -Students will understand they have stereotypes and they will begin questioning which stereotypes they have -Students will understand why it is important for them as citizens to be aware of their own stereotypes</p>	<p>-To demonstrate how a society that is often based on stereotypes can oppress some people/groups -To demonstrate how lives of others are affected by society oppression -To demonstrate how stereotypes affect the self-perception and the behavior of the person who is stereotyped -To provide students with the opportunity to become more aware of how they treat other people due to stereotypes they have</p>	<p>-To identify their own values by articulating their opinions about several "controversial" topics. -To self-reflect on the experiences in their lives that helped to substantiate these values and beliefs. -To realize the importance of citizenship through respecting the values of others and being okay with challenging others' beliefs.</p>	<p>- Students will see and feel the effect of disempowerment -Students will understand the effect that systems can have on power -Students will personally experience and discuss the excitement of power and the despair of powerlessness. -Students will define differences and how these differences impact themselves and others. --Students will understand that marginalization is present in society and that as members of society everyone, to some degree, partakes in it</p>	<p>- student will learn that their action as individual and as a community has a global impact - student will recognize the effect of their behavior on the environment - Student will learn that systems are interrelated</p>	<p>-Student will reflect on their learning throughout the year</p>
<p>Activities</p>	<p>Stereotype Exercise - speed game</p>	<p>"Visualizing Oppression" - Exercise "Walk in my shoes" -</p>	<p>Valued Continuum</p>	<p>Star Power</p>	<p>The Inconvenient Truth</p>	<p>Communicating Assessment Result Back to Students</p>
<p>Facilitator/s</p>	<p>RA/HD</p>	<p>RA/HD</p>	<p>RA/HD</p>	<p>RA/HD</p>	<p>RA/HD</p>	<p>RA/HD</p>

Follow up Floor meeting (action track)

Timing of Floor Meetings	1 st Floor Meeting (September, 30)	2 nd Floor Meeting (October, 30)	3 rd Floor Meeting (November, 30)	4 th Floor Meeting (February, 30)	5 th Floor Meeting (March, 30)	6 th Floor Meeting (April, 30)
Objectives	<ul style="list-style-type: none"> -Students will become familiarized with stereotypes that exist today. -Students will learn that stereotypes can hurt other people. -Students will learn that stereotypes can build a barrier. -Students will learn to keep an open mind. -Students will be asked to make it a goal to confront racial, sexist jokes as away to learn how to be advocates for other minority groups. 	<ul style="list-style-type: none"> -Students will acquire knowledge on the issues and needs facing the LGBT community -students will experience the coming out process, acknowledging the difficulties therein. -Student will learn how to act as an ally in different social setting. 	<ul style="list-style-type: none"> -Students will learn about the causes of HIV - Students will learn about the affect the spread of HIV has on the African continent - Students will have the opportunity to help people suffering from hunger problems in Africa. -Students will have the opportunity to work together to make a positive difference in the community 	<ul style="list-style-type: none"> -Students will learn about The hunger problem in the third world countries. - Students will have the opportunity to help people suffering from hunger problems in Africa. -Students will have the opportunity to work together to make a positive difference in the community 	<ul style="list-style-type: none"> Students will learn about the problem of tropical deforestation and the important of the rainforest to the human existence. -Students will find ways to help stop the destruction of the rainforest 	<ul style="list-style-type: none"> -Student will reflect on their contribution as a community to the society in a national and global level - Student will reflect on the impact of their contribution on the society
Activities	(Walk in my shoes) Ex. CAS	*Allies training *Floor invite specific minority group	HIV testing and advocacy (Africa problem)	World Vision	Adopt a Rain Forest	Reflection on student contribution and impact of their decision individually and as a group
Facilitator/s	RA/HD	RA/HD	RA/HD	RA/HD	RA/HD	RA/HD

Timing of One-On-Ones	1 st One-on-One 9/15 – 10/15	2 nd One-on-One 10/30 – 12/1	3 rd One-on-One 12/1 – 3/31	Debrief – April 4/15-5/15
Objectives	<ul style="list-style-type: none"> -Self-reflect on personal social identities -Reflect on issues of oppression of self and others -Foster conversation toward developing empathy toward diversity issues 	<ul style="list-style-type: none"> -Reflect on experiences with people of different social identities -Reflect on level of comfort with different social identities -Begin creating intentional educational experience in regard to different social identities (cultural plunge) 	<ul style="list-style-type: none"> -Develop an action plan for learning about social identity they are least comfortable with -Participate in the intentional learning experience (cultural plunge) – outside the one-on-one 	<ul style="list-style-type: none"> -Reflect on how their experience can contribute to building and maintenance of inclusive communities -Reflect on their preconceived notions about social identities
Activity	Who Am I? – questionnaire (see appendices)	Pyramids of Fear – guide for a reflective conversation	Guided conversation and cultural plunge ideas sheet	Guided discussion – sharing experiences in the floor meeting
Facilitator/s	RA	RA	RA	RA/HD

Other Diversity Education Delivery Strategies

Other delivery strategies are also incorporated into the learning sequence throughout the year.

- During Move-in Days
 - Residents are taken to the Delaworld Diversity Training by their RA.
 - At each Building Meeting, hall directors will speak on the high value UD places on respecting individuality and differences. Students will be informed of the consequences of violating this standard, understanding that hate is not accepted in our community, only acceptance.
- The Multicultural Leadership retreat is planned in congruence with the second sequence where issues of oppression are addressed.
- Unity projects are to be planned in such a fashion that they coincide with the sequence as well. For example, the Delaware Open will be planned at the start of the first semester when students are introduced to different cultural groups and reflect on stereotypes.
- Sustained dialog is a crucial element of each student's cultural plunge learning experience.
- The complex community council will have a chair person who is responsible for aligning the goals of the council to those of the curriculum. Complex community council representatives will collaborate with the RA staff to integrate the curriculum into the activities of the council.
- National Coming Out Day (October 11th) is aligned with the floor meetings sequence where oppressed groups are discussed and action is taken to advocate for those groups.
- Awareness initiatives (National Collegiate Alcohol Awareness Week, Sexual Assault Awareness Month) and mile marker cultural celebrations (Hispanic Heritage Month, National Coming Out Day, Black History Month) will be executed with the collaboration of residence hall leaders such as Resident Assistants, Russell Fellows, and Complex Community Council representatives.

Staff:

- RAs are trained on how to set high standards and expectations from the first day about in order to create communities that are accepting of individuality.
- The staff models respect to other people's beliefs and ideas.
- RAs uses educational approach on the words spoken and written on the floor, turning these situations into educational opportunities to have residents consider what they are really saying or writing.
- Hall Directors will hold intervention meetings and respond immediately to any act that may be taken as hateful. Student will better understand their role within our community and how their behavior affects the community.

The Russell RAs are responsible for the following emerging issues as well:

- 1- Quick response incidents
- 2- Intervention 1:1 meetings
- 3- Establishing Floor Traditions
- 4- Incident Follow up 1:1 meetings
- 5- Emergency Floor Meetings
- 6- Any emerging issues around campus throughout the year.

Community Council Connection

The Russell Complex Community Council (RCC) provides us with a very important avenue with which to deliver our learning goals to students. It also provides opportunities for student leaders to explore team dynamics and project development. The objectives of the RCC are:

- To support the LEAD curriculum through planning and executing programs around diversity and issues of social justice on a monthly bases
- To correspond and communicate with other complexes.
- To develop character and leadership within community members.
- To develop a Russell “family” oriented community.
- To develop at least three programs for the community each semester. The goal of these programs is to teach students about issues of privilege and oppression that exist in our society.
- To help the community participate in community service projects.

All residents living in the Russell Complex are members of the RCC. The residents who attend RCC meetings are considered the voice of Russell Complex and have voting privileges. These voting privileges include making decisions about activities, allocations of funds, and community issues.

Elections for positions occur during the first three weeks of the fall semester. Through weekly advising meetings and facilitation of RCC meetings, Russell residents actively engage by contributing, exchanging, and creating ideas that benefit the community. At the beginning of each year RCC members are asked to revise and re-ratify the constitution.

There are several leadership opportunities with which residents may get involved. These are: President, Treasurer, Secretary, Public Relations, RSA Executive Officer (represent Russell in all RSA meeting and coordinate all communications with RSA), one Vice president from each Russell residence hall, one floor Representative from each floor, and 10 RSA Representatives.

IX. Staff Training and Development:

A. RA Training

A majority of the educational experiences being facilitated by staff members will be new and thus never experienced by the RAs. A major element in Fall and on-going training will be providing staff members with the educational experience that we want them to engage in with their residents. Training and supervision efforts will focus on providing these experiential learning opportunities one month prior to the residential initiatives. Special attention will be placed on conducting RA-resident one-on-one's, facilitating problem based learning (PBL) community agreements, and facilitating two monthly floor meetings. Pre-opening training, weekly staff meetings, monthly complex meetings, a staff retreat, and HD/RA one-on-ones will be pre-planned in order to both examine current efforts and to prepare for each upcoming month. A basic sketch of training follows:

May	<ul style="list-style-type: none"> ▪ The New Complex meeting: Introduce new staff to the Russell Curriculum ▪ RA mentor training and development of lesson plans
August	<ul style="list-style-type: none"> • General department topics and building administration ▪ Group facilitation and presentation skills ▪ Sustainability training ▪ Emphasis on body language and listening skills, goal setting strategies ▪ Simulation of first floor meeting (Knowledge track) ▪ Simulation of first floor meeting (Action track) ▪ Simulation of community agreement ▪ Simulation of first Diversity one on one individual meeting with the students ▪ Training on facilitating cultural change ▪ Examination of personal privilege ▪ Assessment result examination/reflection from Spring semester ▪ Training on baseline survey distribution,
September	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: student community contribution ▪ CC/HD/RA Supervision Meeting Focus: Assess each RA/resident individual progress on 1st one-on-one ▪ Begin 1st series of reflective reports, Individual RA/HD Goal Setting ▪ Complex Meeting: final training on 1st Community Agreement and PBL approach
October	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: RCC Involvement ▪ CC/HD/RA Supervision Meeting Focus: Final results gathered from RA/resident one-on-ones with trend analysis ▪ Begin 2nd series of reflective reports ▪ Simulation of second floor meeting (Knowledge track) ▪ Simulation of second floor meeting (Action track) ▪ Complex Meeting: Self awareness and reflection

November	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: training on mid year survey distribution, ▪ CC/HD/RA Supervision Meeting Focus: Fall Progress Reports and reflection on individual growth in position ▪ EBI Survey Examination ▪ Begin 3rd series of reflective reports ▪ Simulation of third floor meeting (Knowledge track) ▪ Simulation of third floor meeting (Action track) ▪ Complex Meeting: Celebration of Staff Successes
January	<ul style="list-style-type: none"> ▪ HD Senior Staff Retreat—Beach House Get Away: Reflection of Fall Semester/Preview of Spring Semester. Finalizing Mid Year Report ▪ Building Staff Meeting Focus: Prepare for 3rd RA/resident one-to-one ▪ Complex Meeting/Staff Retreat—“Let’s Examine Diversity” ▪ CC/HD/RA Supervision Meeting Focus: RA/HD Goal setting and Individual Reflection of Individual Fall Strategies
February	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: self awareness and reflection ▪ CC/HD/RA Supervision Meeting Focus: examine each RA/resident one-on-one results and reflect on individual facilitation of one-on-ones. ▪ Simulation of fourth floor meeting (Knowledge track) ▪ Simulation of fourth floor meeting (Action track) ▪ Simulation on 3rd one on one meeting with students ▪ Complex Meeting: reflection on fall mid year survey result.
March	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: ▪ CC/HD/RA Supervision Meeting Focus: Appraisals and status reports on floor service projects, 1 on 1 Examination/Reflection ▪ Complex Meeting: share EBI result and analyses ▪ Simulation of fifth floor meeting (Knowledge track) ▪ Simulation of fifth floor meeting (Action track) ▪ Simulation on 4th one on one meeting with students
April	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: Reflection activity focused on learning experiences stemming from curriculum learning outcomes ▪ CC/HD/RA Supervision Meeting Focus: Individual goal setting for each returning RAs/HD Promotions/returning HDs; gather information from final RA/resident one-on-ones and complete trend analysis ▪ Begin final series of reflective reports ▪ Simulation of six floor meeting (Knowledge track) ▪ Simulation of six floor meeting (Action track) ▪ Complex Meeting: Emotional closure and assisting freshmen students with establishing sophomore year goals
May	<ul style="list-style-type: none"> ▪ Building Staff Meeting Focus: Celebration and Reflection- ▪ CC/HD/RA Supervision Meeting Focus: Reflection ▪ Complex Meeting: Celebration and Reflection

B. Hall Director Training

As we move away from an exposure-based approach, the role of educator must clearly be defined and embraced by our staff members. Educating others is a complex process, especially in terms of self-awareness and diversity. Fall Training is going to be essential in setting the tone and expectations for the year.

The Complex Coordinator (CC) and Hall Directors (HD) will guide the RAs through a journey of self exploration, diversity, leadership, and citizenship, so in turn they can be effective in carrying out similar learning strategies with their students. Many initiatives will take place during Fall and on-going training that will emphasize our curriculum and support, motivate and lead our staff. Below is a list of different initiatives that are set throughout the year for further staff development:

- HD Collateral Assignments:
 1. Morale/Recognition
 2. Staff/Student Development
 3. Webmaster/Newsletter
 4. Assessment Coordinator
 5. Advisor to RCC
- Fall Training Initiatives—The Complex Coordinator will train the Hall Directors and in turn the Hall Directors and CC will train Resident Assistants. This training will include: general department topics, building administration, group facilitation and presentation skills, social justice awareness training, curriculum approaches and lesson plan writing.
- Monthly Complex Meetings—Hall Directors and the Complex Coordinator will be responsible for this three tier system: A) Staff Development on social identity theme through case studies; B) Recognition; C) Updates.
- Weekly Staff Meetings—Hall Directors will explore the RA's role as educator and will focus on group dynamics and monthly curriculum themes.
- One on Ones—Hall Directors will engage RAs in an individual based reflective process on social identities, the RA role and the community.
- LEAD Awards—every month staff members are recognized for their leadership, diversity work and good citizenship. The Hall Director for Recognition is responsible for this area.

X. Assessment Plan

As the curriculum design for the year has been changed as a result of research and assessment conducted in the last year, so the assessment design needs to reflect those changes as well. By learning from last year's assessment, this year's plans goal is to provide a framework for the assessment of our curriculum. Before we begin the design, however, we recognize the importance of assessment, and define through which lens the assessment and culture of assessment will be viewed in our curriculum.

A. Assessment definition

Assessment as it relates to learning

"Assessment is not an end in itself, but a vehicle for educational improvement" (Frye, 1999).

To learn, grow and improve would be quite difficult without assessment. Assessment is not an "information gathering tool," but really another educational strategy in our curriculum with the purpose to foster improvement, by using the information collected. Assessment is not just the measurement of learning; it is in itself an integral part of learning. Assessment is the first step in a continual learning cycle which includes measurement, feedback, reflection and change (AAHE, 1992).

Rationale for assessment

Why we should do assessment is quite simple. We claim that learning is what we do, in a way; it is our business, so learning is required at all the levels. Assessment provides the opportunity for reflection and learning to occur. Furthermore, as we are implementing the learning-based model, we are clearly emphasizing the importance of what our students know and what they can do. We are not primarily focused on what is presented in our curriculum (educational strategies), but that is also an important part.

Effective assessment

"Assessment is a fundamental part of any curriculum based on student learning outcomes." (Frye, 1999).

The following points are adapted from Frye, and modified to fit the residence life model:

1. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated and revealed in performance over time.

Learning entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom.

2. Assessment requires attention to outcomes, but also equally to the experience that lead to those outcomes.

To improve outcomes, we need to know the curricula, teaching, and student effort that lead to particular outcomes.

3. Assessment fosters wider improvement when representatives from across the educational community are involved.

Assessment is not a task for small groups of experts but a collaborative activity.

4. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.

The point of assessment is not to gather data and return results; it is process that starts with questions, then gathers and interprets data, and then it guides continuous improvement.

B. What should we be assessing? What are we interested in?

1. Student learning - our primary focus

What does student learning entail?

“Students learning transcends facts and concepts, and includes the values, attitudes, self-concepts, and world views students evolve in the interactive intellectual and social environment which colleges foster.” (Frye, 1999).

Frye’s characteristics of learning outcomes and measuring them:

- Encompass a wide range of student attributes and abilities, both cognitive and affective, which are a measure of how their college experiences have supported their development as individuals.
- Cognitive outcomes include demonstrable acquisition of specific knowledge and skills. What do students know that they didn’t know before, and what can they do that they couldn’t do before?
- Affective outcomes are also of considerable interest; how has their college experience impacted students’ values, goals, attitudes, self-concepts, world views, and behaviors? How has it developed their many potentials? How has it enhanced their value to themselves, their families, and their communities?

Self reported learning – What do students believe they learned about diversity issues?

- What do they believe they know about issues of oppression and privileges that exist in our society?
- What do they believe they learned about issues of oppression and privileges since moving to Russell?

Self reported attitude – How do students feel about issues of social justice?

- What is their attitude and/or values about specific social identities?
- What is their attitude and/or values about those specific social identity after the treatment? If the goal of the strategy was to change their attitude.

Demonstrated learning – What can students do/are doing as a result of learning about the injustice that exist in our society?

- Could be self-reported or actually measured

2. Effectiveness of strategies as it relates to student learning

Did students achieve the diversity related learning goals and outcomes as a result of our strategies?

- Did our strategies cause them to think differently and/or on a deeper level about issues of social justice?
- Did it change their attitude about the issue?
- How has it enhanced their understanding about the issue?

Did students achieve specified competencies as a result of overall sequence of strategies and the curriculum as a whole?

- Measured through Baseline – Mid year – End of the Year

3. Effectiveness of delivery of strategies

How satisfied are students with RAs investment in helping them understand the curriculum and be involved with their own learning process? (facilitation, ability to challenge, 1:1 conversations, etc)

- How effective are RAs in facilitating the activities/floor meetings/1:1s?
Measures of effectiveness: Posing reflective questions
 Initiating a discussion
 Following up with people's comments, etc
- How well do students respond to activities/floor meetings

C. Assessment methods

Various assessment tools will be utilized to assess the success of the Russell curriculum. We will utilize both qualitative and quantitative assessment tools during this process. The Complex Coordinator will be responsible for the overall coordination of the complex assessment effort, and interpret information. The RAs will collect information at the floor level through floor meetings and one on one interaction. Hall Directors will collect the individual floor information and provide compiled building results. HDs will provide information through weekly reports and one on one meeting with students and staff. Furthermore, some of these assessment tools will be implemented through the use of the Russell website.

Some examples of the assessment tools we will be utilizing are:

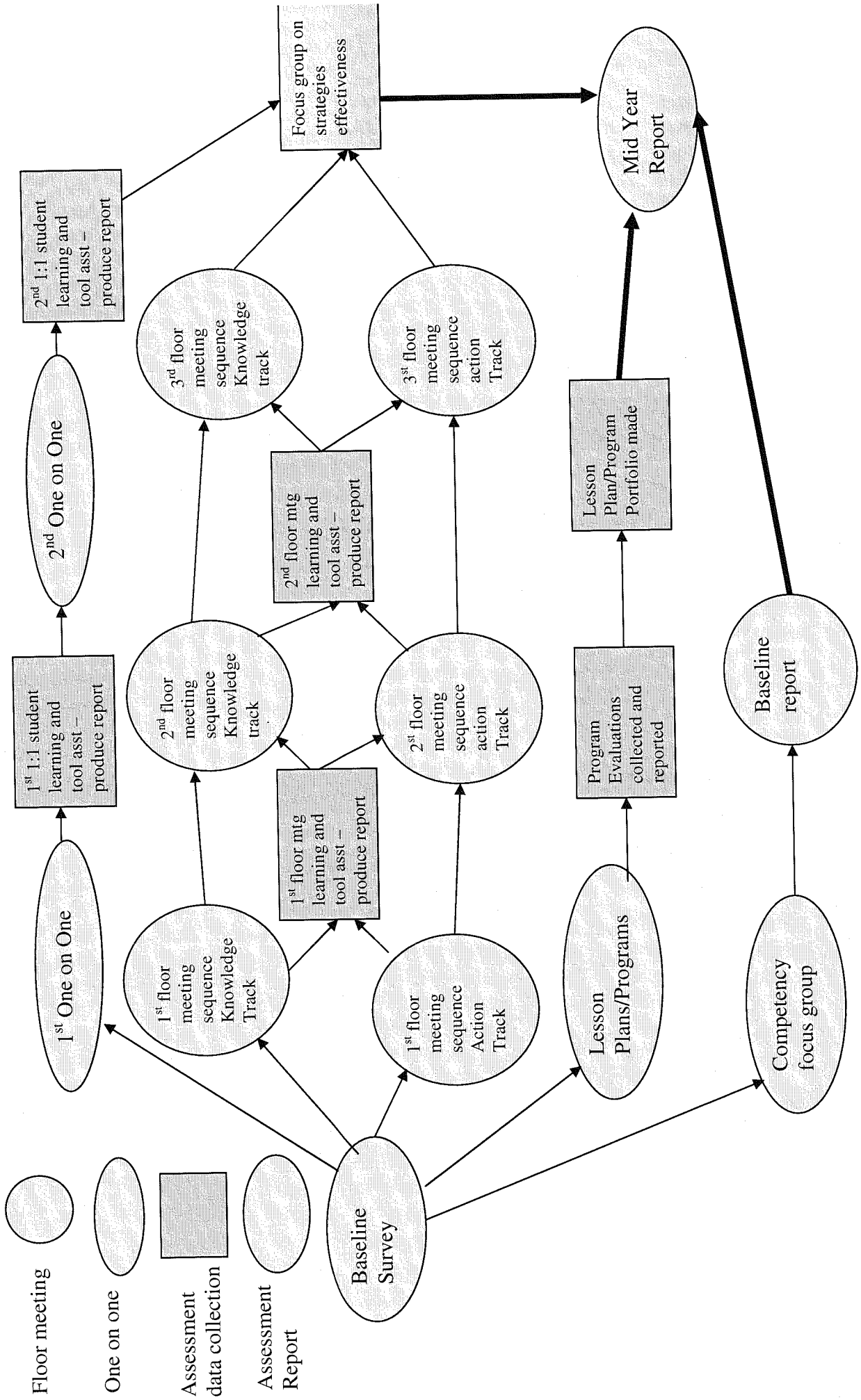
1. Baseline survey-August
 - Measure student base knowledge and attitude on social identities and social justice
2. Lesson plan evaluation – completed by students after the end of each program
 - Evaluate the success of the program or the activity in achieving the desired learning objective
3. Mid year survey - November
 - Measure changes in student attitude around different social identities.
4. Student one-on-ones – twice each semester.
 - RAs will meet with each student on their floor and include questions related to the learning outcomes.
5. RCC Leadership success survey questionnaire - April
 - Solicit information from RCC members about their leadership experience throughout the year as it relates to the learning outcomes.
6. RCC Leadership focus group – May
 - Solicit feedback about the framework of RCC and ways to improve the leadership experience for our newcomers.
7. Focus groups for specific sequence of learning, examples are:
 - * one on one *Floor meeting
8. RAs' and HDs' self appraisals- end of each semester
 - In order to identify progress in achieving our learning goals.
9. RAs' and HDs' Weekly reports - weekly
 - The goal behind these reports is to collect qualitative data about the progression of the implementation of the curriculum and the student response to it.
10. EBI Survey - Spring semester
 - The goal is to measure general satisfaction of the students.
11. End of the year Survey -end of the year

- The goal is to measure student progress in achieving the learning outcomes.
- Measure change of student behaviors around issues of social justice.

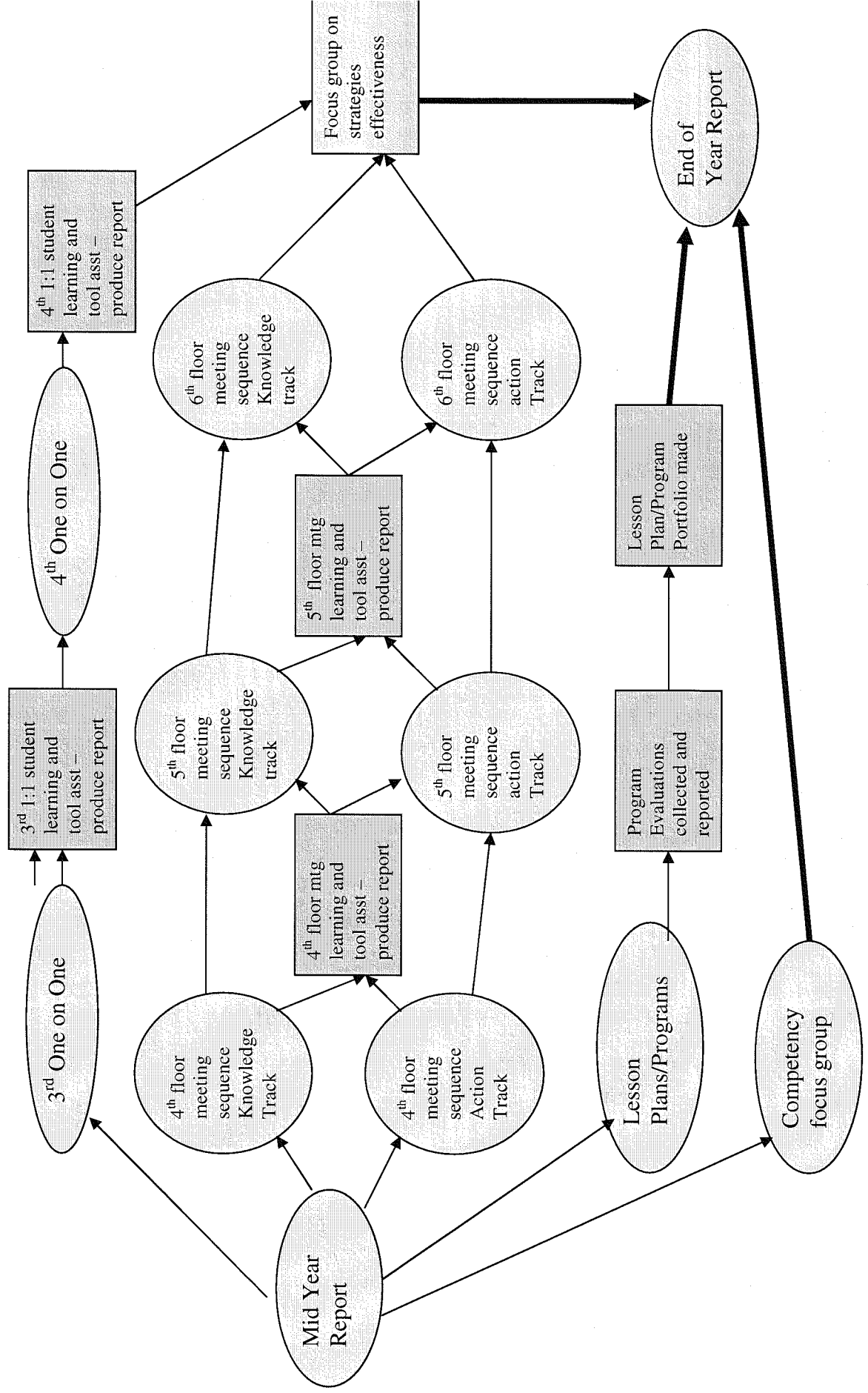
Russell Sequence of Assessment strategies by month:

August	<ul style="list-style-type: none"> ▪ Training for staff on effective assessment practices, such as utilizing both quantitative and qualitative assessment methods to assess the effectiveness of our curriculum. ▪ Baseline survey preparation. ▪ Baseline assessment distributed and collected during first floor meeting
September	<ul style="list-style-type: none"> ▪ Baseline survey result analyzed and reported. ▪ Focus group training for HDs. ▪ First focus group will be conducted by HD's. Each HD will do a focus group starting in mid-September and continuing to early October. The focus group will reflect on the baseline survey result. ▪ RA/resident one-on-ones will include an assessment topic that will be reported back to the Hall Director. ▪ Floor meeting sequence assessment result reported and analyzed. This will be done starting in September and continue each month.
October	<ul style="list-style-type: none"> ▪ Development and revision of Mid year assessment Feedback tool. ▪ Beginning of the year focus group result analyzed and reported. ▪ Floor meeting sequence assessment result reported and analyzed. This will be done starting in September and continue each month.
November	<ul style="list-style-type: none"> ▪ Mid year survey distributed and collected. ▪ RA/resident one-on-ones will include an assessment topic that will be reported back to the Hall Director. ▪ Floor meeting sequence assessment result reported and analyzed.
December	<ul style="list-style-type: none"> ▪ Mid year survey result analyzed and reported. ▪ Second focus group will be conducted by HD's. Each HD will do a focus group starting in early December and continuing to Mid December. The focus group will reflect on the Mid year survey result. ▪ Floor meeting sequence assessment result reported and analyzed. ▪ EBI out and strategies for increasing return rate.
January	<ul style="list-style-type: none"> ▪ Second focus group result analyzed and reported. ▪ EBI result analyzed. ▪ Mid year assessment report completed and distributed. ▪ Review of strategies among the HDs and CC. ▪ Preparation for Spring semester with course corrections in place.
February	<ul style="list-style-type: none"> ▪ Review of strategies for spring semester with staff; what results are telling us. ▪ Floor meeting sequence assessment result reported and analyzed. ▪ RA/resident one-on-ones will include an assessment topic that will be reported back to the Hall Director.
March	<ul style="list-style-type: none"> ▪ Focus groups on second semester sequence of learning ▪ RAs report number of participants in floor projects(Action track)
April	<ul style="list-style-type: none"> ▪ End of the year assessment survey distributed and collected. ▪ Floor meeting sequence assessment result reported and analyzed. ▪ RA/resident one-on-ones will include an assessment topic that will be reported back to the Hall Director
May	<ul style="list-style-type: none"> ▪ End of the year assessment result analyzed and reported

Fall Semester Russell sequence of assessment Graph



Spring Semester Russell sequence of assessment Graph



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XII. Appendix A: Baseline Report

Outline

- I. Russell Outcome Assessment Plan 2006/2007
- II. Baseline assessment report
 - A. baseline survey
 - B. survey result
 - C. baseline report
- III. focus group initial report
 - A. focus group framework
 - B. focus group summary (Example, Lane Hall)
 - C. Focus group report
- IV. First one on one reflection samples
 - A. Noemie Pouliot
 - B. Nathan Barillo
 - C. David Dimarchi
 - D. Abrar Riaz
- V. Sample lesson plan evaluation

University of Delaware

Department of Residence Life

Russell Complex Outcome Assessment Plan 2006/07

July 2006

Purpose

Diversity education has been on a high priority list in numerous higher education institutions. The concern many higher education professionals and professionals in other fields have is lack students ability to understand, appreciate and respect people different from them, as well as the unawareness of their own identities. Furthermore, previous research shows that students who live in the Russell Complex have limited exposure to different social identities, to learning about their own social identity and to develop in the respect to diversity. Many of them come from homogeneous high schools and are not proactive in searching for opportunities that will help them become more aware. They enter similarly homogeneous UD environment. In some cases, students are not yet aware of the importance of diversity education for their own development. The LEAD curriculum was developed in order to provide students with necessary diversity education in order to gain diversity awareness the department deems necessary for that age group. The **curriculum** has two outcomes that will be assessed.

The purpose of this study is to assess the LEAD Curriculum effectiveness in improving students' knowledge of their own social identity, other social identities and their ability to understand value and respect those of others. The curriculum has two desired outcomes that this assessment plan is designed to evaluate.

Outcome 1: Each student will recognize and understand that social identities shape world-views and experiences.

Outcome 2: Each student will recognize the value of diverse experience and perspective.

First part of the assessment is the pre-test of Russell students in terms of the desired outcomes, mid-semester test is going to be conducted and after the curriculum is implemented, the post-test will be conducted to identify the whether the outcomes have been achieved.

Method of assessment

Data source

Russell student are the primary sources of data for this assessment. Other data will be collected from existing data sources on campus, including but not limited to the admission office and the honors program.

Method

Since the purpose of the study is to identify the effect of the curriculum on Russell students, the combination of qualitative and quantitative assessment method will be used. Quantitative methods will be used mainly with the purpose to analyze what happened, how students changed. Difference or growth may be best demonstrated using quantitative measures. Qualitative methods will be used mainly with the purpose to analyze why the changes happened.

Outcome measure and instruments

Two outcome variables will be studied: Students awareness of self and others social identities, Students abilities to recognize the value of diverse experiences and perspectives. The data will be collected using Survey/Questionnaire/interviews; Focus Groups; EBI results; Formal and Informal observation; Demographics from Admissions Office; Data gathered throughout the year (student participation, number and nature of incidences)

Input Variable

There are an overwhelming number of student characteristics, backgrounds, and experience that influences our desired outcome. We will focus on the following input variables: Student race, ethnicity, gender ; Number of lesson plans attended; Number of hate crime incidences ; Level of acceptance of various diverse groups and individuals ; Level of comfort in diverse environment ; Level of conscious bias/prejudice: parents level of education.

The Pre-Study Variable are Student demographics; Level of exposure to diverse groups and individuals; Level of comfort in diverse environment; Level of awareness of own social identity; Level of awareness and understanding of other social identities

Environmental Variables

We will collect data on the following Environmental Variables: Place of residence, number of work hours, type of jobs they had, pay amount, religious institution affiliation, number of trips to different states or countries, involvement in extra curricular activities. We will use Surveys, demographic data from admissions office, housing office, honors office, and other instrument to collect this data.

Population and Sampling

The Population under Study includes all students living in the Russell Complex during the 2006-2007 academic year, besides the staff members. We will use both random and stratified sampling. For the pre-test the random sampling will be used for both survey and the focus group. The individuals from the focus group will be used again to track their development. The number of Potential Participants is around 800 students. The desired Usable Sample Size is 600 students when using quantitative methods.

Data Collection Plan

The Complex Coordinator, the Hall Directors and the Resident Assistants will have the primary responsibility for collecting the data from the students. The complex coordinator will also have the primary responsibility for collecting the data from other campus offices.

The primary source of data will come from Distributing survey to students and collecting from students, on-line surveys, focus groups conducted by Hall Directors and individual interviews. Data will also be collected from other campus offices. Students will be surveyed twice once at the beginning of the year (baseline assessment) and once at the end of the year (after treatment assessment).

The quantitative Data will be processed in excel file. The qualitative data collected primarily from focus groups and individual interviews will be transcribed from audio recording of these interviews and reported. All data will be entered in the database. A Plan will be developed to analyze the Data and the Correlation between variables through use of SPSS, regression, etc.

Study Implications

The result of this assessment plan will be used to evaluate the effectiveness of the Russell curriculum in achieving the intended learning outcomes for the students. Based in this result further development or changes of the Russell curriculum might be needed.

Audience

The Report will be completed and distributed to Russell staff, HDs, CC, Director of Residence Life, Associate Director of Residence Life, Assistants Directors of Residence Life, Complex Coordinators by January 31, 2007

Russell Complex Survey – Fall 2006

What is your major/area of study at this university? Please specify: _____

Please indicate the primary racial/ethnic group with which you identify. (If you are of a multi-cultural or multi-ethnic background, indicate that group with which you identify most of the time.)

- ❖ African American/Black
- ❖ American Indian/Alaskan Native/Aleut
- ❖ Asian/Pacific Islander
- ❖ Chicano/Latino/Hispanic
- ❖ Middle Eastern
- ❖ White/Caucasian
- ❖ Other: (Please specify) _____

What is your gender? _____

In what setting did you spend most of your life before coming to this university? (Circle the most recent one if several apply)

- ❖ Large city or metropolitan area
- ❖ Rural area or town
- ❖ Small city

1. Generally speaking, how much contact would you say you had with people of the following backgrounds prior to coming to this university? (Mark one rating for each group of people)

N = No contact L = Little contact F = Frequent contact VF = Very frequent contact

People of race different from your own.....	N	L	F	VF
Non-native English speakers.....	N	L	F	VF
Openly gay, lesbian or bisexual persons.....	N	L	F	VF
Persons of economic background different then your own.....	N	L	F	VF
Persons of religious backgrounds other then your own.....	N	L	F	VF

2. Would you be comfortable being close friends with any of the following persons?

Mark YES or NO

African American/Black.....	Y	N
American Indian/Alaskan Native/Aleut.....	Y	N
Asian/Pacific Islander.....	Y	N
Chicano/Latino/Hispanic.....	Y	N
Middle Eastern.....	Y	N
White/Caucasian.....	Y	N
A heterosexual man.....	Y	N
A heterosexual woman.....	Y	N
A person with different religious beliefs than yours.....	Y	N
An international student.....	Y	N
An openly gay or bisexual man.....	Y	N
An openly gay or bisexual woman.....	Y	N

3. Would you be comfortable dating any of the following persons? (Assume that you are single)

African American/Black.....	Y	N
American Indian/Alaskan Native/Aleut.....	Y	N
Asian/Pacific Islander.....	Y	N
Chicano/Latino/Hispanic.....	Y	N
Middle Eastern.....	Y	N
White/Caucasian.....	Y	N
A heterosexual man.....	Y	N
A heterosexual woman.....	Y	N
A person with different religious beliefs than yours.....	Y	N
An international student.....	Y	N
An openly gay or bisexual man.....	Y	N
An openly gay or bisexual woman.....	Y	N

4. How likely you are to experience and/or do the following:

VL=Very likely S=Somewhat likely U=Unlikely VU=Very unlikely

- ❖ Confront others on racial/ethnic/sexually derogatory comments..... VL S U VU
- ❖ Refuse to participate in comments or jokes that are derogatory to any group or culture or sex..... VL S U VU
- ❖ Repeat a derogatory comment or joke about gays, lesbians or bisexual..... VL S U VU
- ❖ Take action or have offensive graffiti removed..... VL S U VU

5. How would you describe yourself in the following areas:

Circle one for each item	Major weakness	Somewhat weak	Somewhat strong	Major strength
Knowledge about my own culture	1	2	3	4
Racial/Cultural Awareness	1	2	3	4
Ability to see the world from someone else's perspective	1	2	3	4
Knowledge about the cultural backgrounds of others	1	2	3	4
Appreciation of others with different beliefs	1	2	3	4

6. In your role as responsible citizen, how important are each of the following to you?

Circle one for each item	Not important	Somewhat important	Very important	Essential
Speaking up against social injustice	1	2	3	4
Speaking up against gender inequality	1	2	3	4
Working to promote religious understanding	1	2	3	4
Educate myself about diversity issues	1	2	3	4
Standing up against the hate crime in my community	1	2	3	4

Do you believe racial injustice exists in our society?..... Y N

Do you believe gender inequality exists in our society? Y N

7. Please rate your level of agreement or disagreement with the following statements:

Circle one for each item	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
I should keep being informed about news and current events	1	2	3	4
When I see a refugee, I think how it could happen to me	1	2	3	4
I am often more concerned about my individual rights, then the rights of others	1	2	3	4
My personal decisions can make a world a better place	1	2	3	4
I have an obligation to give back to the community	1	2	3	4
I am open to having my views challenged				

8. Please rank how comfortable are you with the following social identities. 1=being the most comfortable, 5 = least comfortable.

Race/Ethnicity	
Gender	
Sexual Orientation	
Disability	
Religion	

In your opinion, what does it mean to "Give back to the community":

Baseline Survey Report Figures===== Total participants 671 out of 720 students, 93% of the population

Question 1

Generally speaking, how much contact would you say you had with people of the following backgrounds prior to coming to this university?

	No contact		Little contact		Frequent contact		Very frequent	
	#	%	#	%	#	%	#	%
People of race different from your own	3	0.4%	131	20%	227	34%	307	46%
Non-native English speakers	33	4.9%	322	48%	192	29%	123	18%
Openly gay, lesbian or bisexual persons	50	7.5%	302	45%	207	31%	107	16%
Persons of economic background different than your own	15	2.2%	151	22%	286	43%	220	33%
Persons of religious backgrounds other than your own	5	0.7%	67	10%	236	35%	365	54%

Question 2

Would you be comfortable being close friends with any of the following persons?

	Percent No
African American/Black	1.5%
American Indian/Alaskan Native/Aleut	1.2%
Asian/Pacific Islander	0.9%
Chicano/Latino/Hispanic	1.9%
Middle Eastern	3.0%
White/Caucasian	0.4%
A heterosexual man	1.6%
A heterosexual woman	2.1%
A person with different religious beliefs than yours	0.6%
An international student	1.2%
An openly gay or bisexual man	8.6%
An openly gay or bisexual woman	13.9%

Question 3

Would you be comfortable dating any of the following persons?

	Percent No
African American/Black	25.6%
American Indian/Alaskan Native/Aleut	16.5%
Asian/Pacific Islander	17.0%
Chicano/Latino/Hispanic	17.6%
Middle Eastern	23.8%
White/Caucasian	1.3%
A heterosexual man	42.8%
A heterosexual woman	49.9%
A person with different religious beliefs than yours	7.3%
An international student	7.7%
An openly gay or bisexual man	90.9%
An openly gay or bisexual woman	82.4%

Question 4 How likely you are to experience and/or do the following:	Very likely		Somewhat likely		Unlikely		Very unlikely	
	#	%	#	%	#	%	#	%
	Confront others on racial/ethnic/sexually derogatory comments	98	15%	319	48%	160	24%	91
Refuse to participate in comments or jokes that are derogatory	208	31%	301	45%	127	19%	33	5%
Repeat a derogatory comment or joke about gays, lesbians or bisexual	25	4%	152	23%	245	37%	247	37%
Take action or have offensive graffiti removed	136	21%	284	43%	170	26%	73	11%

Question 5 How would you describe yourself in the following areas:	Major weakness		Somewhat weak		Somewhat strong		Major strength	
	#	%	#	%	#	%	#	%
	Knowledge about my own culture	10	1.5%	120	18%	374	56%	164
Racial/Cultural Awareness	5	0.7%	161	24%	386	58%	116	17%
Ability to see the world from someone else's persp.	8	1.2%	125	19%	344	52%	186	28%
Knowledge about the cultural backgrounds of others	22	3.3%	285	43%	295	44%	67	10%
Appreciation of others with different beliefs	5	0.7%	51	8%	298	45%	314	47%

Question 6 In your role as responsible citizen, how important are each of the following to you?	Not important		Somewhat important		Very important		Essential	
	#	%	#	%	#	%	#	%
	Speaking up against social injustice	12	1.8%	179	27%	276	41%	203
Speaking up against gender inequality	32	4.8%	197	30%	232	35%	203	31%
Working to promote religious understanding	48	7.1%	247	37%	213	32%	164	24%
Educate myself about diversity issues	21	3.1%	200	30%	265	39%	186	28%
Standing up against the hate crime in my community	13	1.9%	123	18%	266	40%	267	40%

Question 7 Please rate your level of agreement or disagreement with the following statements:	Disagree strongly		Disagree somewhat		Agree somewhat		Agree strongly	
	#	%	#	%	#	%	#	%
	I should keep being informed about news and current events	2	0%	11	2%	145	22%	512
When I see a refugee, I think how it could happen to me	66	10%	236	35%	292	43%	78	12%
I am often more concerned about my individual rights, then others	75	11%	275	41%	282	42%	37	6%
My personal decisions can make a world a better place	11	2%	67	10%	340	51%	253	38%
I have an obligation to give back to the community	7	1%	53	8%	297	45%	310	46%
I am open to having my views challenged	5	1%	57	9%	279	42%	325	49%

Question 8 Please rank how comfortable are you with the following social identities.	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
	Race	278	41.7%	171	26%	115	17%	66	10%	36
Gender	479	72.1%	84	13%	33	5%	21	3%	47	7%
Sexual Orientation	199	29.9%	122	18%	122	18%	87	13%	135	20%
Disability	189	28.5%	128	19%	113	17%	115	17%	118	18%
Religion	289	43.6%	137	21%	102	15%	80	12%	55	8%

Russell Complex Baseline Assessment Report

Assessment of diversity awareness of Russell students

Purpose and objectives

The purpose of the baseline assessment was to establish understanding of the level Russell freshman are at in terms of openness to different social identities, their acceptance of people with other social identities and their understanding of their role as responsible citizens. The baseline assessment was conducted as a “pre-test” that will 1) help guide this year's curriculum efforts as well as the further improvement and development of the curriculum, and 2) it will serve as starting point before students receive a “treatment”, LEAD curriculum, that results from the end of the year will be compared to. Another important goal of this baseline assessment is to use the result to help further align the Russell curriculum learning outcomes with our department educational outcomes, especially our self awareness outcomes which are:

- Demonstrate knowledge of social identities.
- Identify and explore your social identities.
- Critically examine your values and their congruence with those necessary for civic engagement.

This baseline assessment is also used as a tool that helps staff understand where the general population of Russell students is in terms of diversity awareness and self-awareness before the lesson plans are implemented.

The objective of this report is presenting all relevant information for better planning of later assessment efforts and preventing certain shortfalls in the future.

Projections/Assumptions

Before the survey was implemented few assumptions were asserted about our student population that were based information about freshman students in general, previous experiences of staff members, data collected from Admissions Office and data collected from the Honors Office.

Following assumptions were asserted prior to the survey and focus group:

- 1) Students will be less open to some social identities (specifically sexual identity).
- 2) Students understanding of civic engagement will primarily be associated with volunteering.
- 3) Students will feel minimum responsibility to take an action on prejudice and injustice issues.
- 4) Less interaction students had with certain social identity less open they will be to it.

Description of the process

The baseline survey was designed by the HD and CC team prior to the beginning of the year. Before the questions were designed and chosen, the framework for the baseline was created that structured what questions were being asked and what was being assessed. Questions were collected through various resources and some were designed by the team. Survey was

distributed to students in their first floor meeting with their RAs on 8/27/06 and it was collected on the same date.

Following the survey collection and tallying, each Hall Director conducted a focus group with students of their particular building to gain better understanding of parts of survey that indicated “red flags” such as openness to sexual identities and civic engagement understanding. Focus groups were also used as an educational tool in the Russell curriculum.

Findings

Social Identities Awareness

Sexual Identity

- 53% of the student reported that they had little or no contact with people who identify as GLBT before arriving here at UD.
- 9% of the students reported that they are not comfortable being friends with an openly gay or bisexual man. Also, 14% reported that they are not comfortable being friends with an openly gay or bisexual women.
- 27% reported that they are likely to repeat a derogatory comment or joke about gays, lesbians or bisexual
- 33% reported that they are not comfortable with issues of sexual orientation.
- The survey indicated that among all issues of social identities students are least open to issues of sexual identities

In conclusion, the survey supported our claim that students are less open to issues of sexual identity.

As part of the focus group, this piece was further explored. One of the objectives was to explore students’ attitudes about sexual identity. Four focus groups were conducted; one for each building in the complex. The question addressing sexual identity was as follows:

Question 1

- Why are people less open to issues of sexual identity?

Answers

- Background (family, parents influence)
- Grew up in an environment where homosexuality was perceived as “bad”
- Conflicting messages from parents, schools, environment
- Feel they are the first generation to open up and speak openly about it unlike other generation
- Feel there will be fewer issues with openness to sexual identity with time (people will be more excepting)
- Feel that religion rules peoples lives and sets values that unable homosexuality to be treated as equal or not be an issue (don’t believe that religion and homosexuality can co-exist)
- Feel that it is heterosexual males who have issue with homosexuality (it challenges/threatens their masculinity)

Few follow up questions were asked based on students' responses. The answers further confirmed students' unfamiliarity and lack of knowledge about the sexual identity. While causes aren't of highest concern at this point in year, understanding where "fear" and lack of openness stem from are essential to curriculum design and lesson plan design in the future. As the survey results and the focus group indicated that sexual identity is a rather sensitive issue that our students lack knowledge about and have most assumptions about. These conclusions lead us to focus on understanding of other social identity (particularly sexual identity) as one of the crucial pieces of the curriculum.

Race/Ethnicity

- 80 % of the student reported that they have frequent contact with people from different races than their own.
- 3% of the students reported that they are not comfortable being friends with people from the Middle East
- 25% of the students reported that they are not comfortable dating people who identify as African American or Middle Eastern. This percentage goes down about 10% for any other race.
- 38% of the students reported its unlikely for them to confront others on racial/ethnic derogatory comments
- 25% of our students reported that they lack racial and cultural awareness. Also, 46% of our students reported knowledge about the cultural backgrounds of others is one of their weakness
- 32% of our students reported that they are not comfortable with issues of race

The piece that needs to be noted is that ¼ of Russell students chose they would not date an African American/Black person, which is the highest percentage compared to all the other groups. People from Middle East were second highest in terms of dating and the highest in when asked if comfortable being close friends with. Because of that we perceive it is important we provide educational opportunities that focus on issues of race. As a result, few race education programs have already been implemented.

While 80% of our student reported they have had frequent contact with people from races different from their own, those interactions didn't have great impact on them in terms of understanding issues of racial injustice. We conclude this through the fact that more then ¼ of the students are unlikely to confront racial/ethnic derogatory comments.

Gender

- While 8.6% of the students reported that they are not comfortable being close friends with an openly gay or bisexual man, about 14% reported that they are not comfortable being friends with an openly gay or bisexual women.
- 96% of the students report that it is important to speak against gender inequalities
- 85% of the students reported that they are very comfortable with gender as it relate to issues of social identities
- 9% of the students reported that gender inequalities doesn't exist in the society

Results indicate that our students are most open to issues of gender and gender inequality. What needs to be further explored is whether they are actually aware that they exist.

Citizenship responsibility

Civic Engagement

- 91% of students agree strongly or agree somewhat that they have an obligation to give back to the community
- Based on written answers of how they define giving back to community, almost all responses defined it as volunteering and helping out to members of the community – this result confirmed our assumption about our student level of understanding of civic engagement

Taking Action about social injustice and issues in the community

- 37% of the students reported that it is unlikely or very unlikely for them to take an action on having defensive graffiti removed
- 38% of the students reported it is unlikely or very unlikely for them to confront others on usage of derogatory comments
- 80% of students reported it is important or essential for them as citizen to stand up against the hate crimes in their community – this indicates a gap in terms of what our students feel is a right thing to do versus feeling responsible to actually take an action.

These conclusions make us confident that our one on one sequence focused not only on exploration of stereotypes, prejudice and injustice, but also focused on expecting students to take action will likely be an effective sequence of learning for our students. This may be one of our strongest points to measure against at the end of the year. The one on one sequence is designed to bridge this gap.

Baseline Assessment Highlights

Top 2 Significant Baseline Assessment Successes

Project Success	
First time data is provided that support some of our claims about people openness to other social identities	
Some quality information that will help us guide further development of curriculum and aligning it with three of the first year competencies	

Shortcomings and Solutions

Project Shortcoming	Recommended Solutions
Some questions failed to provide answers that directly connect to competencies research	Prepare structured framework focused on learning outcomes and competencies from which questions will be created
Logistic shortcoming – manual tallying was labor intensive project	Use electronic surveys, find more existing data from other sources,
Logistic shortcoming – difficulty in tallying made it difficult to run correlations between certain variables	Make survey more simple

Throughout the baseline assessment, lessons were learned and opportunities for improvement were discovered. As part of a continuous improvement process team discovered the causes of problems that occurred and avoid those problems in later assessment stages or future projects.

Focus Group Framework
Russell Complex
September 2006

Focus Group Purpose

- Collecting opinions, beliefs, and attitudes about issues of interest to our complex
- Checking out our assumptions

Defining the purpose

The purpose of the first Russell Complex focus group is to collect information on our freshman student opinions, beliefs and attitudes in regard to **diversity issues and citizenship responsibilities**. The focus group is being conducted as a part of initial research on the level of openness and knowledge about diversity topics and issues of first year students in the Russell Complex for the year 2006-2007.

Freshmen are being assessed early on in the year, before they experience and partake in the learning provided through the LEAD curriculum.

Participants

Freshman students from

- Russell B/C
- Russell D/E
- Lane
- Thompson

Facilitators

Hall Directors

- Leigh Fine
- Morgan Randles
- Michael Franklin
- Goga Copic

Time line

1. Develop the purpose and framework
2. Develop the questions (week before the session)
3. Develop a script (week before the session)
4. Invite the students (5 days before the session)
5. Gather all the materials needed (two days before the session)
6. Conduct the focus group (Day of the session) IF YOU are recording, you MUST hand out the informed consent sheet for this.
7. Send thank you letters to participants (two days post)
8. Transcribe notes from the focus group (3-4 days post)
9. Summarize the session/write the report (1-2 weeks post – when all info is gathered)

Generating the questions

Focus group will likely last for about an hour to hour and a half which will allow for four to five questions. Since the first two questions are usually warm-up of some sort, that leaves us with three-four questions to probe the issue we are researching. To be effective, questions should be open-ended and move from the general to specific.

Questions should apply to the purpose of the focus group. Participants also need to be able to answer the questions. Questions should be arranged in a sequence moving from general to specific, easy to challenging, positive to negative.

Think about:

- What assumptions do we have about Russell freshman beliefs, attitudes and opinions on diversity issues?
- What information are we hoping to gather from the students?

Some suggestions of ideas for framing the questions:

- Exploration of personal feelings about diversity
- Understanding of causes and affects of prejudice in America/world
- Understanding how race, ethnicity, gender influence life's opportunities

Russell Focus Group Questions

Question	Response
Word Association – students will associate first word that come to their mind after facilitator provides a list of words such as Lesbian, black, Muslim, etc.	Lesbian Muslim Black Gay man African American Immigrant Jew Christian Hispanic Feminist Disabled Bisexual White

Question	Response
Follow up to the word association: What experiences in your life shaped your answers/associations and your views about the above mentioned groups/individuals?	

Question	Response
Why are people less open to issues of sexual identity?	

Question	Response
Why people fail to confront derogatory comments about minority groups?	

Question	Response
Do you feel that your beliefs and actions (behaviors) contribute to the social injustice in American society? If so, please explain how.	

Script development

Script will be developed to ensure that each focus group is conducted in a similar fashion, making the results more reliable.

1. The opening
 - a. Welcome the group
 - b. Introduce the purpose and context of the focus group
 - c. Handout and get signatures on the informed consent sheet.
 - d. Explain what the focus group is and how it will flow (ground rules)
 - e. Introductions
2. Questions section
3. Closing – wrap up
 - a. Thank the participants
 - b. Give an opportunity for further input
 - c. Explain how the data will be used

Consent to Audiotape:

I, _____, give my permission to have my voice
(Please print name)

audio taped for the purposes of correctly documenting feedback provided during an interview
discussion on _____.
(Date)

I understand that the taped information will be kept confidential and that the tape will be
used only for the expressed purpose of obtaining information about my feedback on
my academic goals.

Student's signature: _____

Date: _____

Statement	Assumption	Source
Lesbian		
Muslim		
Black		
Immigrant		
Gay man		
Hispanic		
Disabled		
Jew		
Christian		
Bisexual		
White		
Feminist		
African American		

Lane Hall- Qualitative Survey Focus Group

Participants –

- Total: 6
- Majors: 3 Biological Sciences, 1 Art Conservation, 1 Biology Education, 1 Mechanical Engineering
- Floor Representation: 2 from 1st floor, 2 from 3rd floor, 2 from 4th floor
- Sex: 4 Male, 2 Female
- Racial Background: 1 African American, 4 Caucasian, 1 of Thai Heritage
- Religious Background: 1 Christian, 1 doesn't identify with religion, 4 unknown

Question 1: Word Association

- Lesbian: female, dyke, confused
- Muslim: Islam, terrorism
- Black: African-American, race
- Gay Man: feminine
- African American: (said people's names who they were friends with)
- Immigrant: Mexican Border, Italian
- Jew: religion
- Christian: religion, God
- Hispanic: Taco Bell, Mexico
- Feminist: Women's Studies, woman
- Disabled: wheelchair, mentally retarded, handicapped
- Bisexual: transgender
- White: pale

Note: Many people said that a friend's image came up for them when certain words were said. One participant (3) seemed very unwilling to be instinctive and said "a person" for nearly every response. She also was the first person to go in the activity.

Question 2: What experiences in your life shaped your answers/associations and your views about the above mentioned groups/individuals?

1

- Mentioned first people who they met that would fit in above social identities.
- Terrorism came up with the word "Muslim" because of what he sees all over the TV and in the media currently.
- Described a friend of his as lesbian and bisexual because she "crossed over."

2

- Did not know why the word "dyke" came up for him when lesbian was said. Says that he does not use crude language to define a person's sexual identity and was ashamed that he said it... it was just the first thing that came up for him.
- Could not identify an experience that that shaped that association.

3

- Had a very diverse group of friends in high school – everyone was a person to her, so she found difficulty in putting descriptors to who they were.
- Not very good at being put on the spot.
- Definition of diverse – Indian best friend, Korean best friend, has a White Italian friend, has a few African American friends, good friend was Muslim who broke a lot of stereotypes for her.

4

- Very strong connection to Christianity.
- Believes that people in the LGBT population are confused because it's not allowed in her religion, but she has nothing against them.
- Has a best friend who is a lesbian – “You do what you do, but that's not what I'd do.”
- Knows that disabled is the proper term to say, and she thinks she shouldn't have said mentally retarded – she used to work with kids who were disabled.

5

- Said Mexico for Hispanic because he believes it is where most of the Hispanic people in the US come from.
- Doesn't associate himself with any one religion, so he lumps them all together.

6

- Identified people he knows under the terms Lesbian and Black – the first people he came into contact with from both identities.
- Said Taco Bell for Hispanic – thought of the culture and the food, and it was the first thing that came to mind.
- Haven't been exposed to very much Hispanic culture – so his response came from his experience in a country that spends billions of dollars on advertisements which portrays the culture this way.

Question 3: Why are people less open to issues of sexual identity?

- Because you can't see it and people can't immediately identify it.
 - Follow up question: Do you think that if people could see it, it would become a non-issue?
 - Not at all. People will still remain uncomfortable about it.
- Not something that people can understand, nor do people directly come into contact with it, so they shy away from it.
- People are afraid of what they don't know.
- Eventually people will become more open to it as generations continue to be born and exposed to it, but it hasn't yet been integrated into the American culture.
- Not very many studies done on it. People can't explain it well.
- Don't openly talk about sexuality in home – parents don't preach openness about it. Receive conflicting messages from parents and from school and outside environment.
- We are the first generation to open up and deal with sexual identity. Generations before us just never talk about it.
- Will be less of an issue with time, but with difference there is always an issue. The more it's talked about, the least unknowns and discomforts there will be.
- Conflicting viewpoint introduced: What is normal and what is different?
- People should be able to express themselves however they want, but religion rules people's lives and dominates their views on the subject and within religion it's unacceptable.
 - Follow up question: Do you think that religion and sexual identity could ever coexist?
 - No, it will never be acceptable in religion.
- Stigma on the American culture – homosexuality has been around for a very long time, but people remain ignorant of it. Mentioned the Jewish war camps where homosexuals were also killed.

- People don't understand what it means to be gay, queer, or questioning – just as important to identify as straight as it is to identify as lesbian or transgender.
 - Follow up question: How many people have experienced homophobic language in their homes?
 - 4 out of 6 people experienced this.
 - Follow up question: How far along is sexual identity being integrated into American society, on a scale of 1 to 10? (10 being most integrated and accepted, 1 being least integrated)
 - 4, 4, 3
 - 5 (people coming out more – went to a Gay Pride parade with her best friend, who was a Lesbian, and didn't not know that there were that many homosexual people)
 - 3 (people are still against it – headed in the right direction, but we still have a long way to go)
 - 6 (been to Providence Town on vacation a number of times, the “gay capital of America” where 90% of the population is gay or lesbian, and people know they aren't being judged because its very open and accepting)
 - Follow up question: How do you define your comfortableness with homosexuality?
 - What you do is what you do, and people are fine with that
 - Issues of awkwardness arise who is gay or lesbian hits on a straight person – if it was to occur, they wouldn't want to hang out with them anymore
 - Conflicting viewpoint introduced: Wonders what it would feel like for a lesbian if he, a straight male, were to accidentally hit on her. Would the feeling be similar? In social settings, its bad taste to hit on people anyway.
 - He would be flattered if he was hit on by a guy, but it's his responsibility to inform them that he is heterosexual.
 - Follow up question: If someone was a really good friend of yours and accidentally hit on you, would you retain that friendship?
 - Depends on the frequency of the person hitting on you.

Question 4: Why do you feel that people fail to confront derogatory comments about minority groups?

- Hear it so much that it has a numbing effect. Many of the comments have become slang due to media influence and therefore have been accepted in society.
- Many people try to stay away from calling a person Black or Chinese or something of that nature due to political correctness, but they say “that's so gay” and “that's so lame,” directly commenting negatively on homosexuals and people with disabilities.
- People just don't pay attention to what they say.
- People hear it so much that the shock value of the derogatory comments is gone.
- High school is a very critical place where derogatory comments are thrown around VERY often. Pick and choose your battles and try to change people's beliefs by setting your own example.
- Easier to ignore the comments than to confront them. Peer pressure also plays a role.

- Follow up question: Do authority figures or peers have the most impact on you when deciding whether to confront a derogatory statement?
 - Peers have the most impact - don't want to offend others.
- Follow up question: Do you feel that if you were in a close relationship/friendship of someone of a minority status you would be more inclined to confront derogatory statements?
 - No way to confront someone about a racial derogatory comment without it ending in violence.
 - Conflicting viewpoint introduced: If you can allow a friend to call you an ignorant person, then why would you get angry when someone outside of your race called you the same thing? It shouldn't be said altogether. (Conversation on the "n-word" ensues.)
 - Depends upon the person who says it in the situation. Used as a term of respect in some cases.

Question 5: Do you feel that your beliefs and actions (behaviors) contribute to the social injustice in American society? If so, please explain how.

- Not so much what he believes, but what he does. By being an American citizen, he supports all that the country stands for, including institutionalized racism. The society was created a long time ago with whites in mind who oppress blacks, and every dollar spent goes into a system which supports this. He tries to live his life differently, but by living in the country he is supporting it.
- As a whole, people have an effect on society, but as an individual there is not much that can be done to affect change. One person can only do so much.
- Conflicting viewpoint introduced: But if that one person is thinking that he/she has no voice, then how will change occur at all? Each person can affect another.
- We all contribute to social injustice through our inaction – like not confronting derogatory statements.
- Says “that’s gay” as a part of his everyday speech, which is contributing to social injustice.
- By not talking about it and addressing it, like having a round table discussion akin to this one, we are contributing to social injustice.
- Derogatory statements can be qualified as hateful comments toward others – so can include words like “bitch” and “fuck you.”
- Contributes to social injustice by having unconstructive arguments about religion where others are put down.
 - Follow up question: Is there anything that can be done to combat everything we talked about?
 - If people just watch what they say and try not to offend people.
 - Everyone needs a gay or lesbian friend and expose themselves so they can gain a different viewpoint.
 - Conflicting viewpoint introduced: Not only a gay or lesbian friend, but someone different from who I am.
 - Conflicting viewpoint introduced: Not necessarily true – has a gay friend who allows him to say “that’s so gay” and says it himself.
 - Leading lives as an example of what should be done, and consider everyone around you.

Focus group Fall 2006 report

Following are findings from the focus group conducted at the beginning of the Fall 2006 following the baseline survey. Questions for focus group were generated after baseline survey results were analyzed. The primary purpose of the focus group was to gain understanding of why certain attitudes and beliefs are portrayed by our Russell students. Focus groups were conducted across all the Russell buildings. Data from each focus group conducted was coded and prevalent themes were identified for each question.

Question 2

Why are people less open to issues of Sexual Identity?

Theme 1: Some students believe there is lack of knowledge and understanding about it (about sexual identity).

“Not something that people can understand, nor do people directly come into contact with it, so they shy away from it.”

Theme 2: Some heterosexual males feel their masculinity is challenged by homosexual men.

It is guys who are less open about it. They are afraid, jealous and scared.

Theme 3: Some students felt that religion, family and society influence their beliefs on sexual orientation.

“Nature intends us to reproduce”

“Don’t openly talk about sexuality in home – parents don’t preach openness about it. Receive conflicting messages from parents and from school and outside environment.”

“People should be able to express themselves however they want, but religion rules people’s lives and dominates their views on the subject and within religion it’s unacceptable.”

Question 3

Why do you feel that people fail to confront derogatory comments about minority groups?

Theme 1: Students felt that people fail to confront because of the fear of turning attention to self.

“You don’t want to be the black sheep in the room when everyone laughs at the joke.”

Theme 2: Interviewed students felt that there is a prevalence of peer pressure of and desire to “fit in” which makes students less likely to confront.

“Peers have the most impact - don’t want to offend others.”

Theme 3: Interviewed students believed that some of the terms are not seen as “bad” in their social groups and the society.

“People hear it so much that the shock value of the derogatory comments is gone.”

“Who are you to tell me to tell me who’s right or wrong. I think political correctness should be thrown out of the window. I can state proven facts about other races, but if there are people of other races in the room, I wouldn’t say them.”

Question 4

Do you feel that your beliefs and actions (behaviors) contribute to the social injustice in American society? If so, please explain how.

Theme 1: Students felt that failure to take action contributes to injustice.

“We do in some way, even if the intent isn’t there.”

“We all contribute to social injustice through our inaction – like not confronting derogatory statements.”

“No one is perfect and you are member of the society and the society is causing social injustice, then yes, we all are.”

Theme 2: Students felt that minority groups prolong injustice themselves.

“People of their own social identity often cause their own social injustice. Black people use the N word among themselves.”

“Gay people even say ‘That’s so gay’”

Word Association

- Lesbian: female, dyke, confused
- Muslim: Islam, terrorism
- Black: African-American, race
- Gay Man: feminine, stupid, RENT, AIDS, flamboyant
- African American: (said people’s names who they were friends with), sketchy, black
- Immigrant: Mexican border, Italian, poor, illegal
- Jew: religion, stingy
- Christian: religion, God,
- Hispanic: Taco Bell, Mexico, loud, Spanish
- Feminist: Women’s Studies, woman, aggression, radical, extreme, old fashioned, “mild sexual discrimination”, gender discrimination is a lot more apparent then we think, “sometimes over the top, but there is discrimination against women”
- Disabled: wheelchair, mentally retarded, handicapped, unfortunate, old person
- Bisexual: transgender, confused, both, gay, awkward, unsure, undecided
- White: pale, Caucasian, innocence, color

Analysis

Focus group uncovered number of issues that can provide insight in how the Russell learning goals are designed, what strategies should be implemented and how the lesson plans should be delivered. First and foremost, the results give us insight in what may impact our students in how they define themselves and others around them. Family influence and religion impact how our students view people of different sexual identity from their own. This is important to consider as the literature often suggest that family and religion impact on an individual is often stronger then impact of other social institutions. Furthermore, students believed that straight male “masculinity” is threatened by gay man. This is important to consider as in designing the treatment for our students, this gives us insight in what causes of a problem may be. If for example number of our straight male students are not receptive or are not responding to learning

about sexual identity different from their own, understanding what may be the reason for that (such as feeling threatened) can guide redesign of the strategies and even the learning goals.

In question three, where students identified why they feel people are uncomfortable confronting their peers when using derogatory terms, two similar themes that we found were:

Theme 1: Students felt that people fail to confront because of the fear of turning attention to self.

“You don’t want to be the black sheep in the room when everyone laughs at the joke.”

Theme 2: Interviewed students felt that there is a prevalence of peer pressure of and desire to “fit in” which makes students less likely to confront.

“Peers have the most impact - don’t want to offend others.”

Theme 3: Interviewed students believed that some of the terms are not seen as “bad” in their social groups and the society.

“People hear it so much that the shock value of the derogatory comments is gone.”

This information gives important insight in a larger issue than lack of confrontation of derogatory terms by our students. This data raises few questions: 1. Why do our students have such a strong desire to fit in that they are willing to accept what internally they may know it’s “wrong”? Why are our students so concerned about fitting in? Is our curriculum/learning outcome failing to address a completely different problem, such as peer pressure, and focusing on the symptom of the problem, such as failing to confront the peers? How do we effectively educate students why statements such as “that’s so gay”, “that’s so retarded”, and “you’re a fag” are in fact derogatory?

Question four asks students to identify how they contribute to social injustice and they identified that lack of action contributes.

Theme 1: Students felt that failure to take action contributes to injustice.

“We do in some way, even if the intent isn’t there.”

“We all contribute to social injustice through our inaction – like not confronting derogatory statements.”

Students established that lack of action prolongs the issue of injustice in the American society. This indicates to some degree that students understand how their inaction contributes to injustice. Is it peer pressure that keeps them from taking action? Do they fully understand the consequences of injustice in the society for others and themselves when they claim inaction creates injustice? Few points we may consider from this is how do we bring our students closer to understanding their role in the society and their impact on every person around them?