

Ray Street Executive Summary 2007-2008

In order to understand the Ray Street curriculum and its contribution to the achievement of the Residence Life Educational Priority, it is important to understand the philosophical and theoretical underpinnings upon which it is based. Ray Street has a diverse population of students; is designed in such a way that leadership may grow and thrive; and thus, provides many possibilities for creating experiences for students that support the development of citizenship. Two areas will be of primary focus: leadership and self-authorship. They will be taught through an exploration of self and sustainability.

In a study of national and international leaders, James McGregor Burns stated that, “true leadership is a dynamic and reciprocal exchange between leaders and followers” (1978, p.3). Building upon Burns’ work in his book, Leadership for the Twenty-First Century, Joseph Rost (1991) from the University of San Diego put forth a more contemporary definition of leadership. Curtis Brungardt (1998) paraphrased this definition as, “An influence relationship among leaders and followers who intend real changes that reflect their mutual purposes” (¶ 3).

Rost contends that leadership is in the midst of a paradigm shift, away from the industrial paradigm, and redefining itself in the post-industrial age. The industrial paradigm of leadership focused on “great men and women with certain preferred traits influencing followers to do what the leaders wish in order to achieve group/organizational goals that reflect excellence defined as some kind of higher-level effectiveness” (Rost, 1991, p.180). In his book, Rost talks about this paradigm shifting away from management and towards other social values such as diversity, critical dialogue, and consensus-oriented policy-making processes.

In the preface of their 2003 book, “Learning to Lead: A Workbook on Becoming a Leader,” Warren Bennis, Distinguished Professor and Chairman of the Leadership Institute at the University of Southern California, and Joan Goldsmith, former faculty member at Harvard University and UCLA, said:

To grapple with your own growth as a leader, we ask you to assess your character and commit to adopting a set of core competencies. In the process, we propose that you look at all aspects of your life. The skills you develop will not only enable you to become the leader you envision but also support you in expanding your capacity to live your life more fully and completely (p.xv).

Unless students are truly examining who during their leadership training, it can quickly lose meaning for them. If students are to take away skills and abilities from these opportunities, they must explore their own values and identity in order to go through this process in a way that is meaningful to them.

In, “The Leadership Challenge,” Kouzes and Posner state that the first step to becoming an authentic leader is to clarify your values. They go on to say, “To become a credible leader, first you have to comprehend fully the values, beliefs, and assumption that drive

you. You have to freely and honestly choose the principles you will use to guide your actions” (2002, p. 44-45).

Self-Authorship is defined by Marcia B. Baxter Magolda as, "the ability to collect, interpret, and analyze information and reflect on one's own beliefs in order to form judgments" (Magolda, 1998, p. 143).

Self-Authorship will be used as the framework for Ray Street students’ exploration of self. While students will not become experts in Self-Authorship as a topic, they will move towards being self-authored themselves by exploring its key components.

The college experience has within it the opportunity to engage students on an almost minute-by-minute basis. By providing each student with the ability to make community-oriented decisions and then prompting reflection on the results of their decisions, learning can take place in each of the three developmental dimensions previously discussed. Self-authorship can truly begin to take shape, and leadership of self and others can begin to form.

Students will participate in two kinds of activities while residing in Ray Street: Contribution and Reflection activities. *Contribution Activities*, such as Special Interest Housing (add link here) will allow residents to demonstrate their abilities to act on issues, plan and participate in community events, and maintain productive relationships. *Reflection Activities* prompt individual residents to examine and understand how their values, cognitive maturity, and identity play a part in their community and personal decisions and responsibilities as a citizen. All of the activities will be designed to deliver content about a sustainable society, focusing on the triple-bottom line of a flourishing environment, social well-being, and a strong economy.

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**The University of Delaware
Office of Residence Life**

**The Ray Street Curriculum
2007-2008**

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Office of Residence Life Educational Priority:

The University of Delaware Residence Life staff is dedicated to providing an intentional and measurable education for each student that lives in the residence halls. The focus of this education centers on citizenship development, which is defined as:

Citizenship:

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.

The Ray Street experience is the culmination of various groups and a variety of leadership styles. When the bridge has been built between academic success, community success, and complex success, students will have a better understanding of how their passions and goals relate to their careers and community responsibilities.

The following pages outline the Ray Street Educational Curriculum for the 2007-2008 academic year. Specific learning outcomes and goals are presented in a specified sequence, followed by detailed descriptions of each delivery strategy. Each outcome is directly linked to the overall success of each resident within the Ray Street Complex and their exploration of leadership in all its forms.

An Overview of Ray Street and the Students Who Live There:

The Rise and Fall (and rise again) of Special Interest Housing, 1991-2002

In 1991, the Ray Street complex was built for the express purpose of exploring leadership. Students lived in a variety of themed houses around campus. Ray Street was built with these students in mind, developing floor lounges and physical spaces specifically for the success of a student organization within a residence hall setting. Special Interest Housing in the Ray Street complex was born. Nineteen communities were taken from their house settings and placed in the complex when it opened, and over the course of eleven years, all but four disappeared. The idea of taking students with similar interests and clustering them together to create learning and leadership opportunities did not work. Programmatic requirements were not enough to sustain a purpose for these communities, and over time, the students lost interest.

In 2002, after several years of unclear messages to the students, the message "Take control of your community," was once again put forth by the new staff. The students were challenged to take Special Interest Housing and make it something worthwhile with the help and guidance of the professional and Hall Director staff. Students responded very quickly, and went about creating a number of new Special Interest communities for themselves. Ray Street went from housing four communities back to nineteen between

2002-2007. The educational focus shifted away from the assumption that leadership would be learned purely by being a part of a group. Instead, each student was asked to explore who they were as their own leader and how that connected with the larger community. The foundation became that Ray Street could have a leader in every bed, rather than a select number of leaders in a select set of communities.

Ray Street Today, 2002-2007

The Special Interest Communities are not the only aspect of Ray Street that makes it unique from the rest of campus. Ray Street remains the only complex on campus that houses freshman through senior students in a mixed floor environment. The education provided in Ray Street needs to be appropriate for all levels, reaching all students.

In 2007, Residence Life defined 12 competencies that all University of Delaware students living in the residence halls should attain before they leave the campus (Appendix E). The Ray Street curriculum is responsible for delivering all 12, because it houses students from their first year in school until their last. The competencies are delivered through a layering process, designed to help students make contributions to the community, while reflecting on them critically. Whether a student lives in Ray Street for one year or five, they will be challenged to meet each of the competencies as they have been sequenced, through the examination of self and group leadership.

In order to meet the needs of the Ray Street students, it is important to understand who they are, and what trends have manifested in recent years. There are three populations in Ray Street that come together each year to form the complex community: The freshmen placed in Ray Street, the upper-division students who chose to stay in Ray Street after their freshman year, and the upper-division students who chose to apply to Ray Street after having lived somewhere else on campus. The current upper-division breakdown for 2007-2008 is:

Upper-division students who chose to stay in Ray Street: 77%

Upper-division students who come to live in Ray Street from elsewhere: 23%

Students coming from:

- Gilbert / Harrington: 7%
- Off Campus: 4%
- Central: 3%
- Rodney: 3%
- Dickinson: 3%
- Russell / Lane / Thompson: 1%
- Independence: 1%
- Towers 1%

Each of the three populations contributes to the complex in different ways. They also introduce several unique challenges. The following information was gathered over the past five years through conversations and observations by the Ray Street staff.

The Freshman Population

Each academic year, 150-200 freshmen are placed in Ray Street. This is due to their FYE placement or Special Interest Housing (SIH) application. Freshmen in Ray Street bring with them an enormous amount of vitality and energy.

Based on five years of anecdotal conversations with new students, the freshmen in Ray Street often report that they want to “get involved.” They want to be in constant contact with other students, and want to be involved in as many positive relationships as possible. Freshmen in Ray Street have also testified over several years that they feel isolated from a “traditional” freshman experience, such as the Rodney or Dickinson curriculums. Not all, but many of our freshman students voice desires to live in the Rodney or Dickinson complex with an entirely freshman population. The students who get involved in our student government (Ray Street Activities Council - RSAC) or any of our Special Interest Communities report that they are highly satisfied with the Ray Street Experience, and are more likely to stay in the complex for future academic years. Many students who have been highly engaged in their LIFE clusters in Ray Street have gone on to create their own Special Interest Communities (Medical Awareness, Cinematic Arts, Healthy Living, etc.).

Upper-class Students Who Were Freshmen in Ray Street

Between 2002-2007, approximately half of all Special Interest Housing applications came from Ray Street freshmen requesting to live in Ray Street for the following academic year. These students represent our internal applicants. The number of internal applicants has risen from approximately 20 students in 2002-2003 to approximately 80 out of 160 students in 2005-2006. There are several trends that have emerged within this particular population. Students have given several reasons for applying to stay in Ray Street:

1. They enjoy living and working towards community goals with their friends, who share a common interest area.
2. They are trying to bolster their resume and experiences on campus to help them in their academic and future careers.
3. They enjoy the physical location and structure of Ray Street (Laird campus, suite style living, etc.).
4. They did not want to go somewhere unknown.

The students that get highly involved in our communities and complex community councils through attendance at meetings and events and programmatic efforts see a lot of immediate success for themselves and their communities. They report that the Special Interest experience is a good one, and has provided them with much needed avenues for involvement and responsibility. Several of these students go on to apply for Resident Assistant positions, as well as other leadership roles on campus. These students also tend to stay in Ray Street until they either graduate, or leave campus housing.

Some Ray Street freshmen really enjoy the atmosphere, newer buildings, etc. and apply to stay in Ray Street for more convenient reasons such as location or room structure. Typically, among these freshmen, two camps form. One of these keeps to themselves and go about their own business. They stay involved in the community, but are more reserved in their contributions and what responsibilities they take on. They generally report that they get what they are looking for from the community (a sense of belonging, academic support, social networking). These students make up the majority of this population.

The other group of students tends to disappear into their own world. Often times, these students choose to stay in Ray Street because they can stay in their room without having the hassles of shared bathrooms, or a lot of people in the hallways. These students can easily glide under the radar of the Ray Street staff and student leaders, since so much attention is focused on the large clusters of involved students. Unfortunately a number of these students come to our attention due to a social or emotional crisis in which they are involved.

Upper-class Students Who Were Not Freshmen in Ray Street

Twenty-five percent of our upper-division students have come from other complexes or off campus (numbers stated above) in the past. A review of housing statistics indicates that from 2002-2006 they came primarily from the Dickinson and Laird area complexes, while some came from the Lane and Thompson buildings on East campus. The vast majority of students moving to Ray Street from other complexes were sophomores (84%). The students from Dickinson, Lane, and Thompson often were from LIFE clusters, and were seeking to continue living within a specialized cluster, while the students from Laird were more familiar with North campus and Ray Street in general. Currently, the students who have applied to live in Ray Street are primarily from the upper-division complexes while applications from the first year complexes decreased significantly. This may be explained by the curricular connection drawn between east and west campus but this is speculation. Further explorations into this will need to take place in the coming academic year.

Though the demographics have shifted, students who applied to live in Ray Street for 2006-2007 reported the same basic reasons for wanting to join Special Interest Housing, and for wanting to live in Ray Street. This population falls into three categories based on these reasons:

1. A large proportion of these students emphasize their desire to get involved on campus and stay highly involved the specific community they applied for, and sometimes with several communities. Students that put in a Special Interest Housing application for their housing assignment during the housing selection process have more of an investment in their living situation. These students have researched Special Interest Housing extensively, and have chosen it very carefully.

2. A small portion of these students fall into a middle group, consisting of students who wanted a “nice” place to live, and they are willing to be involved in their community in order to have the physical benefits of living in Ray Street.
3. Some of this population does choose to come to Ray Street for specific social reasons. Many report that they were unhappy where they lived previously, and did not feel as though they connected with other residents. They report that their peers place too much of an emphasis on drinking, and they would rather be involved in something more productive. Some of these students find it easy to connect very quickly with other Special Interest Housing students around specific topics. Others find that the students who live in SIH communities are not that socially different from students on other parts of campus. These students can feel as though they have socially lost out twice, and can become very reclusive. Again, this may not come to the attention of the staff or other student leaders until an emotional or social crisis emerges.

Students from all three of these upper-division groups tend to stay in Ray Street until they either graduate, or leave campus housing.

Addressing the Needs of These Various Populations

While taking into consideration the various levels of student dynamics at play in Ray Street, it is important to create structures and expectations that address the needs of each individual student and each population, while maintaining a cohesive complex community. In the 2007-2008 academic year, every Ray Street resident will either be a freshman in a FYE cluster, an upper-division student involved in Special Interest Housing, or an upper-division student randomly assigned to Ray Street (very small population). During the building meetings that take place in the first week of the academic year, each student who is not assigned to a Special Interest Community will be asked to either join an existing community, or create a new one.

During the 2006-2007 academic year, each Special Interest Community and freshman cluster was asked to identify a need within the community (Ray Street or campus-wide) and formulate a plan to address that need. Only a small handful of communities were able to do this, even with guidance from the Ray Street staff. When the students were given a specific way in which to help the community, they mobilized very quickly. As an example, the Ray Street students latched onto the national Recyclemania campaign and were able to increase the complexes recycling efforts by 300%. In 2007-2008, the students in Ray Street will be learning about issues of sustainability to help them connect their interests and communities’ missions with ways to directly serve the campus and beyond.

Each student will have a specific purpose within the complex regardless of his or her academic year. Building upon those purposes to foster individual and community reflection will be the mission of the Ray Street staff, Special Interest Housing presidents, the Ray Street Activities Council (RSAC), and every student who lives there.

Essential to the success of the complex will be the relationships that are formed across each of our specific populations. Upper-division students must engage with freshmen in mentoring relationships, helping them to define themselves and their role in the community. Freshmen need to take advantage of their fresh perspectives and abilities to act as change agents for struggling upper-division students. Rather than ignore one another, and go about their business, these populations need to challenge one another in as many ways as possible. These challenges must include the students who are falling through the cracks. No student should be left behind, and it is the responsibility of the entire community to make sure it doesn't happen.

Lessons learned from 2006-2007:

A number of assessment strategies were utilized during the 2006-2007 academic year which helped to shape the 2007-2008 curriculum:

1. Individual Student Portfolio Analysis
2. Leadership Inventories
3. Floor Feedback Surveys
4. Student Focus Groups
5. Individual Resident Assistant Interviews

While details for all of the results can be found in appendix D, the overall recommendations for the 2007-2008 curriculum included the following:

1. Create more student friendly portfolio entries.
2. Create more detailed lesson plans for floor meetings and programs that help RAs to engage their populations in more intentional ways.
3. Improve training strategies to prepare RAs for the kinds of directed interactions we want them to be having.
4. Connect more directly to the freshman experience.
5. Improve our ability to help students understand what kinds of contributions they can make to the community, and how we can help them be successful.

Each of these recommendations was taken into account while developing the 2007-2008 Educational Focus, Learning Outcomes, and Sequence of Learning.

Ray Street Educational Focus:

In order to understand the Ray Street curriculum and its contribution to the achievement of the Residence Life Educational Priority, it is important to understand the philosophical and theoretical underpinnings upon which it is based. Ray Street has a diverse population of students; is designed in such a way that leadership may grow and thrive; and thus, provides many possibilities for creating experiences for students that support the

development of citizenship. Two areas will be of primary focus: leadership and self-authorship. They will be taught through an exploration of self and sustainability. It is important to note that students will not be taught formal leadership theories, but rather what leadership skills every student needs to develop in order to guide their own professional and personal lives.

Leadership and Leadership of Self

In a study of national and international leaders, James McGregor Burns stated that, “true leadership is a dynamic and reciprocal exchange between leaders and followers” (1978, p.3). Building upon Burns’ work in his book, Leadership for the Twenty-First Century, Joseph Rost (1991) from the University of San Diego put forth a more contemporary definition of leadership. Curtis Brungardt (1998) paraphrased this definition as, “An influence relationship among leaders and followers who intend real changes that reflect their mutual purposes (§ 3).” According to Rost, in order for a relationship to meet this criterion for leadership, four essential components must exist:

1. The relationship is based on influence. This influence is multidirectional, meaning that influence can go any which way (not necessarily top-down), and the influence attempts must not be coercive. Therefore, the relationship is not based on authority, but rather persuasion.
2. Leaders and followers are the people in this relationship. If leadership is defined as a relationship, then both leaders and followers are doing leadership. He does not say that all players in this relationship are equal, but does say all active players practice influence. Typically there is more than one follower and more than one leader in this arrangement.
3. Leaders and followers intend real changes. Intend means that the leaders and followers promote and purposefully seek changes. Real means that the changes intended by the leaders and followers must be substantial.
4. The changes the leaders and followers intend reflect their mutual purposes. The key is that the desired changes must not only reflect the wishes of the leader but also the desires of the followers.
(Brungardt, 1998, § 4)

Rost contends that leadership is in the midst of a paradigm shift, away from the industrial paradigm, and redefining itself in the post-industrial age. The industrial paradigm of leadership focused on “great men and women with certain preferred traits influencing followers to do what the leaders wish in order to achieve group/organizational goals that reflect excellence defined as some kind of higher-level effectiveness” (Rost, 1991, p.180). In his book, Rost talks about this paradigm shifting away from management and towards other social values such as diversity, critical dialogue, and consensus-oriented policy-making processes.

In 2006, John P. Dugan, Coordinator of Student Involvement & Leadership at the University of Maryland College Park, conducted a number of studies using the Social Change Model of Leadership Development (HERI, 1996) (Appendix H) to determine what effect student involvement had on change agent skills. He wrote:

The social change model of leadership development was created specifically for college students and is consistent with the emerging leadership paradigm. This perspective, also referred to as the postindustrial paradigm, suggests that leadership is a relational, transformative, process-oriented, learned, and change-directed phenomenon (Rogers, 2003; Rost, 1993). Similarly, the central principles associated with the social change model involve social responsibility and change for the common good. These are achieved through the development of eight core values targeted at enhancing students' level of self-awareness and ability to work with others (HERI). (2006, p. 335)

Dugan used an instrument, the Socially Responsible Leadership Scale (Tyree, 1998) to analyze the difference between involved and uninvolved students in the following 8 areas:

- Consciousness of Self
 - Congruence
 - Commitment
 - Common Purpose
 - Collaboration
 - Controversy With Civility
 - Citizenship
 - Change
- (HERI, 1996)

Dugan found that there were significant mean differences between students who were involved and not involved in campus organizations or formal leadership programs in the following areas: common purpose and citizenship (pp.338-339). These are areas of strong focus in the Ray Street community.

Another colleague of Burns, Robert J. Starratt wrote in 1993 that:

There should be no 'terminal degree' in leadership. Rather, such programs should be conceived as offering an intense developmental experience to people already exercising leadership, but who want to stretch themselves and their institutions toward a more ambitious vision of greatness. This kind of continuing education experience should place them with a group of similarly minded colleagues from a variety of fields and locales. A cohort of leaders who stay together through one, two, or three years of seminars, courses and workshops develop the trust and cooperation needed to create a genuine learning community (p.153).

The Ray Street curriculum can provide the type of education and leadership training that Starratt is discussing.

In the preface of their 2003 book, "Learning to Lead: A Workbook on Becoming a Leader," Warren Bennis, Distinguished Professor and Chairman of the Leadership Institute at the University of Southern California, and Joan Goldsmith, former faculty member at Harvard University and UCLA, said:

To grapple with your own growth as a leader, we ask you to assess your character and commit to adopting a set of core competencies. In the process, we propose that you look at all aspects of your life. The skills you develop will not only enable you to become the leader you envision but also support you in expanding your capacity to live your life more fully and completely (p.xv).

The 12 competencies (Appendix E) developed by Residence Life provide just this kind of direction for a layered approach to every resident's education, freshman through senior year. Students in Ray Street have the opportunity to engage in personal and professional relationships, leadership training sessions, and a wide variety of educational programming. As we have learned in the past however, this is not enough to keep students engaged. Unless students are truly examining who they are in this process, it quickly loses meaning for them. If students are to take away skills and abilities from these opportunities, they must explore their own values and identity in order to go through this process in a way that is meaningful to them.

Self-Authorship

In, "The Leadership Challenge," Kouzes and Posner state that the first step to becoming an authentic leader is to clarify your values. They go on to say, "To become a credible leader, first you have to comprehend fully the values, beliefs, and assumption that drive you. You have to freely and honestly choose the principles you will use to guide your actions (2002, p. 44-45)." Bennis and Goldsmith also put forth:

Developing one's self as a leader is a day-to-day, lifelong process that is built on continued self-examination, introspection, and soul searching honesty. As we pursue our goal of becoming a leader, we learn from failures, acknowledge wrong turns, and make amends when necessary. It is an ambiguous process that begins and ends with oneself. Becoming a leader is a process of self-invention, based on imagining and expressing your authenticity. To be "authentic" is literally to be your own "author," to discover your native energies and desires, and to find your own way of acting on them.....As the author of your own life, you have kept covenant with your own promise (p. 24-25).

Self-Authorship is defined by Marcia B. Baxter Magolda as, "the ability to collect, interpret, and analyze information and reflect on one's own beliefs in order to form judgments" (Magolda, 1998, p. 143).

The theory of self-authorship is a holistic approach to education that includes every individual's ability to learn within the context of one's own value system and takes into

consideration each component of self. In 2004, Magolda and King put forth three developmental dimensions that are key components to enabling effective citizenship while exploring self-authorship: cognitive maturity, integrated identity, and mature relationships.

- *Cognitive maturity*, characterized by intellectual power, reflective judgment, mature decision making, and problem solving in the context of multiplicity.
 - *An integrated identity*, characterized by understanding one's own particular history, confidence, the capacity for autonomy and connection and integrity.
 - *Mature relationships*, characterized by respect for both one's own and others' particular identities and cultures and by productive collaboration to integrate multiple perspectives.
- (p.6)

Self-Authorship will be used as the framework for Ray Street students' exploration of self. While students will not become experts in Self-Authorship as a topic, they will move towards being self-authored themselves by exploring its key components.

In order to facilitate growth in each of these areas, an individual must fully balance his or her engagement in personally meaningful activities and active ongoing self-reflection. Students who are continually engaged by their community and prompted to reflect upon their own decisions will have a greater understanding of their own value system, and how it connects with the society at large. John Dewey (1916) conceptualized education as the "reorganization and reconstruction of experience (p.154)." Dewey said, "the first approach to any subject in school, if thought is to be aroused and not words acquired, should be as unscholastic as possible" (p.154). Dewey knew that reflection was the key to true development of thought.

The Reflective Judgment Model (King & Kitchener, 2002) offers the following seven suggestions to educators for promoting self-reflection in college students:

1. Respect students' epistemological assumptions.
 2. Engage students in exploring ill-structured problems.
 3. Provide opportunities to study lines of reasoning, analyze others' views, and defend their own views.
 4. Teach students how to gather, evaluate, and interpret data.
 5. Give frequent feedback.
 6. Encourage practice of reasoning skills in multiple settings.
 7. Help students reflect on their assumptions about knowledge.
- (p. 31)

In 2005, Jane Pizzolato explored Self-Authorship to determine what moments take place in a college student's life that progress them towards leading a self-authored life. She refers to these as provocative moments. She goes on to cite her own 2003 article on the subject when defining Self-Authorship as, "a relatively enduring way of orienting oneself toward provocative situations that includes recognizing the contextual nature of

knowledge and balancing one's own internally defined beliefs, goals, and sense of self" (Pizzolato, 2005 p.624). Magolda labeled, "the realization that external sources of belief and definition were insufficient for happiness brought acute awareness that internal sources of belief and definition were necessary" *The Crossroads* (2001, p. 93). Pizzolato points out that "because The Crossroads are characterized by the intense discontent and dissonance arising from dissatisfaction with formula following, it makes sense that students may need more than one dissonant experience to move them from feeling dissatisfied with external definition to experiencing a provocative moment that leads them to search for internal definition (2005, p.630).

The college experience has within it the opportunity to engage students on an almost minute-by-minute basis. By providing each student with the ability to make community-oriented decisions and then prompting reflection on the results of their decisions, learning can take place in each of the three developmental dimensions previously discussed. Self-authorship can truly begin to take shape, and leadership of self and others can begin to form.

Sustainability

In order for students to understand what it takes to be a citizen in a sustainable society, they first must understand of what this consists. In 2006, Peter Senge wrote,

Wherever we stand, we stand within a web. Human wisdom expressed in many deep-rooted and varied societal traditions around the world has long acknowledged that an understanding of systems in their totality is the only foundation for making sound choices that benefit the health of the whole.... I believe humans have innate capacities, beyond social conditioning to develop a holistic awareness of their relationship with the world. Activating these capacities starts with seeing the connection between human consciousness and the physical world. (p.18)

In 1987 the World Commission for Environment and Development defined sustainability as "meeting the needs of the present without compromising the ability of future generations to meet their own needs" (<http://ringofpeace.org/environment/brundtland.html>). It could be said that a person who has attained mastery in the three components of self-authorship will be well armed to lead a sustainable life. Magolda and King define effective citizenship as "coherent, ethical, action for the good of all" (2004 p.6). A self authored person is more likely to engage in decision making and mature relationships that take into account the needs of society today and tomorrow. On the flip side of that coin, it could be said that the study and practice of sustainability could lead to a person becoming more self-authored. Exploring ones actions and their congruence with a sustainable lifestyle can increase an individual's understanding of their own values and needs as they pertain to their integrated identity and cognitive maturity.

Also in 2006, the ACPA (American College Personnel Association) Sustainability Task Force was formed. On their website, they state:

ACPA recognizes that colleges and universities provide students with the knowledge they need to make an impact in their personal, civic and professional lives. By educating them on sustainable development, they can make positive changes for society by making economically, environmentally and socially responsible choices that help create a flourishing ecosystem, healthier communities and stronger societies. (<http://www.myacpa.org/task-force/sustainability>)

In the Ray Street community, the three hallmarks of a sustainable society; a healthy environment, socially just communities, and strong economies will be the focus of our leadership efforts. Not only will students learn to better understand themselves and their leadership skills, but how to best put them to use for the development of better local, national, and global communities.

As an example, before students begin to set individual goals for themselves, they will go through an activity with their floor designed to follow an essay by Joe Laur and Sara Schley entitled “A Journey in Time” (2006). In the essay, the authors ask the reader to consider what life was like for their ancestors 100 years previous to the current time, and what mind sets and traditions were still being passed on to today’s generation. They ask what advice these ancestors would have for us today. Then the authors ask you to go forward 100 years and picture what the world will be like for our decedents. The authors then ask what you need to be doing today to set up the best possible world for them. Finally, you are asked to project yourself one year from the current time, and what will you have done over the past year that is in line with what you want for the future. By going through a discussion like this prior to goal setting, students are ready to set goals for themselves that are based in more than just their immediate wants and desires, but also considering the needs of future generations, linking their self awareness with their understanding of sustainability.

Educational Phases:

In order to incorporate a wide variety of topics about leadership and self-authorship, the Ray Street experience has been sequenced into four “educational phases.” Each phase is a period of time dedicated to the study of one or more leadership topics. Each semester, two phases will be covered. The phases are designed to follow the course of traditional community trends such as forming, storming, norming, performing, and adjourning (Tuckman & Jensen, 1977). During the course of each phase, related sustainability content will be delivered to the students to provide them with a context for discussion about leadership topics and opportunities. The phases are:

Phase 1: Transitions/Community Integration (Opening – October 13th)
Sustainability Topic: Healthy Environments

Each year begins with a transition for every student. Freshmen are just beginning their life at the University while upper-division students are starting something new, and taking on new community roles. The first phase is focused on helping students to reflect on the choices they have made to get them where they are, and how they want to integrate themselves into the community currently. Upper-division students will be challenged to take on a greater role in the community than they did the previous year, while freshmen will be challenged to explore what roles they are willing to try.

Each student will be challenged to find ways to make tangible contributions to the community. A good first step will be to learn about the consumption rates of various resources, including paper, electricity, and other recyclable materials. Learning about the physical needs of our community is a hands-on way to begin exploring concepts of sustainability while setting individual and community goals for lessening our “ecological footprint” (www.myfootprint.org).

Phase 2: Self-Exploration (October 14th – Winter Closing)
Sustainability Topic: Socially Just Communities

In the second half of the fall semester, students will be challenged on two fronts. The first will be when students are asked to individually explore their values as they pertain to organizational leadership. They will be asked questions about their views on effective communication, appreciation, and ethics. Second, each student will be exploring their own social identities, while learning about the social identities of others. SIH communities will be required to provide the community with a program that exposes the complex to an underrepresented culture. The Ray Street staff will provide a Unity Project event during this time as well. Phase 2 focuses primarily on exploring who students are as individuals and how they want to grow and develop.

Phase 3: Revisiting Goals and Group Dynamics (Spring Opening – April 6th)
Sustainability Topic: Economic Growth

The beginning of the spring semester begins with an exploration of goals accomplished and goals failed. Each resident is asked to view their goals through the lens of being a community member. Now that they have been a part of their community, large and small, for several months, what do they now know about their surroundings that will help them to raise the bar for goals achieved and set new goals in lieu of failures. Students will better understand the role that they play, the reciprocal affect of being a part of a community, and how they can revise their goals for success by reflecting upon group dynamics individually and in community settings.

Group dynamics will be explored within each floor and SIH community, while simultaneously learning about how strong economies create socially just and

environmentally healthy communities. The first floor meeting will focus on an activity where students will accomplish a task with shared resources while exploring the leadership dynamics within a variety of teams (Appendix F). In lieu of a second floor meeting this phase, building meetings will be held where students will participate in a comprehensive economic simulation (Appendix G) developed to help students better understand how easily systems can create a gap between the wealthy and the underprivileged. SIH communities will then be challenged to examine the local economy we create each year in Ray Street, and how it can be shaped to serve today's needs while serving others and setting up future generations for success.

Phase 4: Leaving an Impression (April 7th – Closing)
Sustainability Topic: Civic Engagement

The final weeks of the academic year will be focused on leaving a positive impression on the community, while leaving any emotional baggage behind. Communities will finalize long-term contributions to the complex and evaluate what mark they have left upon Ray Street and University of Delaware. Individual students will also reflect upon the contributions they made on their floors and in their communities. There is a heavy emphasis on using what has been learned throughout the year to perform at a high level and leave a positive legacy behind.

Many students and some communities tend to carry emotional baggage with them into the summer months and beyond. Students will learn the values of forgiveness theory to help them prepare for the transition they are about to make, whether leaving the University for good, or returning into a new community role in the coming fall.

Covering these particular topics, with a focus on the theories of self-authorship, leadership, and sustainability, the students in Ray Street will be exposed to challenges that will ask them to reflect upon their experiences as well as the collective experiences of those around them, while feeling the support of the entire community at large.

Ray Street Learning Outcomes and Goals:

In order to achieve the department's educational priority, citizenship; with the knowledge we have about the Ray Street student population and the assessment of the 2006-2007 curriculum (Appendix D); and understanding the concepts of self-authorship, leadership, and sustainability as described above, the following Residence Life Learning Outcomes have been identified for the Ray Street population for the 2007-2008 year:

Freshman Outcomes

#1: Understand how your social identities affect how you view others.

Learning Goals:

- Each student will understand their social identities which are salient in their day-to-day life.
- Each student will be able to express an understanding of how their social identities influence their views of others.
- Each student will learn about the forms of oppression that are linked with social identity groups.

#2: Understand how differences in equity impact our society.

Learning Goals:

- Each student will learn about the forms of oppression that are linked with social identity groups.
- Each student will learn how the United States economic system marginalizes the economically underprivileged.

#3: Understand your congruence with citizenship values:

- Human suffering matters.

Learning Goals:

- Each student will learn about the suffering that takes place in and outside of our country.
- Each student will compare their actions and decisions to the impact they have on others, locally, nationally, and globally.

#4: Understand how others influence you.

Learning Goals:

- Each student will identify what academic, co-curricular, and social groups with whom they engage.
- Each student will articulate who the stakeholders in their life are.
- Each student will learn to differentiate internally and externally driven influences.

#5: Understand the impact of your decisions.

Learning Goals:

- Each student will know how to critically examine their individual contributions to groups to which they claim membership.

- Each student will examine one action they chose not to take, and the impact their decision had on others.
- Each student will identify one positive and one negative decision that a former student made that shaped their current floor and campus community.

#6: Understand the power of an individual in a community.

Learning Goals:

- Each student will know how to critically examine their individual contributions to groups to which they claim membership.
- Each student will learn how to contribute to the creation and actualization of community expectations.
- Each student will establish and record academic, personal, and career goals.
- Each student will create opportunities for themselves to make contributions to the community related to their personal values and beliefs.

#7: Understand the knowledge necessary for the development of a sustainable society.

Learning Goals:

- Each student will be able to define sustainability.

Sophomore Outcomes:

#1: Understand how differences in equity impact our society.

Learning Goals:

- Each student will recognize that systemic oppression exists in our society
- Each student will recognize the benefits of dismantling systems of oppression.
- Each student will be able to explain how systems are interrelated.
- Each student will explore the differences in equity amongst the Ray Street Special Interest Communities and between campus complexes.

#2: Understand your congruence with citizenship values:

- My actions have a global impact.
- What I do and don't do civically and politically matters.

Learning Goals:

- Each student will explore how their consumer choices affect economic prosperity in underdeveloped nations.

- Each student will create an inventory of contributions they made to the local community.

#3: Understand the knowledge necessary for the development of a sustainable society.

Learning Goals:

- Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.
- Each student will recognize the benefits of relationships with people of other social identities.

#4: Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society.

Learning Goals:

- Each student will be able to articulate personal values and passions.
- Each student will know the resources and the skills needed to pursue their vocational interests.

#5: Learn how to develop and sustain interdependent relationships.

Learning Goals:

- Each student will learn how to develop a peer group that is supportive of their personal and academic success.
- Each student will identify and articulate areas of personal strength that can benefit others.
- Each student will identify and articulate areas of personal weakness that others would benefit from if improved.
- Each student will explore the concept of trust as it pertains to the relationships that exist within their Special Interest Community.
- Each student will recognize the benefits of relationships with people of other social identities.

Junior Outcomes:

#1: Understand your congruence with citizenship values:

- Social problems are everyone's responsibility.
- Each student will examine values in the context of a sustainable society.

Learning Goals:

- Each student will articulate the values that are most important to their daily decision making.
- Each student will compare their stated values with the definition of sustainability.
- Each student will identify one social problem existing within their local community.
- Each student will articulate one action they can take to alleviate suffering in the context of a local social problem.

#2: Learn to contribute to the creation and maintenance of a sustainable community.

Learning Goals:

- Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.
- Each student will be able to develop and sustain individual relationships which are beneficial, while identifying their ability to take on multiple roles in distinct communities.
- Each student will create a sustainability plan for their Special Interest Community, to ensure the immediate and long-term success of the Ray Street community.

#3: Learn the skills necessary to be a change agent.

Learning Goals:

- Each student will critically examine the local community in which they live, and formulate a solution for improvement.
- Each student will make a commitment to take one action to improve the Ray Street community.
- Each student will learn to connect their career choices with their congruence to citizenship values.

Senior Outcome:

#1: Demonstrate civic engagement toward the development of a sustainable society.

Learning Goals:

- Each student will affiliate themselves with local, national, and/or global organizations they can make active contributions to beyond their college years.
- Each student will educate others to make decisions that meet their needs, without compromising the needs of future generations of students.

In order to accomplish the stated learning outcomes and goals, Ray Street residents will be presented with three types of opportunities (1) opportunities to learn about the issues and concepts surrounding sustainability (2) opportunities to contribute to a sustainable society, and (3) opportunities to reflect upon their contributions. (See chart #1 below):

Ongoing Delivery Strategies:

Contribution Activities, such as Special Interest Housing (SIH) will allow residents to demonstrate their abilities to act on issues, plan and participate in community events, and maintain productive relationships. *Reflection Activities* prompt individual residents to examine and understand how their values, cognitive maturity, and identity play a part in their community and personal decisions and responsibilities as a citizen. All of the activities will be designed to deliver content about a sustainable society, focusing on the triple-bottom line of a flourishing environment, social well-being, and a strong economy.

Several things will take place during each of the four phases. Each phase will begin with an educational floor meeting designed to provide knowledge specific to achieving learning goals associated with understanding the concepts of sustainability. After this, students will get an opportunity to convert their knowledge into action by working within their communities to develop as a group while developing programs to educate others about how their interest connects with issues of sustainability. Finally, to fully understand what they have participated in, each student will reflect with their Resident Assistant individually and as a floor to process the impact they have made on the larger community.

Chart #1

Contribution Activities	Sustainability Content	Reflection Activities
Special Interest Housing (All students)	Flourishing Environment	Floor Meetings
Ray Street Activities Council (32+- residents)	Social Well-Being	Resident Assistant one-on-ones
Ray Street Senate (15+- residents)	Strong Economy	RA/SIH programming
	Civic Engagement	Junior / Senior Nights
		Leadership Certification
		Council of Presidents
		Residence Hall Regulation
		Conferences

Contribution Activities

Contribution Activities within Ray Street are defined as any opportunity that students have to give back to the larger community. The vast majority (98%) of residents in Ray Street participate in either Special Interest Housing or FYE while specialty groups such as RSAC and the Senate are opportunities to expand upon those contributions under a wider umbrella of responsibility.

Special Interest Housing (upper-division students):

What makes Ray Street so unique is the Special Interest Housing (SIH) program. SIH communities are places where residents can live and work with like-minded students of various disciplines and interests and develop a learning environment that supports both their interests and academics.

Each community member goes through an application process to join the community, followed by a room placement process designed to allow the students shared control over their community. Each community, in conjunction with the Hall Director for SIH designs an internal executive board to provide leadership and direction. It is important to note that each one of the SIH communities was student initiated and implemented. Each year, some communities dissolve while others are created, maintaining a fluid process that meets the needs of the current generation of students.

While living in a Special Interest Community, students participate actively in their living environment. Students take control of their environment in ways unlike any other residential experience at the University of Delaware. Each community determines its room selection, placement, and lounge usage. Each community also chooses a short term contribution and a long term contribution to the Ray Street community each year, to be defined by the residents.

Students participating in communities are also responsible for providing a diverse offering of educational programs to the entirety of the Ray Street complex each month. The current variety of community interests provides Ray Street with wide array of educational experiences (See chart #2). Each month, communities are asked to put on two programs. One of these programs is required to address the learning goals specified for the particular phase of leadership and sustainability, as well as provide an education about subjects such as health and wellness (Healthy Living community), the arts (Music, Creative Arts, and Crafting communities), and how to study more effectively (Engineering Community). Students are also exposed to several underrepresented cultures on our campus through the programming provided by the Gender and Sexuality, Martin Luther King Jr., East Asian, and Latin American communities. Community Presidents work with the Hall Director and Complex Coordinator to make sure all of the learning goals are covered throughout each month.

Community success is dependent on member leadership, initiative, and creativity, while individual success is dependent on a full reflection of these activities and contributions. Special Interest Housing gives students the ability to create leadership opportunities, determine educational programs to deliver, contribute to group decisions, and help shape the direction of a community. This directly supports the learning outcomes and goals for each participating student.

Chart #2

2006-2007 Special Interest Communities	
1.	Eco-house Community
2.	Martin Luther King Jr. Humanities Community
3.	Music Community
4.	Gender and Sexuality Community
5.	Creative and Performing Arts Community
6.	Engineering Community / Women in Science and Engineering Community
7.	Cuisine Community
8.	Healthy Living Community
9.	H. Norman Schwarzkopf Leadership Community
10.	Political Awareness Community
11.	Impact Service Learning Community
12.	Crafts Community
13.	Cinematic Arts Community
14.	East Asian Community
15.	Russian Community
16.	Education Community

Ray Street Activities Council (optional):

The Ray Street Activities Council (RSAC) was formed in 2002 to act as the student governing body of Ray Street. All major decisions about the complex are discussed within this group to gauge the student voice in community issues. They are given the opportunity to present ideas about policy changes, programming needs, facilities concerns, etc.

RSAC is made up of a six person executive board, one representative of each SIH community, one freshman representative from each of the nine floors, and general body members. Complex wide elections are held for each of the executive board positions in the spring and fall semesters.

In recent years, RSAC has succeeded in changing University wide policies as they apply to the Ray Street community, such as PDI access. The students in Ray Street made the decision that they should have greater access to the three individual buildings, in order to foster greater communication between the various communities. They surveyed the population, petitioned University officials, and instituted a trial period that resulted in a permanent policy change.

Participating in RSAC helps students to learn about and demonstrate the power they have as members of a democracy, constituents of an institution, and citizens of the greater society. Freshman students in particular are heavily encouraged to attend and participate.

Ray Street Senate (optional):

The Ray Street Senate was started in 2003 by several SIH students in order to better distribute SIH funds to the communities. The Senate has since become the administrative

arm of Special Interest Housing, allocating money, creating tracking systems for programs, events, and membership.

SIH communities provide the Senate with a programming proposal and funding request for each of their programs. The Senate determines how well the programming is planned, and whether or not it meets the mission of Ray Street programming. They have the authority to increase, decrease, or deny the requested funds. While each SIH community is asked to provide representation, the Ray Street Senate is open to anyone within Ray Street who would like participate.

Residents who participate with the Senate are given the opportunity to assist in setting community standards while holding residents accountable to the individual SIH goals and Ray Street complex goals. Through the decisions that the Senate is asked to make, students are challenged to consider the needs of the greater community beyond their own personal set of values and/or identities.

Reflection Activities

Reflection Activities in Ray Street are defined as any activity that asks residents, individually and in groups, to reflect upon a combination of their particular Contribution Activities and personal values and identities.

Reflective Activities are administered by several groups and individuals within the Ray Street Community. They are:

SIH presidents:

Each SIH community chooses either a president or co-presidents. Apart from the general responsibilities that each president has (meeting facilitation, programming, recruitment), they are also responsible for participating in activities that prompt self reflection for their community members as well as all complex residents. SIH presidents help their upper-division membership to reflect on their community successes and failures. They are also responsible for working side-by-side with Resident Assistants in their building to create reflective workshops for the freshman population.

Resident Assistants:

Each of the nine Resident Assistants in Ray Street is responsible for a number of reflective activities, including monthly floor meetings, guided one-on-one interactions with each resident, and collaborating with SIH presidents in the creation of reflective workshops for the freshman population. These activities are designed to help each resident fully consider their own values and identity, and how they connect with their community participation and personal accomplishments.

Resident Assistants are also responsible for various administrative tasks (mail, duty, keys, etc.) that ensure a seamless experience for the residents, so that they may concentrate on the education at hand.

Resident Assistants for Leadership Development (LD):

The Resident Assistants (LD) are responsible for assisting the RA staff with an understanding of topics surrounding leadership and self-authorship. They act as chairpersons for RA/SIH president councils, and assist in the development of training sessions for the staff for floor meeting facilitation and one-on-one interactions.

Hall Directors:

One Hall Director is responsible for providing support and supervision for the Resident Assistants in their individual relationships with their residents. They are also responsible for working with the RSAC executive and general board members to ensure they are reflecting on their roles as they pertain to that organization. This Hall Director also facilitates meetings with students who violate community standards, defined by the Residence Hall Regulation policies.

The other Hall Director is responsible for providing support and supervision for the Resident Assistants in their programming efforts with the SIH presidents. They are also responsible for working with the RA (LD)s to develop training sessions for the RA staff surrounding leadership and self-authorship topics and activities. This Hall Director directly advises the SIH presidents one-on-one, the Ray Street Senate, and the Council of Presidents.

Complex Coordinator:

The Complex Coordinator is responsible for the oversight of the entire Ray Street complex, administratively and educationally. Specific duties include the co-advisement of RSAC and Ray Street Senate, supervision of all staff members, and direct responses to situations requiring special attention. The CC also takes responsibility for the development and implementation of the Junior/Senior Night Series.

The Complex Coordinator is responsible for helping the Ray Street staff and students to become life long learners and citizens by providing tools and strategies for self-reflection, opportunities to connect with fellow students, and an environment conducive to an exploration of any and all topics.

The Activities:

Floor Meetings:

Resident Assistants will hold monthly floor meetings that introduce their entire floor to a particular topic within the realm of leadership and/or sustainability. An interactive activity will be facilitated (same on every floor), followed by discussion and questions. The topic introduced at the floor meetings will be followed up with a one-on-one interaction between the RA and each resident.

Resident Assistant one-on-ones:

Following each floor meeting, RAs will schedule one-on-one interactions with each resident to take place over several weeks. Each one-on-one is guided by a worksheet developed by the Complex Coordinator, which poses questions for the resident about

their contributions back to the community through SIH / LIFE, as well as personal reflections about their values and self-identities. These worksheets enter into a portfolio that will build throughout the year for each resident.

RA / SIH floor programming:

Following the completion of the resident one-on-ones, Resident Assistants and SIH presidents on each floor will come together to provide a workshop that will allow students to discuss and debate particular leadership topics, participate in interactive simulations and/or test various theories. These programs will be designed to bring closure to particular topics, while encouraging further self and small group exploration.

Junior / Senior Nights:

Once per phase, the Ray Street Complex Coordinator will hold a session for junior and senior students in Ray Street. This small population has particular needs (as stated in their outcomes and goals) and these sessions will provide time specifically to challenge them at the level that they are at within the community, while also preparing them for life beyond the University with life skills training.

Leadership Certification:

For students who are fully committed to reflecting upon their personal values and leadership experiences, there will be the opportunity to become Ray Street certified in leadership. Being certified means that you have displayed not only great community leadership skills, but the ability to discuss how you learned them, and how they relate to you and your identity.

Students who complete the following requirements, and reflect on them in their portfolios will be able to participate in a certification ceremony in May:

- Actively participate in a current Special Interest Community and/or create a new Special Interest Community
- Regularly attend either the Ray Street Senate or the Ray Street Activities Council
- Attend at least one Ray Street Unity Project
- Attend at least three Ray Street “phase programs”
- Meet with either of the Hall Directors or Complex Coordinator twice a semester to discuss their portfolios commitment to individual leadership.

Council of Presidents (COP):

The COP is comprised of the presidents of each Special Interest Community. They meet on a weekly basis to discuss ongoing trends, successes and challenges they are facing in their community as leaders. They are advised by the Hall Director (SIH), who provides ongoing training on the topics listed within the educational zones as well as ongoing training and responses for unique situations. The COP are responsible for taking the training they receive in these meetings and presenting it to the rest of their SIH community.

Residence Hall Regulation Conferences (RHRs):

A vital lesson learned through this community experience is accountability. Students are going to push their limits, and at times, violate policies. It is important that the reflection that takes place in follow-up conferences be educational. Helping a student to reflect upon his or her actions as they relate to the entire community is crucial to their ongoing education. RHRs in Ray Street will focus not just on the incident itself, but on community effect and community perception of an individual seen as a leader.

The following chart details the Ray Street sequence of learning as it takes place over the four phases. All numbers signify how many of each activity will take place.

Phase 1: Transitions		Phase 2: Self Exploration		Phase 3: Group Dynamics		Phase 4: Leaving an Impression	
Healthy Environments		Socially Just Communities		Strong Economies		Civic Engagement	
Sept.	Oct.	Nov.	Dec.	Feb.	Mar.	Apr.	May
Staff Training	Staff Training	Staff Training	Staff Training	Staff Training	Staff Training	Staff Training	Staff Training
Floor Meeting on Transitions + Consumption Tracking	Floor Meeting on Healthy Environments	Floor Meeting on Self Exploration and Social Identities	Floor Meeting on Socially Just Communities	Floor Meeting on Group Dynamics	Building Meeting on Strong Economics	Floor Meeting on Leaving a Positive Impression	Floor Meeting on Civic Engagement
<i>(Journey Through Time Activity)</i>	<i>(Reduction of Footprint)</i>	<i>(Activity)</i>	<i>(Complex Comparison)</i>	<i>(Tower Building)</i>	<i>(Homelessness Simulation)</i>	<i>(Local Contributions Inventory)</i>	<i>(Activity)</i>
SIH Meetings (2) on Setting Community Goals and Programming	SIH / RA Program on Healthy Environments (9)	SIH Meetings (2) on Complex Recruitment and Programming	SIH / RA Program on Socially Just Communities	SIH Meetings (2) on Revisiting Fall Goals and Programming	SIH / RA Program on Strong Economics (Local) (9)	SIH Meetings on Ray Fair and Programming	SIH / RA Program on Being a Change Agent (9)
SIH Program: Community Focused (16)	Junior / Senior Night <i>(Career Goals and Personal Values)</i>	SIH Program: Community Focused (16)	Ray Street Unity Project #1	SIH Program: Community Focused (16)	Junior / Senior Nights <i>(Interviewing)</i>	SIH Program: Community focused (16)	Ray Fair
1:1s <i>(Goal Setting)</i>		1:1s <i>(Identity Exploration)</i>	Junior / Senior Night <i>(Resumes and Cover Letters)</i>	1:1s <i>(Group Dynamics and Revisiting Fall Goals)</i>	Ray Street Unity Project #2	1:1s <i>(Leaving and Impression and Forgiveness)</i>	Junior / Senior Nights <i>(Living on Your Own)</i>

Assessment:

Assessment Purpose:

Based on early estimations, the first year population in Ray Street is going to grow significantly in the fall 2007 semester. New strategies to connect Special Interest Housing to the first year experience are being put in place to help connect each and every student to the contribution activities focused on in Ray Street. Also, the 12 Residence Life competencies that were developed in early 2007 rely on students achieving competencies as they progress through our halls. Because Ray Street houses all students, it is important to measure how well students at each level are reaching these competency milestones.

During the 2007-2008 academic year, the Ray Street assessment plan will focus on two questions:

1. *What impact does the development of an individual portfolio have on increasing a person's ability to articulate their congruence with citizenship values? (outcome question)*
2. *At what level does the curriculum reach the first year student population which resides in the Ray Street complex? (process question)*

Methodology:

Assessment of the Ray Street curriculum is done on a quarterly basis using qualitative and quantitative measures. Each of the four phases provides a number of tools for assessing the development of individual students, as well as the community at large. A leadership inventory will be taken 3 times throughout the year, once at the beginning and end of fall, and once at the academic years end. Portfolios will also be developed with each student during the Resident Assistant one-on-one interactions.

Portfolios:

“The portfolio, a collection of a student's work over their course of study, has become a popular tool for college teaching. Portfolios have the distinct advantage of engaging the learner in reflection (Reis & Villaume, 2002; Willis & Davies, 2002) and self-assessment (Hill, 2002), while at the same time creating documentation useful for programmatic assessment and program review.” (Bowers 2005)

Sewell, Marczak, and Horn of the University of Arizona define portfolios as “a kind of scrapbook or photo album that records the progress and activities of the program and its participants, and showcases them to interested parties both within and outside of the program”. They go on to say that they are best used in, “Evaluating programs that have flexible or individualized goals or outcomes”. When using portfolios for assessment, five

components that can be assessed are, program definition, accountability, understanding and refining, progress towards outcomes, and program impact.

Each student in Ray Street will be keeping their own personalized portfolio that will track his or her contributions throughout the year. Reflection questions specific to each phase will prompt exploration about each of the chosen topics (Appendix B). By the end of the academic year, each student will have the ability to create a co-curricular transcript that will include all of their experiences, as well as their own recorded ideas about what they gained from each (see appendix A, for example). Files will be kept from year to year, and archived when a student no longer lives in Ray Street. Copies of all materials will be provided for students upon request.

Participation Tracking:

Specific tracking methods will be put in place for 2007-2008. Exactly how many first year students are participating in Special Interest Communities, RSAC, the Senate, or starting new communities will be calculated on a quarterly basis. Freshman who are excluding themselves from any participation within the complex will be asked to participate in focus groups to determine the disconnect that exists between their interest and priorities and the Ray Street curriculum.

Focus Groups:

Three rounds of focus groups will take place during 2007-2008

The first round of focus groups will take place at the end of phase one, and will focus on first year students who have chosen not to get involved in any Ray Street activities. They will be asked questions about:

- How they spend their time during the week (willing participants will be asked to keep a time log for one or two weeks afterwards).
- If they are involved outside of Ray Street (student organization, university employment, etc.).
- What benefits they think they would or would not receive from being involved in Ray Street or a registered student organization.
- How much time they would be willing to dedicate to the improvement of their community.

During Winter session, each of the three buildings will hold a focus group for randomly selected freshman and upperclassmen. Students will be asked questions about:

- How their decision making process does or does not include a consideration of others in the community.
- Their leadership inventory results and how connected they are to Ray Street strategies

The third round of focus groups will take place after the third phase, and will focus on upper-class community leaders. During several points in the year, they will undergo

training to improve their recruitment strategies, focusing on empowerment. Their perspective on the response they get from first year students could inform their own training greatly. They will be asked:

- What strategies they employed to connect their community goals to the first year experience
- What trends did they observe in the first year students who did join their communities (active participation, passiveness, confusion, etc.)
- In what ways did first year students deflect their efforts to involve them in community activities.

Leadership Inventory:

“The Socially Responsible Leadership Scale (SRLS) is an instrument designed to assess college students’ leadership participation as defined by the theory of Social Change Model (SCM) leadership development. The SRLS is a 103 item instrument that measures the values associated with the SCM. There are seven constructs: self, congruence, commitment, collaboration, common purpose, controversy with civility and citizenship as well as an eighth construct referred to as change (VanHecke, year unknown)”

Students will self-assess their own leadership traits by participating in this student leadership inventory (Appendix I). The SRLS was developed by Dr. Tracy Tyree in 1998 to specifically measure growth in the areas defined by the Social Change Model. Each student will take this inventory three times during the course of the year (1) at opening, (2) before Winter session, and (3) during the final phase. Results will be tallied for each question, category, floor and building and then shared with the students. The results will also be used to formulate questions in the second focus group.

Floor Feedback Forms:

Each December, upon closing, Ray Street students are asked to fill out feedback forms which include likert scale questions as well as some short answer questions.

In 2007-2008, the floor feedback forms will focus on two main questions:

- Do sustainability activities increase a freshman’s ability to participate in tangible community contributions?
- Do the Ray Street strategies prompt reflection directly connected to the citizenship values?

Conclusion:

By combining multiple assessment tools, the Ray Street curriculum will be measured at each student level. Each student will have the opportunity to contribute to the knowledge base that informs the next academic year’s curriculum. By examining each students understanding of their thoughts, skills, and behaviors, we can form a more holistic picture of how to best serve this very unique populations educational needs.

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Appendices

Appendix A:

Student Name (student tracking sheet sample):

Ray Street Bio:

Building / Room: <u>Ray Street B 2XX</u>		
FR SO JR SR		
Year	Community / Track	Position
2003-04	Martin Luther King Humanities Community	Member
2003-04	Engineering Community	Member
2004-05	Martin Luther King Humanities Community	Vice President
2004-05	Engineering Community	Member

University of Delaware Bio:

Major: <u>Civil Engineering</u>		
Semester	Course you learned the most from	Faculty Member
Fall 03	CIEG 401- Finite Element Method	Dr. Chajes
Spring 04	EIEG 471- Coastal Engineering	Herbert Allen
Fall 04	MEEG 361 – Applied Engineering	Dr. Ditorio
Spring 05	PHYS 207 – Fundamentals of Physics	Prof. Sveden
Year	Student Organization	Advisor
2002-03	Caribbean Student Alliance	Rivera
2002-03	Dickinson Community Advisor	Chris Elliot
2003-2004	Society of Women Engineers	Amanda Barker
2004-2005	Caribbean Student Alliance	Rivera

Appendix B: Portfolio Entry Example

Sophomore – Portfolio entry #3 Leadership Values (part 1)

“Leadership calls for clear communication about goals, performance, expectations, and feedback. Leaders place a value on openness and directness. Through effective communication, leaders support individual and team achievement by creating explicit guidelines for accomplishing results and supporting career advancement.”

-Bennis, Goldsmith (2003)

How can I be clearer about my expectations of the performance of others? And how can I share these expectations more effectively?

“Leadership demands commitment to and demonstration of ethical practices. Leaders are responsible for creating standards for ethical behavior for oneself and living up to these standards, as well as rewarding others who exemplify these behaviors”

-Bennis, Goldsmith (2003)

What ethics are explicitly valued in my organization / major / family? How can I be more effective in reinforcing them?

Appendix C:

Sample Phase (overview):

Phase 1: Transitions

Facilitator: CC, HDs, RAs, and Community Presidents

Primary Subject: Transitions

Secondary Subject: Personal goal setting

SIH / Resident Level: Freshman and Upperclassman

Overview:

At the beginning of each new academic year, each student will go through a transition. The degree and type of transition will depend heavily on the student's personal experiences, successes, and failures. Freshman students will be asked to look at their daily responsibilities and routines from a fresh outlook, and upperclassmen will be asked to step up as better students, mentors, and leaders. Each student can be helped by facilitated conversations and interactions challenging them to evaluate their past experiences, and learn from their outcomes.

Learning Objectives:

Knowledge:

1. Students will learn about various campus resources and how to best find administrative help when needed (Residence Life, Academic Deans, Counseling Center, etc.).
2. Students will learn about the various student organizations available to them on campus, and how they can get involved with them.
3. Students will learn about the various Special Interest Communities, the Ray Street Activities Council, and the Ray Street Senate, and how they can become active in those organizations.
4. Students will learn the basics of conflict management.

Skills:

1. Students will be better able to find information and guidance on their own through their knowledge of campus resources.
2. Students will be better able to manage conflict within their community and on campus.
3. Students will be able to cope better with the stress of a their transition.
4. Students will gain or improve their ability to set achievable personal goals for themselves, and strategies for meeting those goals.
5. Students will learn how to help create a "shared vision" for their community.

Delivery Strategies:

1. Freshman Opening Programs
2. Transitions Workshop (RA/SIH)
3. Community Fair (Casino Night)
4. RA one-on-ones (getting involved)
5. HD / SIH one-on-ones (upperclassmen)
6. RSAC elections
7. RSAC floor / Community rep choices
8. RA and SIH programs
9. RA One on Ones / Portfolio Additions

Additional Resources Needed: none

Results:

Students will walk away from September feeling acclimated to the University community, and empowered to get involved with organizations that meet their social, personal, and academic needs. Upper-class students will have a better understanding of their increased responsibilities on campus, and within their communities, while setting new goals for themselves and helping younger students to do the same. Students that feel better about their own skill sets will be better able to face conflict, create opportunities for themselves, and reach their goals.

Appendix D

Ray Street Assessment Report:

Ray Street has three learning outcomes that it strives to reach with all of its students. They are listed here with a symbol for each one. The symbol will be later used to identify which outcome the practice or question is linked to.

☉Outcome #1:

Each student will learn how to make connections and maintain healthy relationships with fellow students and University faculty & staff, through academic, intellectual, and social networks.

☿Outcome #2:

Each student will learn how to create leadership opportunities for themselves and others that connect to their personal interests, academics, and career goals.

☽Outcome #3:

Each student will understand the role he/she plays in a democracy.

These outcomes are measured using a variety of assessment tools:

- leadership inventories
- feedback surveys
- portfolio analysis
- focus groups
- staff interviews

The following report provides results in each of these areas.

Leadership Inventories:

Ray Street students filled out an 86 question survey, asking them to rank the frequency in which they display particular leadership qualities (1-5, 5=always). This was done at the first floor meeting of the year.

These 20 areas were chosen based on their connection to the Ray Street Learning Outcomes. They are displayed here in rank order by complex totals:

<i>Ray Street Totals</i>	<i>Ray A</i>	<i>Ray B</i>	<i>Ray C</i>	<i>Total</i>
☉☿☽ <i>Promote cooperation</i>	4.395636	4.424433	4.476375	4.429944
☉ <i>Encourage people</i>	4.361091	4.421344	4.399438	4.394887
☉ <i>Build relationships</i>	4.457455	4.300281	4.395688	4.380427
☿ <i>A sincere desire to make a difference</i>	4.364727	4.380926	4.346375	4.365475
☽ <i>Make decisions with participation from others</i>	4.303818	4.334943	4.391438	4.341003

↻↻ Value teamwork and individual initiative simultaneously	4.302182	4.102164	4.636188	4.324189
⊙ Accountable to others	4.381636	4.228075	4.212813	4.274822
↻↻ Take joy in the success of others	4.366	4.063476	4.170125	4.195342
⊙ Challenge others to do their best	4.013818	4.194984	4.17125	4.127691
↻↻ Empower people	4.039273	4.090406	4.183125	4.100334
↻ Wisely utilize skills of others	4.210727	3.897581	4.212813	4.093667
↻ A collaborative planner	4.134364	4.053517	3.96425	4.054498
↻ Assist in developing a group mission	4.101818	4.024849	4.028875	4.051677
↻ A passion for the goals of the organization	3.941273	4.101332	3.999313	4.018301
↻ A view of the organization as a part of a larger community	3.905091	4.085775	4.04375	4.013322
↻ Subordinate my own interests to the common good	4.075818	4.021183	3.881563	3.998778
↻ A collaborative decision-maker	3.904127	3.925526	3.841188	3.893858
⊙ Selfless	3.873818	4.029844	3.563813	3.842263
↻ View conflict as an opportunity for growth	3.863636	3.793892	3.683063	3.784899
↻ A view of self as a part of the whole organization	4.074	4.100291	2.542438	3.638334

These 20 categories were then ranked again by the students at the end of the Fall semester. When compared, there was a statistically significant difference in 10 of the categories (all of which were scored lower in December). A repeated measure, two tailed t-test was administered to determine the significance at which alpha level.

Category	September Total	December Total	Difference	Alpha Level
↻↻ Promote cooperation	4.429944	3.94	-.48	.01
⊙ Encourage people	4.394887	4.01	-.38	.05
⊙ Build relationships	4.380427	3.92	-.46	.02
↻ A sincere desire to make a difference	4.365475	4.05	-.31	.02
↻ Make decisions with participation from others	4.341003	3.91	-.43	.01
↻ Value teamwork and individual initiative simultaneously	4.324189	4.05	-.27	.05
⊙ Accountable to others	4.274822	4.0	-.27	.05
⊙ Challenge others to do their best	4.127691	3.93	-.19	.02
↻↻ Empower people	4.100334	3.83	-.27	.05

Ⓢ A collaborative planner	4.054498	3.85	- .20	.01
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It seems as if the more students considered themselves skilled in an area, the more they realized their own faults over time. In particular, their “people skills” were called into question over time, recognizing that their environment is very different from the standards they may have been held to in the past. If anything can be interpreted from this, it is that students did reflect on these traits over the Fall semester, and possibly represented a more realistic version of their skills in December. While Ray Street can not take all the credit for producing this change in self awareness, students did report that their RAs had “prompted me to reflect about and understand myself better” to the tune of 93% (see floor feedback results below). Students in Ray Street are exposed to and a part of multiple organizations, including LIFE, RSOs, and other outside organizations. There are also natural events that take place over the course of a students’ college experience that will provide opportunities for reflection.

In the Spring semester, it is going to be important to ask more specific questions about what the Resident Assistants helped to prompt reflection on, and if it is congruent with the activities and questions that Ray Street is providing.

Portfolio Assessment:

In the Fall semester, students completed 6 Fall semester portfolio entries. I made decisions about what I wanted to learn from the examination of each of the portfolio entries. I then chose a group of portfolios from each of the 9 floors at random and “graded” them in a pre-established rubric. I tracked which portfolios were collected to ensure all students will be included before the academic year ends. An examination of entries #5 and #6 will take place upon the return of several of my RAs from winter session.

Portfolio Entry #1 (Appendix aa) is focused on transitioning to the University of Delaware. It asks students to examine why they came to this University, what scares them about being here, and what they are going to do to overcome their fears. I chose two questions from this entry to code:

Why did you come to the University of Delaware? (70 responses)

Academic Program: 24 Location: 19 Campus: 16 Price: 9 Environment / School Spirit: 8 Friends here: 5 School Size: 5 Family School / Legacy: 4	Summary: Academic: 27 Environment: 60 Socialization: 12
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Get a degree: 3 Meet new people: 2 Safe Sports Diversity	
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What scares you about being at the University / at Ray Street? (70 responses)

Nothing: 14 Work Load: 8 Being Alone: 7 Meeting New People: 6 Crime / Safety: 4 The train: 4 Being Far from freshman: 4 Homesick: 3 School size: 3 Failure: 3 Having a roommate: 2 Rape	Drama Environment Finding a Job Not achieving goals Not being able to sleep Doors being shut all the time Won't stand out to professors Upperclassmen Temptation Not making the most of the experience Anxiety problems	Summary: Academic: 13 Environment: 7 Safety: 9 Socialization: 27 No fears: 14
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Portfolio Entry #2 (Appendix bb) was focused on goal setting. Each student was asked to set short term and long term goals in the following areas: Artistic, Attitude, Career, Education, Family, Financial, Physical, Wellness, and Public Service.

What I wanted to know from these portfolio entrances:

1. How much time and thought students were putting into their responses.
2. If the students connected themselves and their goals to the greater community.
3. If students had goals in each of these areas, or if some of them were not appropriate for college age students.

Based on 32 entries:

☞ Students were expansive in their answers	☞ Students gave one or two sentence responses	Students gave very short answers	Students did not respond at all
15 (46.8%)	15 (46.8%)	2 (6.25%)	0
☞☞ Students responses included community goals	☞☞ Students responses included their involvement with the community	☞ Students responses included environmental factors (other students, friends, classes, etc.)	Students responses were focused on individual gain
3 (9.37%)	14 (43.75%)	13 (40.62%)	2 (6.25%)
☞ Students responded in each of the categories	☞ Students responded to most of the categories	Students responded to some of the categories	Students responded to few of the categories
22 (68.75%)	10 (31.25%)	0	0

Portfolio Entry #3 (Appendix cc) is one of two entries asking the students about their leadership values. Questions on this entry asked them about communication skills and ethical practices.

What I wanted to know from these portfolio entries:

1. How much time and thought were going into responses
2. Whether students cited examples of their own community involvement
3. Students understanding of the difference between ethics and values

Based on 51 entries:

☉ Students were expansive in their answers	☉ Students gave one or two sentence responses	Students gave very short answers	Students did not respond at all
19 (37%)	22 (43%)	10 (20%)	0
☉☉ Students responses included community goals	☉☉ Students responses included their involvement with the community	☉ Students responses included environmental factors (other students, friends, classes, etc.)	Students responses were focused on individual traits
6 (12%)	10 (20%)	32 (63%)	3 (6%)
☉☉ Students were able to site examples of ethical behaviors, dilemmas or questions	☉☉ Students displayed positive behaviors they would like to uphold	Students seemed confused about or uninterested in ethics	Students failed to respond
8 (16%)	40 (78%)	3 (6%)	0

Portfolio Entry #4 (Appendix dd) is the second entry dealing with leadership values. The questions in this entry are focused on diversity and recognition in an organizational setting.

What I wanted to know from these portfolio entries:

1. How much time and thought were going into responses
2. Students understanding of their own diversity awareness
3. Students understanding and thoughts about recognition in an organization

Based on 54 entries:

☉☉ Students were expansive in their answers	☉☉ Students gave one or two sentence responses	Students gave very short answers	Students did not respond at all
10 (2%)	30 (56%)	14 (26%)	0
☉☉ Students responses included specific goals for diversity awareness	☉☉ Students responses included general / broad goals for diversity	Students responded that they did not know enough to answer	Students responses were negative towards diversity awareness

	awareness		
17 (31%)	34 (67%)	3 (6%)	0
☉ Students were able to site examples of ways to support and encourage community involvement or leadership	☉ Students sited very general ways to be appreciative towards others	Students responses were very limited in nature	Students did not feel like appreciation was important or needed
11 (20%)	40 (74%)	3 (6%)	0

RA interviews:

In order to better understand what was working and not working from a facilitators perspective, I created an interview protocol to be done with each of the nine Resident Assistants who facilitate the portfolio process.

How did you go about distributing, collecting, discussing the Goal Setting entry?

There was a mixture of answers to this question, which told me I need to do better training on what my expectations are for these procedures. Many RAs passed out the portfolio entry at a floor meeting, and then had them bring it with them filled out to their individual meetings. Some RAs had them fill it out during the individual meetings, and two RAs actually filled it out for them while they talked about the questions. RAs that passed them out beforehand seemed to get the most positive response, and most productive discussions.

What did you feel most prepared to do in Phase 1?

Eight out of the Nine RAs cited the individual meetings they held to be the responsibility they were most prepared for. We spent a lot of time at training simulating this experience with one another, and many stated that as they did more of these as the semester went on, they became easier and easier. Considering this is the heart of our curricular strategies, and the most important job they have, I was pleased to hear this.

What did you feel least prepared to do in Phase 1?

There was a split in answers on this question. All of the RAs who are new to the position cited the floor meetings as the responsibility they were least prepared for. They talked about being nervous in front of a group and not knowing how to keep the residents on track when they would prefer to be somewhere else. When the experienced RAs were asked about this, they generally said they were comfortable in this role due to their past experience with it.

The experienced RA answered this question by saying they were unsure in some of their leadership roles. The experienced RAs are asked to lead a number of processes and were

given a good amount of freedom to determine what kinds of programs should be taking place for the residents, and how to utilize other staff members. All of them mentioned it would be helpful to have more structure, though they appreciate the freedom and trust.

Was there anything we could do during training, or on-going training that would help you succeed in Phase 1?

The majority of answers to this question focused on “trial by fire” training. Most of the staff felt they would naturally improve over time in the areas they felt uncomfortable with.

How many of your students did not do 1:1s?

Out of the nine staff members, the average number of students who avoided the portfolio process altogether was 4.5 out of 42. I am fairly pleased with these numbers.

Tell me about a student that responded positively to the portfolio entries.

There was a trend in these answers that I found surprising. Many of the students that staff members used as examples were students who had behavioral problems early on in the semester (students who were documented for violating policies) or students who were having a difficult time connecting to the community socially. These students tended to be the most talkative in meetings and had the most to say in their portfolio entries. Many of them stated they were skeptical about the process, but enjoyed their time with it, and are now more involved in the community.

This question also gave me a list of students who are looking for more opportunities to get involved. Some of these students I already knew, and some of them I did not.

Tell me about a students who responded negatively to the portfolio entries.

The vast majority of our students state that they understand what they are supposed to be learning from the portfolio process. Most of the students staff used as examples for this question fell into that category but usually added “but I don’t have time”. Many students go through the process but are curt in their answers or openly state they don’t think they should have to do this. What they don’t seem to realize there is no consequence for them not doing it other than a lost educational opportunity.

What would you change about Phase 1 for next year?

The most common answer given here was that the students often said the questions were repetitive, and they couldn’t tell the difference between some questions. As I go through the questions, it seems that many of the subtle differences in questions may be too nuanced for a student just coming out of high school. Many staff members suggested having less questions, but more room for expanded answers and examples.

Focus Group:

Based on the information gathered from the portfolios and nine RA interviews, I created a protocol for a student focus group. Two focus groups are going to take place over Winter Session. I wanted to do them this semester, but it was difficult to get students to agree to it towards the end of the semester when they are quite busy wrapping up their academics.

Protocol:

If asked about your residence hall experience, what do you tell people (friends, family, etc.)?

Leadership Questionnaires

Read aloud:

On the Leadership Inventories, of all the traits, Ray Street students rated “a sincere desire to make a difference” as very high, and “a view of self as a part of a whole organization” as much lower.

What do you perceive as “the greater community”?

Why do you think students want to make a difference, but don’t feel connected to the greater community?

What would you consider to be a successful year for Ray Street?

What could Ray Street have that would help you to feel more connected to its overall success?

Portfolios:

Did you participate in a 1:1 with your Resident Assistant?

If yes....

1:1 feelings:

Describe the environment that your 1:1 took place in (atmosphere, surroundings, physically comfortable, etc.)

How did you feel about doing the 1:1 before it took place?

How did you feel about the 1:1 while it was taking place?

Based on your experience, what do you expect from your next 1:1?

If students did not participate in 1:1

Why did you choose not to participate in a 1:1 with your Resident Assistant?

What would help you to see the value in it?

Would you be more willing to participate in leadership development on WebCT?

Entries:

Was this the first time you have ever been asked to think about your.....

- Long term goals?
- Thoughts on diversity

- Thoughts on communication
- Thoughts on appreciation

How comfortable are you thinking and talking about these issues?
Why?

Contributions:

In what ways do you feel you've made a contribution to Ray Street, your floor, building, etc.?

This focus group took place during Winter Session 2007, and included students who were in their freshman through junior years. Four trends emerged from the focus groups:

1. The Special Interest Communities need to do more programming together to expose more students to the activities going on.
2. Floor development activities need to be facilitated to better incorporate small group discussion and interactivity.
3. The portfolio entries ask too many questions, and use language that is not student friendly.
4. Despite the difficulty with the portfolio entries, the Resident Assistants have done a great job creating an environment where 1:1s are welcome and appreciated.

Taking this, and the feedback from the RAs into account, it is becoming very clear that the RAs need more direction in the floor meetings and End-of-Phase programs. It seems as though the meetings and programs take place, but do not incorporate the portfolio entries until the end, making them feel like an add-on. This, combined with the feedback that there are too many questions, seems to turn students off.

During Winter Session, the present RAs, HDs, and myself went through the fall entries, one by one, examining and eliminating questions for the 2007-2008 academic year, while creating room on a page for more in depth responses. While I am not comfortable changing the language of the questions (taken from Warren Bennis), I do believe that asking one or two questions as opposed to six will help students to not get distracted by nuanced language.

Floor Feedback Surveys:

I am able to take a leadership role within this community

Floor	Ray A	Ray B	Ray C	Total
1 st	3.72	3.13	4	3.6
2 nd	3.48	3.15	3.65	3.41
3 rd	3.29	3.44	3.62	3.45
blank	3.6	2	4	3.4
total	3.48	3.23	3.70	3.45

I have made contributions during floor and/or SIH meetings.

Floor	Ray A	Ray B	Ray C	Total
1 st	3.27	3.06	3	3.42
2 nd	3.29	3.11	4.08	3.48
3 rd	3.11	2.92	3.5	2.98
blank	3.66	2	2.98	3.09
total	3.24	3.01	3.33	3.16

My RA has demonstrated an interest in my well-being.

Floor	Ray A	Ray B	Ray C	Total
1 st	4.16	4.4	4.41	4.31
2 nd	4.51	4.03	4.3	4.28
3 rd	4.03	4.08	3.89	4
blank	4	3	4	4.14
total	4.24	4.12	4.12	4.16

My RA has prompted me to reflect about and understand myself better

Floor	Ray A	Ray B	Ray C	Total
1 st	3.94	4.06	4.41	4.11
2 nd	4.44	3.53	4.2	4.05
3 rd	3.88	4	3.68	3.85
blank	4	3	4	3.89
total	4.1	3.81	4	3.95

I feel like someone who can make contributions on my floor and/or hall.

Floor	Ray A	Ray B	Ray C	Total
1 st	3.5	3.53	4.16	3.68
2 nd	3.85	3.3	3.85	3.65
3 rd	3.59	3.48	3.51	3.53
blank	4	2	3	3.59
total	3.68	3.4	3.74	3.6

I am satisfied with the connections I have made with others within the floor community.

Floor	Ray A	Ray B	Ray C	Total
1 st	3.55	4	4.08	3.84
2 nd	4.07	3.42	3.65	3.72
3 rd	3.74	3.48	3.79	3.67
blank	3.33	3	3	3.64
total	3.8	3.56	3.79	3.7

Comparison 2004-2006 (students who responded positively)

Floor Feedback Question	Fall 2004	Fall 2005	Fall 2006
I am satisfied with the connections I have made with others within the floor community	81%	89%	88%
My RA has demonstrated an interest in my well being	83%	97%	95%
I am able to take a leadership role in this community	66%	82%	86%
I feel like someone who can make contributions on my floor and/or hall	79%	88%	87%
I have made contributions during floor/SIH meetings	60%	69%	71%
My RA has prompted me to reflect about and understand myself better	X	X	93%

Not all of my RAs are having the same success on their floors. There are three trends that I immediately see here:

1. The first floors generally responded more positively than the second and third floors.

The first floors of each building are populated very differently from the rest of the buildings. They are primarily upperclassmen, all of which belong to strong Special Interest Communities (Arts, Music, Impact: Service Learning and Cuisine). They also have the least amount of residents and the RAs with the most experience. I would expect them to have the most success with their individual residents.

2. Ray Street B, which houses the largest population of freshman, seems to score the lowest. The second floor of Ray Street B in particular scored the lowest in 50% of the questions asked.

Ray Street B has been challenging for a number of reasons. The second floor of Ray Street B has been the most prominent voice in questioning why freshman are housed in Ray Street. It is also the floor with the weakest Special Interest communities, regularly failing to get students involved. On top of these aspects, the RA on this floor has struggled to stay invested in her residents, not connecting with them on several levers. I believe this RA can be successful, but not with this population. Placement will be of the utmost importance for the Fall 2007 semester.

3. The freshman population is still not fully engaged in the activities that are taking place in Ray Street. They are struggling to understand how they can make tangible contributions.

I don't believe I have connected the curriculum strongly enough to the freshman experience. While some freshman have been able to latch onto RSAC or SIH very quickly, most do not. I have not yet found a way to connect LIFE clusters to the Ray Street experience, nor have I been clear my idea of what contributions can be made. We have what I thought was a very powerful activity in the opening sequence for identifying possible contributions, but it did not play out the way it was envisioned. My staff and I have spent a lot of time over Winter discussing how to make this more tangible for our freshman population. I will need to focus much more of my energy towards this in the revising of the curriculum.

Overall recommendations for the 2007-2008 Curriculum:

Based on the assessment done during the Fall 2006 and Winter 2007 semesters, and combined with the new Residence Life competencies developed in Winter 2007, the following recommendations will be taken into consideration during the development of the 2007-2008 Ray Street curriculum.

1. Create more student friendly portfolio entries.
 - Take out questions with overly-complex language for first year students
 - Separate questions into academic years to match Residence Life competencies (first year questions, second year questions, etc.)
 - Create more space on worksheets for students to reflect
2. Create better lesson plans for floor meetings and programs that help RAs to engage their populations in more intentional ways.
 - More direction is needed for floor meetings and 1:1s.
 - More specified activities need to be put in place to help the RAs connect their discussions with the portfolio entries
3. Improve training strategies to prepare RAs for the kinds of directed interactions we want them to be having.
 - More staff meeting time needs to be devoted to the practice and development of portfolio development strategies.
 - More specified lessons plans need to be in place to provide the HDs with proper resources for developing the RA staff.
4. Connect more directly to the freshman experience.
 - Have a better understanding of the LIFE activities and expectations and create parallel strategies
 - Work with other first year areas to develop common strategies

5. Improve our ability to help students understand what kinds of contributions they can make to the community, and how we can help them be successful.
 - Use the concepts of sustainability to help students understand what kind of impact they can (and should) have within their local, national, and global communities.
 - Use the triple bottom line of sustainability as the content to drive Special Interest Housing efforts towards a better community.
6. Even though I like it as an outcome, I don't believe we talk about outcome #3 enough for students to truly learn this. I believe they experience it some, but are not getting the full reflection on its importance.
7. Add more specific assessment into the Spring semester to find out just what students are being prompted to reflect on, and it's congruence with the Ray Street outcomes and learning goals.

Appendix aa

Portfolio entry #1

Transitioning at the University of Delaware can be liberating, thrilling, and frustrating all at the same time. You are not the only person going through these events. Every person at the University, freshman through seniors are going through some phase of transition. This worksheet will help to put some of your excitement, as well as some of your fears on paper. While every person's experiences are their own, this can help to address them all in a healthy manner with those around us that are also going through similar events.

Why did you come to the University of Delaware?

What do you look forward to the most about living and learning in a college environment?

How do you think you can get the most out of this experience?

Name 3 goals that you have for yourself in the first 2 weeks of the academic year:

1. _____

2. _____

3. _____

What scares you about being at the University / at Ray Street ?

What can you do to get over your fears?

Appendix bb

It is important to set long-term and short-term goals for yourself. Your short-term goals should reflect your overall long-term goals, and vice versa. Each one of us has the ability to accomplish goals on a daily, weekly, or annual basis. Take a few minutes to write down some of your own goals, and what they mean to you. Where did you come up with these goals? How are you going to accomplish them?

To give a broad, balanced coverage of all important areas in your life, try to set goals in some or all of the following categories:

- *Artistic:*

Do you want to achieve any artistic goals? If so, what?

- *Attitude:*

Is any part of your mindset holding you back? Is there any part of the way that you behave that upsets you? If so, set a goal to improve your behavior or find a solution to the problem.

- *Career:*

What level do you want to reach in your career?

- *Education:*

Is there any knowledge you want to acquire in particular? What information and skills will you need to achieve other goals?

- *Family:*

Do you want to be a parent? If so, how are you going to be a good parent? How do you want to be seen by a partner or by members of your extended family?

- *Financial:*
How much do you want to earn by what stage?

- *Physical:*
Are there any athletic goals you want to achieve, or do you want good health deep into old age? What steps are you going to take to achieve this?

- *Wellness:*
How do you want to enjoy yourself? - you should ensure that some of your life is for you!

- *Public Service:*
Do you want to make the world a better place by your existence? If so, how?

Once you have decided your goals in these categories, assign a priority to them from A to F. Then review the goals and re-prioritize until you are satisfied that they reflect the shape of the life that you want to lead. Also ensure that the goals that you have set are the goals that you want to achieve, not what your parents, spouse, family, or employers want them to be.

Are there any goals specific to the University of Delaware or yourself that you would like to add?

These categories and questions were taken from Mind Tools: Essential Skills for an Excellent Career
<http://www.mindtools.com>

Appendix cc
Portfolio entry #3
Leadership Values (part 1)

“Leadership calls for clear communication about goals, performance, expectations, and feedback. Leaders place a value on openness and directness. Through effective communication, leaders support individual and team achievement by creating explicit guidelines for accomplishing results and supporting career advancement.”

-Bennis, Goldsmith (2003)

How can I be clearer about my expectations of the performance of others? And how can I share these expectations more effectively?

What are the guidelines for the results I want to achieve? How can I establish and communicate them to others more powerfully?

What are my goals in general for communicating more effectively?

“Leadership demands commitment to and demonstration of ethical practices. Leaders are responsible for creating standards for ethical behavior for oneself and living up to these standards, as well as rewarding others who exemplify these behaviors”

-Bennis, Goldsmith (2003)

What ethical principles do I value most? How well have I done in upholding them? What can I do to improve?

What ethics are explicitly valued in my organization / major / family? How can I be more effective in reinforcing them?

How can I better support ethical behavior among my colleagues, team members, and others in my organization? Are there significant differences between my own ethics and those of my colleagues?

Appendix dd

Portfolio entry #4 Leadership Values (part 2)

“Leadership thrives in a diverse workforce (diverse in terms of race, gender, ethnicity, sexual orientation, age, styles, experience, and perspective) at all levels of the organization. Leaders are committed to taking full advantage of the rich backgrounds and abilities of all people and promoting greater diversity, especially in positions of influence and power. Differing points of view are sought, diversity is valued, and honesty and teamwork are rewarded.”

-Bennis, Goldsmith (2003)

What are my goals for increasing my capacity to understand and support diversity?

How can I encourage greater diversity in my organization in positions of influence and power?

What can I do to reward the expression of diverse styles, values, and points of view?

“Leadership provides appropriate and ongoing recognition – both financial and psychic- for teams and individuals who contribute to the success of the overall endeavor. Leaders acknowledge their own mistakes and recognize the contributions of others to solving problems. Leaders value those who create and innovate, as well as those who critique and support the day-to-day requirements of the organization. ”

-Bennis, Goldsmith (2003)

How can I recognize the achievements of others more effectively?

What are my goals for an equitable system of rewards and recognition?

What can I do to support those who are critical as well as those who are supportive of my ideas?

Appendix E:

University of Delaware Office of Residence Life Learning Competencies

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			
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 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 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

Appendix F:

Tower Building

This exercise provides participants with an opportunity to observe leadership behavior in a situation of in which verbal communication is not allowed. The exercise is not a competition, but this will not be stated.

Several groups are needed for this exercise, all of which should have at least seven members. The task of each group is to build a tower from supplied materials. As this is not a competition between groups, the success of each group will be determined by pre-determined criteria. A large room is needed so that the groups can work separately, but within sight of one another). The time needed to complete the exercise is approximately one hour. The procedure is as follows:

1. Two judges are selected to determine which tower is (a) the highest, (b) the strongest, (c) the most beautiful, and (d) the cleverest.
2. The group forms groups of at least seven.
3. Each group selects two of its members to observe leadership within the group. The observers (using observation sheets) are to note the following:
 - a. How the group organizes for work
 - b. How decisions are made by the group
 - c. Whether participants and influence are distributed throughout the group or whether a few members dominate
 - d. What task and maintenance actions are needed to improve the functioning of the group
4. In the room is a table with a box of supplies containing construction paper, newsprint, tape, magazines, crayons, pipe cleaners, scissors, and glue. The groups will be told that all the materials they need should be taken from this table.
5. The groups have twenty minutes to build their towers. This is a nonverbal exercise: No talking among group members or between groups is allowed.
6. During the twenty minutes, the judges meet to decide how they will evaluate the towers on the basis of the four criteria given.
7. The facilitator will then ask about
 - a. The use of resources and how the abundance or lack of resources for any group affected their success.
 - b. Why groups feel as though they are automatically competing, when they could be sharing resources to have success for everyone.
 - c. How groups could have helped one another.
8. The groups meet with their observers and discuss the exercise. All impressions concerning how the group functioned and what leadership patterns were present and absent should be presented and reviewed.

Adapted from:

Joining Together: Group Theory and Group Skills, 9th Edition p.205, David W. Johnson
Frank P. Johnson (2006) Boston: Pearson.

Appendix G: Homelessness Simulation

2 hours and 10 minutes

Created by Glenn Stein

By creating a small economic society, this simulation game gives participants an opportunity to understand some of the causes of homelessness through a make-believe first-hand experience. Although the game was designed for high school students, it can be played successfully with older participants as well (there is no upper limit). The game is not as effective when played with younger high school. The game involves nine eight-minute long days. During each day, the participants must try to eat and find a decent place to sleep. To do this, opportunities for employment are created so participants can earn money to buy food and pay rent. Also, in some cases, limited public assistance is available for persons who cannot afford to pay for food or rent. In addition, during the program situations will occur which may make it more difficult for some people to afford food and rent. Participants who find themselves well off will be given opportunities to help those less fortunate in the simulation.

Goals:

- To help participants understand examples of how our economic system oppresses the financially underprivileged.
- To show how problems of mental and medical illness can contribute to homelessness.
- To show that working class people are vulnerable to becoming homeless. Any economic problem can be the cause.
- To suggest that providing appropriate medical and mental health care must be part of the solution to eliminate homelessness.

Essentially the way the game works is that the entire group is broken into four economic categories. Based on the economic situation of the category they are in, participants will have varying degrees of difficulty being able to find food and shelter each day (in this game a day is 8 minutes long). Some participants will become homeless, others may die.

For the first three periods the participant's situation will be dictated by the character descriptions they receive at the beginning of the game and their ability to produce income through the factories we have set up. At the end of the third period some of the participants will receive situation cards which will inform them, in most cases, of an economic problem that has arisen requiring them to earn (or raise) even more money. We expect this will force a number of them into homelessness.

Those who are homeless will find life to be very difficult. Although they may be able to earn, borrow, beg, or steal enough money to continue to live minimally, they probably will not all be able to eat regularly or pay rent each day. For the first seven periods only very limited public assistance will be available.

Beginning with period seven, however, mental health and medical care as well as emergency food and shelter will be available to all who need it. We expect this change will assist a significant number of the homeless out of homelessness.

The method in the game for keeping track of the situation on of each participant is to tape an identification sheet to their chests (or stomachs) [n.b. I found that punching holes in the top corners of the sheet and running yarn through the holes, allowing participants to wear their ID sheet around their necks worked better]. On this sheet, the game staff will record the activity and situation of the participant. Every time a participant pays for food or rent the appropriate box on his/her I.D. sheet must be marked. For this purpose we recommend using either Avery peel-off dots or fat bingo magic markers which can apply a dot with one touch. Many other actions of the participants will also be recorded on the identification sheets - - these are described in the instructions which follow.

Because this game can be played by anywhere between 40 and 200 participants, percentages of the total number of people playing have been used in the following instructions to identify how many people should be included in a particular category or situation.

Appendix H:

The Social Change Model of Leadership Development Higher Education Research Institute – 1996

Definitions of Core-Values of the Social Change Model

Consciousness of self and others through self reflection means being aware of the values, emotions, attitudes, and beliefs that motivate one to take action, including how one understands others.

Congruency means thinking, feeling and behaving with consistency, genuineness, authenticity, and honesty toward others.

Commitment implies intensity and duration. It requires a significant involvement and investment of one's self in the activity and its intended outcomes. It is the energy that drives the collective effort.

Collaboration is the primary means of empowering others and self through trust. Collaboration can occur when one has trust in the diversity of multiple talents and perspectives of the group members and the power of that diversity to generate creative solutions and actions.

Common Purpose is to work with shared aims and values. It implies the ability to engage in collective analysis of the issues at hand and the tasks to be undertaken. It requires that all members of the group participate actively in articulating the purpose and goals of the leadership development activity.

Controversy with Civility recognizes two fundamental realities of any group effort: that differences in viewpoint are inevitable and valuable, and that such differences must be aired openly but with civility.

Citizenship describes the process whereby the self is responsibly connected to the environment and the community. It acknowledges the interdependence of all involved in the leadership effort. Citizenship thus recognizes that effective democracy involves individual responsibility as well as individual rights.

Change describes the ability to adapt to environments and situations that are constantly evolving, while maintaining the core functions of the group.

Appendix I

The Socially Responsible Leadership Scale Sample page

Assessing Leadership Development

Please read through each of the following items and indicate your agreement or disagreement. You should do this by circling the number that most closely represents your opinion about that statement. If you agree with a statement very much, circle a 5; if your agreement is more moderate, circle a 4; if you are not inclined to agree or disagree, circle a 3; if you disagree moderately, circle a 2; and if you disagree with the statement very much, circle a 1.

For the statements that refer to a group, think of any group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all your responses. You want to indicate your general feelings about participating in a group.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

- | | | |
|-----|--|-----------|
| 1. | I am open to others' ideas. | 1 2 3 4 5 |
| 2. | Creativity can come from conflict. | 1 2 3 4 5 |
| 3. | I am committed to the collective purpose of the group. | 1 2 3 4 5 |
| 4. | I value differences in others. | 1 2 3 4 5 |
| 5. | I understand the extent to which the groups I participate in contribute to the larger community. | 1 2 3 4 5 |
| 6. | Describing myself to another person would be difficult. | 1 2 3 4 5 |
| 7. | I am able to articulate my priorities. | 1 2 3 4 5 |
| 8. | I believe that better outcomes result when many people work together. | 1 2 3 4 5 |
| 9. | I believe in having a shared vision. | 1 2 3 4 5 |
| 10. | Hearing differences in opinions enriches my thinking. | 1 2 3 4 5 |
| 11. | It is important to me that I play an active role in my communities. | 1 2 3 4 5 |
| 12. | I have a low self esteem. | 1 2 3 4 5 |
| 13. | I take a stand when I believe in something. | 1 2 3 4 5 |
| 14. | I struggle when group members have ideas that are different from mine. | 1 2 3 4 5 |
| 15. | I volunteer my time to the community. | 1 2 3 4 5 |
| 16. | Transition makes me uncomfortable. | 1 2 3 4 5 |
| 17. | I don't take feedback well. | 1 2 3 4 5 |
| 18. | I am usually self confident. | 1 2 3 4 5 |
| 19. | I believe my work has a greater purpose for the larger community. | 1 2 3 4 5 |
| 20. | I am seen as someone who works well with others. | 1 2 3 4 5 |

Ray Street Executive Summary 2007-2008

In order to understand the Ray Street curriculum and its contribution to the achievement of the Residence Life Educational Priority, it is important to understand the philosophical and theoretical underpinnings upon which it is based. Ray Street has a diverse population of students; is designed in such a way that leadership may grow and thrive; and thus, provides many possibilities for creating experiences for students that support the development of citizenship. Two areas will be of primary focus: leadership and self-authorship. They will be taught through an exploration of self and sustainability.

In a study of national and international leaders, James McGregor Burns stated that, “true leadership is a dynamic and reciprocal exchange between leaders and followers” (1978, p.3). Building upon Burns’ work in his book, Leadership for the Twenty-First Century, Joseph Rost (1991) from the University of San Diego put forth a more contemporary definition of leadership. Curtis Brungardt (1998) paraphrased this definition as, “An influence relationship among leaders and followers who intend real changes that reflect their mutual purposes” (¶ 3).

Rost contends that leadership is in the midst of a paradigm shift, away from the industrial paradigm, and redefining itself in the post-industrial age. The industrial paradigm of leadership focused on “great men and women with certain preferred traits influencing followers to do what the leaders wish in order to achieve group/organizational goals that reflect excellence defined as some kind of higher-level effectiveness” (Rost, 1991, p.180). In his book, Rost talks about this paradigm shifting away from management and towards other social values such as diversity, critical dialogue, and consensus-oriented policy-making processes.

In the preface of their 2003 book, “Learning to Lead: A Workbook on Becoming a Leader,” Warren Bennis, Distinguished Professor and Chairman of the Leadership Institute at the University of Southern California, and Joan Goldsmith, former faculty member at Harvard University and UCLA, said:

To grapple with your own growth as a leader, we ask you to assess your character and commit to adopting a set of core competencies. In the process, we propose that you look at all aspects of your life. The skills you develop will not only enable you to become the leader you envision but also support you in expanding your capacity to live your life more fully and completely (p.xv).

Unless students are truly examining who during their leadership training, it can quickly lose meaning for them. If students are to take away skills and abilities from these opportunities, they must explore their own values and identity in order to go through this process in a way that is meaningful to them.

In, “The Leadership Challenge,” Kouzes and Posner state that the first step to becoming an authentic leader is to clarify your values. They go on to say, “To become a credible leader, first you have to comprehend fully the values, beliefs, and assumption that drive

you. You have to freely and honestly choose the principles you will use to guide your actions” (2002, p. 44-45).

Self-Authorship is defined by Marcia B. Baxter Magolda as, "the ability to collect, interpret, and analyze information and reflect on one's own beliefs in order to form judgments" (Magolda, 1998, p. 143).

Self-Authorship will be used as the framework for Ray Street students' exploration of self. While students will not become experts in Self-Authorship as a topic, they will move towards being self-authored themselves by exploring its key components.

The college experience has within it the opportunity to engage students on an almost minute-by-minute basis. By providing each student with the ability to make community-oriented decisions and then prompting reflection on the results of their decisions, learning can take place in each of the three developmental dimensions previously discussed. Self-authorship can truly begin to take shape, and leadership of self and others can begin to form.

Students will participate in two kinds of activities while residing in Ray Street: Contribution and Reflection activities. *Contribution Activities*, such as Special Interest Housing (add link here) will allow residents to demonstrate their abilities to act on issues, plan and participate in community events, and maintain productive relationships. *Reflection Activities* prompt individual residents to examine and understand how their values, cognitive maturity, and identity play a part in their community and personal decisions and responsibilities as a citizen. All of the activities will be designed to deliver content about a sustainable society, focusing on the triple-bottom line of a flourishing environment, social well-being, and a strong economy.

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