

Reflection on First one on one

(██████████ Russell ██████)

Best one-on-one ????

???? and I had a great one-on-one. She was very open with me and seemed excited to discuss every topic. ██████ explained to me that she grew up with a racist and opiniated father who believed that she should have all the same beliefs as him. ????? explained that throughout her life, she had to be aware of who she was taking home and what she said. She told me that she has always been scared to take someone of a different race home, and she has no idea how her father would react, but she does not want to make her friends have to face this. ????? told me that when her father found out that she registered as a democrat, her father sat her down and had a talk with her as to why democrats were "bad" and why she should be a republican. ????? was explaining how hard this has been for her as everything she forms on opinion, her father critiques it. She told me that she has tried multiple times to talk to him about his racism but without result. ????? was interested in all the other questions and did a good job at looking into herself to find the answers.

- 1) ????? identifies as a female, Caucasian, a college student, and a democrat.
- 2) There are two questions on the one-on-ones that got her thinking: When was a time when you confronted someone regarding an issue of diversity? and, When was a time you felt oppressed?

Worse one-on-one ?????

This one-on-one was so bad that I had to write and IR. This is what I wrote.

I, ██████████ RA on the █████ floor of Russell █ had a one-on-one with ?????, resident of █████ Russell █, on September 7, 2006 at 8:00pm. Ms. ????? came in and said "I'm her for the one-one-one thing!" I offered her a seat and we started talking about how she was adjusting to college. We talked about how her classes were, she said that they were easier then she thought they would be. Then, we talked about how she liked her floor mates and her roommate and she stated that it was ok, that the adjustment was not hard to make. Then, I explained to her that the one-on-ones were for her to get to know me, for me to get to know her, and for her to get acquainted to our curriculum, LEAD. I explained what the curriculum meant and why it was important. I told Ms. ????? that to get introduced to the curriculum we had a little questionnaire to help her and all the other residents relate to the curriculum. I handed it to her. I told Ms. ????? that we would go through every question together and discuss them. Ms. ????? looked a little uncomfortable with this. I told her that she could instead write down all her answers and then we could talk about the overall exercise, because the importance of this exercise was to think about how diversity has played a part in all our lives. She agreed to do this. Therefore, I sat with Ms. ????? while she filled out the questionnaire. When she finished, I asked her what she thought of the overall exercise. Ms. ????? looked really angry and spoke in a strong voice. Ms. ????? stated she thought these questions were really none of our business and that the problems in our society are because we are always shoving diversity down people throats. I cannot recall exactly what else Ms. ????? said because she was speaking so fast and in such an angry voice. After approximately 5 minutes of speaking about how this activity and other ones like it are bad I tried to calm Ms. ????? down. I told her that we are not forcing anyone to do

anything; we are simply giving everyone an opportunity to be exposed to different aspects of diversity. Ms. ????? said that she was tired of having “diversity shoved down her throat” and that she has been hearing about it all her life. I told her that not everyone has had the opportunity to be exposed to diversity like she had, and that it is important to give this opportunity to everyone. I told her that we have had hate crimes on this campus and that I thought that the more people we could expose to diversity, hopefully the less hate crimes we would have. Ms. ????? said that people have a legal right to hate other races and/or people that are different than us. Ms. ????? stated that she was not racist but she would stand up for the right of people who are racist to have their belief. I told her that people can have their opinions but they can’t act on their hate towards others, Ms. ????? agreed with that. Finally, I tried to set goals with her, and she said that the only goal she had was to not procrastinate, other than that she said that she does not make goal and said she only worried about taking things as they came. I ended our one-on-one by telling her that I am here for her no matter what. I told her to leave me note and e-mails if she could not find me. Ms. ???? said ok and turned in the activity and left.

When she left, I read the exercise. This is what it stated:

- 1) When were you first made aware of your race?
“That is irrelevant to everything. My race is human being.”
- 2) When did you discover your sexual identity?
“That is none of your damn business”
- 3) Who taught you a lesson in regards to some form of diversity awareness? What was that lesson?
“My grandparents sometimes make racial comments. And what the hell does that have to do with anything.”
- 4) When was a time when you confronted someone regarding an issue of diversity? What was the confrontation about? If you haven’t, why not?
“Why would I do something like that? Diversity exists. I like it. Leave it at that.”
- 5) When was a time you felt oppressed? Who was oppressing you? How did you feel?
“I am oppressed everyday on basis of my undying and devont feelings for the opera. Regularly passerbys throw stones at me and jeer me with cruel names. Because of this I am exiled and often contemplate suicide. Unbearable adversity. But I will overcome, hear me, you rock loving majority. ←This is called “sarcasm.””
- 6) Can you think of a time when someone was offended by what you said? How did that make you feel? How did you think it made them feel? How did his/her behavior change towards you?
“I offend people everyday just by being alive. They look at me and feel insulted. Then I open my mouth and they are further insulted. I say things like “good day!” and they take insult. ← More sarcasm! All right!

- 1) ????? identifies as a human being.
- 2) I think that the questions as a whole got her thinking, but what got her thinking the most was after she explained her opinion on the exercise and I challenged her. I don’t think she expected me to keep the conversation going after she insulted everything about the one-on-one

Reflection on First one on one

My Best and Worst One-On-Ones

Best in terms of content and eye opening experience

My "best" one on one would have to be the very first one, which was with ??? from 404. I was very excited to begin with as it was my first one on one. Based on my interactions with him on the floor, I wasn't expecting the most serious and thought provoking answers, but he proved me wrong. He heeded my message of "take this as seriously and answer these questions as honestly as you can because I feel that this exercise can really help you figure out who you really are". To begin with, he is from [REDACTED]. I did not know this until the one on one as you cannot sense any difference in him from a white male born in the US. I figured that he was from New Jersey like everyone else at this school. He told me of how he was discriminated against while he lived in [REDACTED] and [REDACTED] because he was the only one of his kind. He was the minority and this was something that I feel was very important. We spent a lot of time on this because his being from [REDACTED] is a social identity that people would not be able to notice as he has no accent. He is very proud of his culture though which makes me very happy. His answers were very insightful and I am feel much closer with him now.

Worst one on one

My "worst" one on one was with ??? from room [REDACTED]. When I say worst I mean that it was the most frustrating on my part. He is a very nice kid and I enjoy him more now. During the one on one he constantly said things like "I don't see what the big deal is with diversity anyway" and "I don't think diversity is fair" (he was referencing affirmative action, which we spoke about as well). I tried my best to get my point across about LEAD and I could tell that it was clicking in his mind but he was still trying to find a weakness in the program but could not. He said things like "I would never consider dating someone from another race than my own" and that he does not really like homosexuals. I tried to show him how diversity is very important as we live on the most homogenous part of a campus that is 87% white. He responded with "why do we need to learn about diversity if that is the case". I eventually tried to tie it back to him by bringing up his religion and I saw the wheels turning. I think the point is across and I am excited to work with him more over the year.

Reflection on First one on one

[REDACTED]—Russell

BEST: ?????

WORST: ?????

1. What did the student identify as their social identity through this 1:1?

BEST: ???? spoke a lot about being fairly closed-minded in high school, but working with state Democrats in June-July 06, and coming to college, he feels as though he has "grown up." He identifies as a upper-middle class, white male, of the Jewish faith. We spoke at length about his religion and about how he was raised to "accept everyone." We also spoke at length about his views of sexual identity; he feels that having me as an RA, and seeing the relationships of many LGBTQ members on campus, that he has been very impacted by how close-minded his views were. He said, while he may never totally "get it," he at least can respect "alternative lifestyles."

WORST: ???? defined herself as a middle-class white female of Russian nationality. When asked to explain her up bringing, [REDACTED] spoke in very terse sentences and didn't give a lot of detail. Much of what I have learned about [REDACTED] is through interaction with other people on the floor. She seems very condescending and acts as if she is better than many of the residents on the floor. As far as 1-1 went, she seemed completely disinterested in setting goals for herself, as well as disinterested in the WHO AM I worksheet.

2. What questions or components of the 1:1 got student to think about/reflect upon?

BEST: The last questions of the WHO AM I worksheet had [REDACTED] talking at great length about his "oppression" as a Jewish male. He finds that many people don't recognize religion as a form of diversity until there is "media coverage of a war or something--and even then, it never shows either side in a good light." I also asked [REDACTED] to elaborate on a conversation we had had previously regarding sexual identity--we then spoke for roughly 45 minutes about myself, his family, his own sexual identity (heterosexual), and his thoughts on the LGBTQ community.

WORST: ????? used the "open forum" part of our 1-1 to complain about many of the residents on our floor, and to ask many questions about policy. She did not understand why we "force all this diversity stuff" on the residents and could not wrap her head around any of the explanations I gave her. She was on of very few residents who "don't need diversity--because [she's] diverse enough." She is very set in her ways--to a point of annoyance

?????

1st Floor Thompson Hall

RA: ~~REDACTED~~

1. ????? seemed very uncomfortable answering the questions. She stated that she never felt oppressed.
2. She realized many things that differentiate her from her peers. She also realized that her social skills bound her to interact with only those like her (similar personalities and same interests).
3. ????? needs to focus more on racial and social diversity. She made it obvious that she only socialized with certain groups of people.
4. I felt uncomfortable bringing up why racial diversity is important. She stated why students of certain racial groups and social class behaved the way they did. I felt uncomfortable bringing up the different stereotypes she grew up with.
5. ????? needs to gain social skills that will allow her to interact with different types of people. She admits not wanting to mingle with people who belong to cliques but she herself associates with only one clique. I concluded that she is not very outgoing. I felt that she was trying to justify her lack of social skills to the fact that she was raised by a single parent (her Mother), and that its hard for her to be open to people who were raised by both parents and were given the luxuries that she grew up without. However, after our conversation she gave me the hint that although I was brought up differently, she can open up to me and forge a friendship with me as well. I believe she has the potential to be a very open minded person as she matures.

Lesson Plan Evaluation Summary Sheet

1. Give one sentence definition of the purpose of this program.

- Help understand there is more out there we need to be aware of.
- Promote awareness of conflict with Lebanon & Israel
- Explain the conflict between Lebanon & Israel & present both sides
- Educate on the war between Lebanon & Israel
- Educate us about the conflict & what we can do
- Make people aware of what is happening in the middle east
- Educate us about the crisis and ways to solve it
- Increase support, education and awareness about crisis
- Build awareness among student community concerning general gravity of conflict
- Spread awareness & explore conflict
- Provide understanding of issue
- Promote awareness of what happened during the conflict from both view points
- Inform people about the pro Lebanon
- Bring awareness over the conflict
- Help spread awareness about problems between Lebanon & Israel
- Raise awareness about the conflict & get more people involved in the issue
- Education & delivery of unbiased political information

2. On a scale from 1 to 5 please rate the overall performance of the facilitators for the lesson plan.

1= 0

2= 0

3=0

4=5

5=12

3. What is one thing you become more aware of as a result of this program?

- The Lebanese people are living in rubble now
- Struggles on each side
- The Lebanese view of the conflict
- How far back the conflict goes
- What the conflict is about
- Israel's reason & methods of attacking Lebanon
- The human and infrastructure effect of war
- The severe oppression of both sides
- The history of tension between the nations
- Our government & media favors Israel's side more often
- The actual sides of the two countries
- The effects on the Lebanese people
- The reasons that each side has for fighting
- The entire Lebanese side of the problem
- How severe the war is in Lebanon & dangerous it is to live there
- Involvement of different countries in the Israel-Lebanon crisis

4. Did this program motivate you to take action about this issue? Why?

- Yes, it makes me see that people can use my help
- Yes, it was very informative
- It motivated me to become more educated on the subject
- Yes, realized implications of it
- No, I don't get much into politics
- Yes, because it is sad to see two area's fight & for so many innocent people to die.
- Yes, we can make a difference
- Yes because it is very crucial that more people take part and notice
- Yes – "this aggression shall not stand"
- I feel now that I hav3 the need to provide Lebanon with financial support
- Somewhat – follow-ups would help
- Yes because this is something I would like to learn more about
- Yes, there is a serious problem with this war. Something needs to be done
- Yes, it is a big issue
- I want to learn more about both sides of the issue
- Yes, because I wasn't really aware of the issue too well & now I'm going to try & stay more current on the issue.
- Yes, the program made great points that need to be spread

5. Would you recommend this program to someone else? Why?

- Yes, it is very informative
- Yes, it was really good
- Yes, because it is very informing & interesting
- Yes, taught me a lot, there's a need to be educated
- Yes, it was very educational
- Yes, because it was very informative
- Yes, very informative
- Yes, very informative
- Absolutely, Anything raising political awareness is well worth the time
- Definitely, because before I didn't know too much about the conflict, but now I am confident enough to make my own decisions about the issue.
- Yes, it is eye-opening
- Absolutely, it was very powerful
- Yes, it was very informative. People need to be informed
- Yes, it was very informative
- Yes, because I learned a lot of information I was unaware of.
- Yes, it was very informative and AB was awesome
- Yes, it was well organized & very informative

XIII. Appendix B: Mid Year Report

Running head: RUSSELL MID-YEAR ASSESSMENT

Leaders Embrace and Appreciate Diversity:

Russell Mid-Year Curriculum Assessment

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Leaders Embrace and Appreciate Diversity:
Russell Mid-Year Curriculum Assessment

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Leaders Embrace and Appreciate Diversity:
Russell Mid-Year Curriculum Assessment

Curriculum Outcomes

During the first semester of year 2006-2007, Russell Complex delivery strategies focused on the first curriculum outcome and a number of our strategies specifically focused on meeting three of the learning goals highlighted in the section below. Through specifically two of our delivery strategies, we attempted to increase students' knowledge of their own social identity, other social identities, issues of oppression, and impact of their beliefs and behaviors on others.

Outcome I:

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

Learning Goals:

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

Outcome II:

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

Learning Goals:

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

Curriculum Delivery Strategies: Intentional and Sequenced

Russell Complex staff developed intentional and sequenced strategies specifically focused on achieving the first curriculum outcome and three of the aforementioned learning goals. One-on-one meetings and floor meetings were developed as a sequence of learning, while Educational Presentations were used as a supplement to the other two strategies. Due to efforts to reach every student residing in our complex, the strongest emphasis and sequential planning was put on one-on-ones and floor meetings, as these strategies we were more likely to outreach to each student. Just as for educational presentations, lesson plans with specific learning goals and objectives were developed for each of the strategies. The rationale and sequence for each strategy will be examined, and changes to each strategy will be made based on baseline

assessment, mid-year survey, focus groups, and staff observations and feedback will be compiled in the first semester.

Section 1.01 Educational One-on-One

Rationale. One-on-Ones were designed with the goal of providing students with an opportunity to explore their social identities and learn about the social identities of others. After understanding themselves and learning about the social identities of others, students explored what social identities of others they are most uncomfortable with. In the second semester, students will participate in the cultural plunge in order to explore and learn about the social identity they are uncomfortable with. The goal is to provide students with the holistic experience of learning about themselves and others and to create an intentional learning experience through action learning.

Learning sequence. The table below indicates the learning sequence of the one-on-one delivery strategy. Students are first introduced to the concept of self-identity and identity of others. Then they are introduced to social identity and how it ties to oppression, with the end goal of understanding and beginning to develop empathy about oppression issues. In the second one-on-one, students are building up to the previously acquired understanding of social identities; by identifying social identities they are least knowledgeable about and most uncomfortable with. Following that, students with the help of the RA create intentional experiences in order to gain understanding about the social identity different from their own and to begin to appreciate the differences. Finally, students are asked to reflect on the learning and the experience.

Table 1
One-on-One Sequence

Timing of One-On-Ones	1 st One-on-One 9/5 – 9/26	2 nd One-on-One 10/23 – 11/20	3 rd One-on-One 1/5 – 3/21	Debrief - April
Objectives	<ul style="list-style-type: none"> -Self-reflect on personal social identities -Reflect on issues of oppression of self and others -Foster conversation toward developing empathy toward diversity issues 	<ul style="list-style-type: none"> -Reflect on experiences with people of different social identities -Reflect on level of comfort with different social identities -Begin creating intentional educational experience in regard to different social identities (cultural plunge) 	<ul style="list-style-type: none"> -Develop an action plan for learning about the social identity they are least comfortable with -Participate in the intentional learning experience (cultural plunge) – outside the one-on-one 	<ul style="list-style-type: none"> -Reflect on how their experience can contribute to the building and maintaining of inclusive communities -Reflect on their preconceived notions about social identities
Activity	Who Am I? – questionnaire (see appendices)	Pyramids of Fear – guide for a reflective conversation	Guided conversation and cultural plunge ideas sheet	Guided discussion – sharing experiences in the floor meeting
Facilitator/s	RA	RA	RA	RA/HD
Activity	Who Am I? – questionnaire (see appendices)	Pyramids of Fear – guide for a reflective conversation	Guided conversation and cultural plunge ideas sheet	Guided discussion – sharing experiences in the floor meeting
Facilitator/s	RA	RA	RA	RA/HD

Section 1.02 Educational Floor Meetings

Rationale. Floor meetings are the opportunity in which lesson plans can be facilitated to each community. Learning through floor meetings is very different from regular programs/lesson plans at which students in attendance are from various floor communities. The connection, sense of pride, ownership and comfort that floor communities provide to each student are an advantage when facilitating mid-risk and high-risk activities. Students' strongest community (which for many freshmen is their floor community) often serves as a mirror to each student from which they observe themselves and others and through that process, learn and change. All students are expected to be at their floor meetings. This ensures that lesson plans are delivered to each student.

Learning Sequence. The learning sequence has been developed for the whole year that will focus on developing understanding of self identity, others' self identities, marginalization, and what and how as citizens we take action on issues in respect to diversity. Each semester there will be three floor meetings (total of six) that have pre-set lesson plans that will be delivered to students and facilitated by RAs. For specific understanding of the learning sequence, refer to the table on the next page, which identifies original sequence and plan for floor meeting delivery strategy. The table on the following page indicates the original plan for floor meetings.

Table 2
Floor Meeting Sequence

Timing of Floor Meetings	1 st Floor Meeting October	2 nd Floor Meeting	3 rd Floor Meeting (changed)	4 th Floor Meeting (improved)	5 th Floor Meeting (improved)	6 th Floor Meeting (improved)
Objectives	-Students will learn about the concept of stereotypes -Students will understand they have stereotypes and they will begin questioning which stereotypes they have -Students will understand why it is important for them as citizens to be aware of their own stereotypes	-To demonstrate how a society that is often based on stereotypes can oppress some people/groups -To demonstrate how lives of others are affected by society oppression	-To demonstrate how stereotypes affect the self-perception and the behavior of the person who is stereotyped -To provide students with the opportunity to become more aware of how they treat other people due to stereotypes they have	-Students will reflect on what people and events in their life defined them -Students will share with one another their story and “write” their own community identity	-Students will understand that marginalization is present in society and that as members of society everyone, to some degree, partakes in it	-Students will engage in taking action on problem solving in regard to social justice or oppression issues
Activities	Stereotype Exercise – speed game	“Visualizing Oppression” - Exercise	“Walk in my shoes” - Exercise	“Who Am I? Who Are You? Who are We?”	“Day in-Day out” was considered	“Work Group” exercise
Facilitator/s	RA/HD	RA/HD	RA/HD	RA/HD	RA/HD	RA/HD

Section 1.03 Educational Presentations (Lesson Plans)

Rationale. Each educational presentation is developed through the lesson plan and each Resident Assistant is responsible for executing one lesson plan per month. The rationale for these presentations is to provide students with following opportunities:

- Action
- Continued learning of current events and empathy development
- Celebration and appreciation of differences
- Exposure to others' views and beliefs
- Supplemental learning to the one-on-ones and floor meetings

Learning sequence. While educational presentations are not sequential, they each have specific objectives to meet that supplement One-on-One strategy and Floor meetings, and/or expose students to further learning opportunities in regard to our intended outcomes of the LEAD curriculum. There were over 30 educational program put on our RA staff in the Fall semester. Below are a few select ones which were successful in terms of educating students and meeting the intended objectives and goals.

Select lesson plans which prompted students to take action:

- Darfur – presentation which resulted in RAs and residents forming a Recognized Student Organization in regard to this issue.
- Adopt a Rainforest – program put on twice by Russell staff in which students actively participated in and identified that they learned from it.
- World Vision – Russell complex students participated in collecting donations for World Vision program. Together with G/H Complex, over \$5000 was raised.

Select lesson plans which emphasized development of empathy:

- Crash into Awareness – a screening of the movie *Crash* with a discussion about race relations in America afterwards
- Meet My Dad – RA brought in her father who is wheelchair bound to openly talk with students about disability issues

Select lesson plans which provided students with continued learning about current events:

- Israel and Lebanon Crisis – provided students with a perspective on crisis from sources generally not present in US media
- AIDS Walk – presentation about the AIDS epidemic around the world, specifically in Africa. Informed students about the Delaware AIDS Walk and gave students the opportunity to action by participating.

Select lesson plans emphasizing celebration and appreciation of diversity:

- Delaware Open – event created in collaboration with G/H complex and Central Complex, and numerous campus and community organizations. Showcased cultural celebrations and individual talent in regards to multiculturalism and diversity awareness.
- Around the World in 80 Days – event focused on celebrating cultural differences of numerous countries around the world

Select lesson plans that exposed students to learn about others views and beliefs:

- HAVEN panel – event that brought in HAVEN representatives who spoke to students about difficulties and issues faced by the LGBTQ community
- Interfaith – event allowing students to understand different perspective on commonly recognized religions

Additional Educational Delivery Strategies

Parent orientation. Partnering up with parents to try to increase student understanding and involvement in the curriculum through parent support.

1st building and floor meetings. Setting the tone and expectations for student engagement in the curriculum and learning

- Residents identifying how they will contribute to the community
- RAs and HDs contributions and role in the community
- Setting standard and tone of expectations of both in the upcoming year

Community Agreement and Roommate Agreements. Students learning about expectations others have of them and expectations they have of others in the community. Beginning steps to developing awareness of being a responsible and contributing community member.

Floor traditions. Several floors in the Russell Complex come together to engage in their own floor traditions. In the past year, residents of the third floor of Russell C have had “Fiesta Night,” where over two-thirds of the residents decorated the walls and constructed a piñata. The first floor in Russell C took it upon themselves to decorate their doors in celebration of winter holidays with each door having many of the pictures of the floormates. These informal activities serve to build community and reinforce the Resident Assistants’ relationships with their students.

Students taking responsibility. Through programs and informal and formal interactions, students were encouraged to take action on various issues. One example of such is students forming an RSO based on the presentation on DARFUR. Another example is students taking responsibility for their actions and students confronting each other in regard to being responsible community members. Examples: student ripping down the bulletin board and peers confronting the student, student offending others by using derogatory statements and being confronted by friends and peers.

Intentional educational conversations and interventions with students. Through either RHRs or Resident Assistant follow up conversations with residents, one of the intentional strategies is focus on learning about the behavior and how it effects other people and taking responsibility for it.

Spirit, pride and student leadership activities. Russell Complex staff and students in particular have been engaged in building a spirit and pride of our complex, as well as participating in leadership opportunities in the complex and campus wide. Examples of such are:

- Spirit Night – over 150 residents attended and cheered on the football team
- Complex Cup – All Russell buildings had representation and around 250 students participated in the event.
- Delaware Open – event that enhanced partnership with other complexes and organizations on campus. Showcased talents of students in the complex from multicultural groups.
- Russell Complex Community Council – over fifty residents plan educational opportunities for the complex and enact community standards.
- MSN (Minority Student Network) – a student organization created through the Office of Residence Life to give minority voices a chance to be heard in a very homogeneous area of campus. Led by students within the Russell Complex, G/H Complex, and Central Complex. Students put on educational programs about different minority groups, world issues, and cosponsor events with various groups.
- Multicultural Leadership Retreat – Russell students had the highest representation

- Focus Groups – over 20 students participated in Russell focus groups
- Halloween Spectacular – more than half the floors in the Russell Complex have participated
- LEAD points and Auction – an incentive based program that encourages and rewards student attendance and participation in our educational activities.

Partnership with Honors program. Russell complex staff and Honors program staff established strong partnership and is further looking at possible partnerships in connecting our curriculum to faculty.

- Alcohol Week Events – organized by Russell Fellow staff and RA staff
- Complex Cup – implemented through partnership with Russell Fellow staff
- LEAD points – Russell Fellows participate in the LEAD point program

Specific recognitions for the complex. Each month, Russell RAs, Programs, and/or communities have been recognized through OTMs. Russell Staff spirit and commitment was recognized at the RAT camp and was awarded the Spirit Award. Over 65% of Russell residents turned out for the first-ever Russell Complex Community Council elections. 35 people ran for positions on the RCC. 94% of residents completed the baseline survey and 86% completed the midyear assessment, indicating significantly high involvement of students in Russell assessment efforts.

Assessment of Student Learning

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

Section 1.04 Self-Awareness

Self-awareness is an educational priority of the LEAD curriculum and all University of Delaware Residence Life curricular initiatives for first-year areas. 67% of Russell students said they think it is important to educate themselves on diversity issues in the baseline survey; 70% of students reported making an actual effort to educate themselves about different social groups since the beginning of the year according to the mid-year assessment. Also, though an incredible amount – 98% – of Russell freshmen felt it was important to be informed about news and global current events at the beginning of the year, 70% of students said they felt it was even more important since living in the Russell Complex. Though Russell students rated self-education regarding diversity issues as important, they later reported they felt it more important since residing in the complex.

Furthermore, at the beginning of the year, 46% of Russell residents reported that their racial and cultural awareness was somewhat or very weak. Though approximately half of all Russell freshmen felt that understanding of others was an area for improvement, mid-year assessment revealed that 70% of Russell residents had made an effort to educate themselves on a social group different from their own since living in the complex. These data indicate that

residents who had some self-identified weakness with regards to racial or cultural awareness felt they had made some gains in this area.

Section 1.05 Taking Action

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

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

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

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

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

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

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

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

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

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

Section 1.06 Specific Social Identities

The baseline survey revealed that Russell residents had the most anxiety toward persons from minority sexual identities and persons with disabilities. Data appear to indicate that students are gaining comfort and becoming more educated regarding these two populations since their time living in Russell. 38% of Russell residents reported they were comfortable with those from a minority sexual identity in the baseline survey. In the mid-year assessment, 67% of Russell students reported even more openness toward others of different sexual identities, and 46% of students said it is essential or very important to learn about issues of sexual identity since the beginning of the year. Openness toward persons with disabilities, too, saw great gains. 48% of Russell students claimed they were comfortable around persons with disabilities in the beginning of the year; 67% of students reported they were more comfortable regarding issues of ability in the mid-year assessment.

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

Openness toward those from different religions saw modest gains. 55% of Russell residents said they were comfortable with issues of religion in the baseline, while 67% of students reported in the mid-year assessment that they are more open to issues of religion. The data on religion, sexual identity, and ability point to an increase of willingness of Russell residents to learn more about these social identities, even though they may not have had initial comfort in these areas.

Questions on race and gender presented some mixed data. 77% of Russell students asserted that they were comfortable around those of different races, but only 70% of Russell residents said they were more open to issues of race than before the beginning of the year. With regard to gender issues, 85% of Russell residents reported comfort around those of different genders, but only 67% of students said they felt more open to gender issues. The data indicate that students believe some learning has taken place, but a strong majority of respondents already felt that they were open to these issues.

Students report, then, that they are experiencing learning regarding diversity issues since living in the Russell Complex. Overall, though, students seem to feel that they are already quite open to some issues of diversity. Data demonstrate that, despite this initial self-assessment, students still feel they experience learning since living in the Russell Complex. This information presents two important issues for consideration. First, student attitudes seem to indicate that they are already open to issues of diversity; however, the majority of students still report some change in these areas. It is integral to investigate how this change manifests itself regarding the LEAD curriculum and how it operates given these students’ self-reported levels of openness. Secondly,

specific assessment regarding particular interventions is important to determine whether this learning is a result of the LEAD curricular interventions, natural maturation, or other variables, such as Resident Assistant delivery.

Assessment of Strategies

Section 1.07 One-on-Ones

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

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

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

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

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

“There is heartening news about him, however. I have a class with this young gentleman, and we walk to and from it together, and we’ve had some pretty good conversations since our initial one-on-one meeting. I have hope that the wall that he has up with regard to diversity issues will slowly come down, and that as he is more exposed to certain things he will become more open and accepting.”

“He said things like *[sic]* ‘I would never consider dating someone from another race than my own’ and that he does not really like homosexuals. I tried to show him how diversity is very important as we live on the most homogenous part of a campus that is 87% white. He responded with *[sic]*

‘why do we need to learn about diversity if that is the case’. I eventually tried to tie it back to him by bringing up his religion and I saw the wheels turning. I think the point is across and I am excited to work with him more over the year.”

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

Section 1.08 Floor Meeting Sequence

Similarly to the one-on-ones, residents also reported that activities that were a part of the floor meeting sequence prompted an investigation of diversity issues. According to the mid-year assessment, 68% of Russell residents said that a floor meeting activity helped them to gain an understanding that minority groups in American society are oppressed, and 69% reported that floor meeting activities helped them to gain an understanding of stereotypes they have of others. Also, 61% of residents reported that they felt the floor meetings as well as one-on-ones provided a valuable learning experience.

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

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

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

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

Resident assistants report that students are sometimes apathetic about the activities; however, once conversation and discussion begin about the floor meeting activity, students are able to make connections to their own lives about issues of privilege and oppression. For instance, one staff member said, "The activity started a little slow, but toward the end of the activity, people had a really great discussion and thought the social justice piece was profound."

There are some improvements that could be made to floor meeting activities. Many students felt the activities were too broad and sweeping, often overlooking some more subtle forms of oppression. For instance, one white male student said that one activity presented him as being at the pinnacle of privilege, though he feels this is not so. Students often leave floor meetings unsure as to what action they should take based on the knowledge they gained. Methods to foster empathy in residents should be investigated, as students mentioned in focus groups that they did not gain any empathy toward groups who experience societal oppression. Additionally, at this time, there is no formal assessment process in place specifically for the floor meeting sequence activities as there is for lesson plans. Asking residents how they articulate their own learning with regard to these activities will be a critical improvement for enhancing curricular delivery.

Section 1.09 Lesson Plans

Though attendance at lesson plans is not mandatory as is participation in floor meeting sequence activities and one-on-ones, residents indicated in the mid-year survey that they still engaged in the learning opportunities that the lesson plans presented. 64% of Russell students said that programs they attended in the Russell complex provided them with an educational experience in regard to diversity issues.

Individual evaluations from each lesson plan are collected to provide further information regarding students' perceptions of the program and what they learned. The evaluation asks participants questions such as, "Give a one-sentence definition of the purpose of this program," and, "Did this program motivate you to take action about this issue? Why?" Reviewing evaluations from one lesson plan presentation in the fall semester centered around the Israel-Lebanon Conflict of summer 2006, residents indicated that the program brought on "an awareness and understanding of the conflict," "educated [them] about the crisis and ways to solve it," encouraged them to "see both viewpoints," and prompted them to "increase support, education, and awareness." When asked if the program motivated them to take action, fifteen out of seventeen students responded affirmatively. (See appendix A.) Winter session focus group participants all said they attended at least two LEAD lesson plan presentations the previous semester, and could articulate what specifically they had learned from attending.

In general, Resident Assistants report that they feel that students are engaged in learning and action around diversity topics in lesson plan presentations. Lesson plans are designed around a wide range of topics and allow the staff flexibility in exploring an area of diversity that is their passion. Resident Assistants also report that lesson plans allow them to engage with students in more intentional, individual discussion, challenging residents' viewpoints on controversial topics. For example, one Resident Assistant drafted his own lesson plan on the genocide in the Darfur region of Sudan. After he had ended his hour-long presentation, he engaged the students in conversation for a whole other hour about action planning and what residents in Delaware could do to address the conflict. This lesson plan resulted in the creation of a STAND (Students Take Action Now: Darfur) chapter being established on the University of Delaware campus that the staff member now helps to advise.

Though Resident Assistants and residents alike value the learning experiences provided by lesson plans, the Russell senior staff has had to adapt delivery strategies or lesson plan content to best meet students' educational needs. Mid-year and baseline survey data indicated that residents were least comfortable with sexual minority persons and persons with disabilities, so more lesson plans around these topics were added to address this discomfort and prompt learning around those specific cultures. Additionally, because attendance is not mandatory, Resident Assistants frequently become despondent when residents do not choose to participate in their programs. Although student learning should be gauged by individual engagement and not sheer quantity of participants, many staff members report frustration at the apathy and consequent lack of engagement that surrounds many of the topics lesson plans are centered around.

However, content and process are both integral in achieving the end curricular learning presented by the LEAD curriculum. Resident Assistant effectiveness in delivering these learning outcomes should also be scrutinized to see how it impacts student learning.

Assessment of Delivery

Delivery as well as content can affect student learning around curricular goals. Russell resident assessment data seems to indicate that Resident Assistants are competent and able to deliver LEAD's goals. To ensure that staff delivery was taken into consideration, several questions on the mid-year assessment centered specifically on the residents' view of the Resident Assistant as a competent educator and facilitator. As was previously indicated, 63% of residents said that they were challenged to explore areas of diversity in their one-on-ones, 67% said that their Resident Assistant was able to engage them in conversations that caused a questioning of views and beliefs, and 70% said their Resident Assistant posed challenging questions regarding topics of privilege and oppression. Additionally, when asked if they felt their staff member was invested in their understanding of issues of diversity, 85% responded in the affirmative. On individual lesson plan evaluations, more than 90% of Russell students who participate rate the performance of the staff member above a four on a five-point Likert scale, five representing exceptional delivery.

Hall Directors, who supervise the Resident Assistant staff, generally agree with residents' sentiments. Hall Directors report that staff members are very capable at adapting provided lesson plans to their students' individual needs and "learning edges" (i.e., areas of least comfort). Most Resident Assistants exhibit a balance of "challenge and support" necessary to engage students in critical thinking around diversity issues while providing them with the safe space necessary to voice their true opinions, and those who do not are constantly encouraged to develop their delivery methods.

Though a resounding 85% of students viewed their Resident Assistants as invested in curricular delivery, self-indicated measures of student learning around diversity issues hovers around the 60-70% range. Ideally, the same students who indicate that they view their staff members as invested should also report that they have learned something about or been challenged on diversity topics. Resident Assistants are viewed as capable, competent deliverers of curricular aims by those they are attempting to educate. The deficit, then, either stems from ineffective strategies or an unwillingness to engage from the students themselves.

Directions for New Strategies

Though the LEAD curriculum has enjoyed many successes in the past year in promoting student learning around issues of diversity, privilege, and oppression, there are five major considerations as the LEAD curriculum is improved for more effective delivery:

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

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

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

4. *Promoting students taking action.* In the baseline survey of Russell residents, 80% of Russell residents said it is important or essential for them as a citizen to stand up against hate crimes in their community. However, 38% of students report it is unlikely or very unlikely for them to confront others on usage of derogatory comments, and 37% of students report it is unlikely or very unlikely for them to take action on having offensive graffiti removed. Most of the LEAD educational strategies focus on self-awareness, which leaves some students asking, “What do we do now?” If Russell students arrive at the complex with an unwillingness to take action, LEAD initiatives should be crafted to encourage students to stand up for issues of social justice and empower them to make a difference – even if it is not the popular thing to do. In the same vein, if some residents arrive with a willingness to take action, other tools should be developed or evaluated to provide those residents with the ability to make a difference and positively influence their peers.

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

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

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

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

SHORT RESPONSE FORM

Identification 3E

Since the beginning of the school year:	A Absolutely	B Usually	C Rarely	D Not at all
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1. One on ones with my RA prompted me to explore areas of diversity as it relates to me and/or others.
2. My RA was able to engage me in conversation that caused me to question my own views and beliefs I have about other people.
3. Activities during my floor meetings helped me to gain an understanding of oppression that minority groups in our society are oppressed.
4. Activities during my floor meetings helped me to gain an understanding of stereotypes I have about other people.
5. My RA poses questions that make me think about issues of privilege and oppression
6. Educational opportunities in my residence hall (floor meetings and one-on-ones) provided me with a valuable learning experience.
7. Programs that I attended in the Russell Complex provided me with an educational experience in regard to diversity issues.
8. I feel that my RA is invested in my understanding of issues of diversity.
9. I feel sadness and/or anger about injustices that minority groups face.
10. I feel sadness and/or anger when people fail to acknowledge the privilege they have in a society.

Since the beginning of the school year, how would you describe the importance that each of the following has to you personally	A Essential	B Very Important	C Somewhat Important	D Not Important
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11. Learning about different sexual orientations.
12. Informing myself about events and issues around the world

Based on your time in Russell thus far, please rate your attitude about people from those Social groups compared to your attitude when you arrived in August.	A Very open	B Open	C No change	D Less open
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13. Sexual orientation
14. Race
15. Gender
16. Religion
17. Ability

Since the beginning of the school year:	A Yes	B No
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18. I have made an effort to educate myself about social groups different from my own.
19. I am more likely to confront others when they use derogatory terms.
20. I am more concerned about acts of injustice in my community or elsewhere.
21. I am more aware of impact I can have on the global community.
22. I have more desire to contribute to the global community.

INSTRUCTIONS

Use No. 2 pencil.
Erase completely.
Fill in bubble completely.

IDENTIFICATION NUMBER	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
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	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

1	A	B	C	D	E
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46	A	B	C	D	E
47	A	B	C	D	E
48	A	B	C	D	E
49	A	B	C	D	E
50	A	B	C	D	E

Response analysis, pink forms
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BIN# 306

Course Evaluation / Survey - Summary for all sets

Summary ID :

Total forms in all sets : 624

Item	Responses					Total Responses	Mean /Standard Deviation	
	1/A	2/B	3/C	4/D	5/E			Omit
1 (count)	152	237	129	101	1	4	620	2.294/ 1.017
(%)	24.52	38.23	20.81	16.29	0.16			
2 (count)	159	261	139	63	1	1	623	2.175/ 0.932
(%)	25.52	41.89	22.31	10.11	0.16			
3 (count)	151	271	119	81	0	2	622	2.209/ 0.955
(%)	24.28	43.57	19.13	13.02	0.00			
4 (count)	156	274	127	64	2	1	623	2.169/ 0.931
(%)	25.04	43.98	20.39	10.27	0.32			
5 (count)	144	294	129	54	0	3	621	2.150/ 0.875
(%)	23.19	47.34	20.77	8.70	0.00			
6 (count)	130	253	154	86	0	1	623	2.315/ 0.954
(%)	20.87	40.61	24.72	13.80	0.00			
7 (count)	146	252	135	83	3	5	619	2.265/ 0.982
(%)	23.59	40.71	21.81	13.41	0.48			
8 (count)	297	235	55	32	2	3	621	1.723/ 0.852
(%)	47.83	37.84	8.86	5.15	0.32			
9 (count)	247	244	83	46	2	2	622	1.894/ 0.919
(%)	39.71	39.23	13.34	7.40	0.32			
10 (count)	239	237	101	43	2	2	622	1.926/ 0.921
(%)	38.42	38.10	16.24	6.91	0.32			
11 (count)	84	199	216	120	3	2	622	2.613/ 0.961
(%)	13.50	31.99	34.73	19.29	0.48			
12 (count)	195	253	140	33	1	2	622	2.023/ 0.875
(%)	31.35	40.68	22.51	5.31	0.16			
13 (count)	241	183	186	12	1	1	623	1.955/ 0.881
(%)	38.68	29.37	29.86	1.93	0.16			
14 (count)	269	165	179	9	0	2	622	1.884/ 0.875
(%)	43.25	26.53	28.78	1.45	0.00			
15 (count)	316	107	194	5	1	1	623	1.825/ 0.914
(%)	50.72	17.17	31.14	0.80	0.16			
16 (count)	278	148	185	12	0	1	623	1.889/ 0.900
(%)	44.62	23.75	29.70	1.93	0.00			
17 (count)	262	164	188	9	0	1	623	1.910/ 0.879
(%)	42.05	26.32	30.18	1.44	0.00			
18 (count)	440	175	5	1	0	3	621	1.303/ 0.487
(%)	70.85	28.18	0.81	0.16	0.00			
19 (count)	355	265	2	1	0	1	623	1.437/ 0.512
(%)	56.98	42.54	0.32	0.16	0.00			
20 (count)	441	178	3	1	0	1	623	1.300/ 0.479
(%)	70.79	28.57	0.48	0.16	0.00			

Response analysis, pink forms
res-life - Dec 15, 2006

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BIN# 306

Course Evaluation / Survey - Summary for all sets

Summary ID :

Total forms in all sets : 624

Item	Responses					Total Responses	Mean /Standard Deviation
	1/A	2/B	3/C	4/D	5/E	Omit	
21 (count)	396	221	3	2	0	2	622
(%)	63.67	35.53	0.48	0.32	0.00		
22 (count)	440	175	2	1	0	5	619
(%)	71.08	28.43	0.32	0.16	0.00		

Focus Group Winter 2007 Report

1. Since the beginning of the year at UD, would you say you learned more about the following?

Own social identity:

- Learned more about themselves because of exposure to other people
- Know what I want to be
- Encountering different situations
- Figuring out where to fit in

Other social identity:

- Met more people with different background
- Even with differences we learned how similar people are

Oppression:

- Notices more about others impression then their own
- More accepting – more aware of the impact of oppression
- Floor meetings help us learn and gain knowledge and didn't help us develop empathy
- Marshmallow activity was the first time I realized I was oppressed since coming to US 12 years ago
- Have knowledge but didn't feel oppression

2. Objectives of 1:1 and what did you learned from it

- Learning about RA and RA knowing them
- Second 1:1 – caused them to be introspective, purpose of 2nd was self-reflection
- Felt that 2nd one on one wasn't there to force you but to help you be more open minded if you wanted to know more
- Felt they were forced to choose what they were most uncomfortable with
- It's all about diversity issues
- 1:1 conversations started dialogue on the floor and that helped them learn
- Establishing immediate bond with RA and resident
- Activity created some resistance, some people took it personally
- it was somewhat awkward because it was early in the year
- 2nd one on one he was more comfortable and shared more then expected
- Gave new angle to see myself differently
- Cultural plunge was good opportunity to learn more, but didn't feel forced you have to do that.

3. Objectives of a floor meeting and what did you learn from it

- Two part: Announcements, grievances and Education about diversity
- Two main things, oppression and privilege
- It's on or the other, have to choose, makes them feel guilty for un-purposeful oppression

- It focused on extremes – people in the middle were lost
- Floor meetings created stereotypes about white, catholic males, but it help raise their awareness
- Feeling that white man were picked on – felt oppressed
- You could be oppressed and still be oppressed by other people
- It's a web, not a hierarchy
- Small things overlooked – middle not covered, such as oppression of women
- Help realize how people perceive me, how I perceive others, and judge others based on superficial things
- Help understand people better
- More empowered to take action if witnessing for oppression
- Gave me more personal courage to stand up for what is wrong
- More likely to take action

Should you learn about all these things?

- Worthwhile endeavor, it's a life skill, but majority of us feel that it is hovering over our head
- Good to learn about social justice because it is the first time you are away from home and out of your parents influence
- You are at school to get ready for the working world and it is good to have that edge and to learn about why people interact the way they do
- It's good; employers are looking for people who are able to work in the global environment
- Liked the first floor meeting – what can each person bring to the floor

Ideas for improvement:

- Focus on similarities
- Develop appreciation for differences
- Give people opportunities to speak about their differences
- Make it more personalized, individual sharing
- Continual feedback
- Before diversity teaching occurs, the community needs to bond more
- Expand and go deeper into the statements
- Want the opportunities to self-reflect, have a group discussion after floor meetings, ask questions like you are asking us now
- Didn't feel the problems were solved

Russell Complex Curriculum Executive Summary **2007-2008**

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

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

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

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

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

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

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