

**Report of the Director of the Residential Academy Pilot Project
2003-2005
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Overview

The Residential Academy pilot project 03-05 has been a joint effort of Undergraduate Studies, University Housing, and the Clark Honors College:

http://honors.uoregon.edu/opportunities/residential_academy/

This pilot grew out of a collaboration between the Honors College and Housing 01-03. Our aim has been to stimulate intellectual activity beyond the classroom and in UO residence halls, thus improving the intellectual and social climate on campus. Our programs help students take part in a democratic decision-making process that is thought-provoking and fun, and that brings them into contact with faculty, staff, and community leaders. Students collaborate to create panels, presentations, special dinners, lectures, discussions, concerts, community service projects, and other activities. Our hope and belief is that through these endeavors they are drawn to positive learning and living experiences that promote respectful communication and understanding of diverse views and backgrounds. The success of this pilot, documented in the appendices below, have led to the creation of a Fall 05 half-time position in University Housing to coordinate learning initiatives, which will perpetuate many of the programs described here. This report presents a list of goals embraced Fall 04 for the 04-05 academic year and a discussion of the degree to which each goal has been met. It concludes with suggestions for the future, followed by appendices: 1) Budget 04-05; 2) Attendance Data; 3) About the Residential Academy; 4) Descriptions of Community Conversation Panel panels and other activities; 5) Response Card Data; 6) Public Speaking Syllabus and evaluations; 7) THINK discussion groups ; 8) Published pamphlets of the Outdoor Activities and the Community Service THINK groups; 8) Italian Scholarship Student in Residence Fall 04; 9) Selected flyers; 10) Diversity Essay Competition submissions; 11) Residential Academy Report 03-04.

Second Year Goals Evaluated 2004-5

Chief Goal 04-05: Continue to Stimulate Intellectual Activity in the UO Residence Halls

The basic goal of the Residential Academy 04-05 remained the same as in 03-04, as did the methods for achieving it. To perpetuate the successes of 2003-4 we needed the same infusion of vision, energy, and collaborative effort that created them in the first place. This year we were able to build on established programs like the Walton Advisory Board (WAB) and Hamilton Think Tank (HTT), the student planning groups, and the Community Conversations panel series which they produce; mature the Public Speaking program started last year; and create new programs like Musical Mondays, Theatrical Thursdays, and THINK discussion groups. This combination of new and established efforts allowed us to meet and exceed our expectations for our chief goal.

1. Bring faculty, staff, and community leaders into the Residence halls

The 18 Community Conversations panels 04-05 brought over 100 faculty, staff, and community members into the halls (Appendix 2: Attendance Data, Appendix 3: Panel Descriptions). Spring 05 many panelists came for dinner with students in Carson before panels, and over a third (35) returned for a "Thank-You-Panelists" year-end dinner with students, attended by 65. In addition, a "Culture Shock" panel brought international students and administrators into Tingle Lounge, Hamilton, where the Italian scholarship student was living as part of Gina Psaki's residential Italian FIG. The various panels have been the Residential Academy's most visible sign of success, broadcast weekly on educational access Channel 23, thanks to support from the Oregon Humanities Center. Other activities

like the THINK discussion groups and Public Speaking also brought in guests, however, as Tim McMahon came to Dymont Lounge, Walton, to guest teach Public Speaking and also to lead a THINK workshop on discussion leading.

2. Advise HTT and WAB

The Hamilton Think Tank (HTT) had a core of a 6-12 members who met weekly with me and Assistant Director of Housing John Hollan to plan and produce panels and other activities. Its membership came principally from my Shakespeare FIG Fall 04, with returning members from last year's Shakespeare FIG 03 as well. The Walton Advisory Board (WAB) had a core of 6-12 members who met weekly with me and Bue McNeely, Walton Complex Director. Its membership came mainly from the Honors Halls in Walton and the Honors College. The main vehicle for advising these groups was to hold regular office hours twice a week in my office in Hamilton Complex (Dunn), to meet weekly with John Hollan to coordinate advising, and to attend the weekly meetings of HTT Tu 5:30-6:30 in Robbins Lounge and WAB Wed 5:30-6:30 in Dymont Lounge, as well as the Community Conversations panels themselves. Holding office hours in Dunn allowed me to meet with the officers of these groups to help them plan the weekly HTT and WAB meetings where students brainstorm panel ideas and panelist possibilities, report on efforts to communicate with potential panelists, plan special events like dinners, concert excursions and community service, and organize publicity, communications, fundraising, record keeping, set-up, clean-up, refreshments, the thank-you process, evaluations of panels, and other activities. The weekly meetings of HTT and HHAB emphasized advance planning, democratic decision-making, and effective follow through. For the students, an important source of intellectual stimulation is conceiving ideas, finding ways to implement them, and seeing the tangible results. This goal was met with great success.

3. Foster connections with the president of the University

Fall 04 President Frohnmayer moderated a Community Conversations panel: "Election 2004: What's at Stake?" in Dunn Lounge, Hamilton. This panel of Republicans, Democrats, and Independents discussing election issues gave 75 students personal access to the president and allowed him to model his desire to hear from all voices in the political spectrum, as well as to think publicly about the challenges and obligations of political life. It meant a lot to the students invite the president into their living room. Throughout the rest of the year I copied him on my weekly report to Undergraduate Studies, Housing, and the Honors College. Connections between the Residential Academy and the president's office remain strong.

4. Strengthen the Public Speaking program

My goal was to make my Public Speaking class (Mondays in McAlister Classroom, Walton, EdLd 199, 2 credits, P/N) so effective that word of mouth would cause it to fill to its maximum. This goal was met by Winter 05 (See Appendix 5, sample syllabus and evaluation). I had started the program Fall 03 with 5 students who met Mondays in Dymont Lounge, Walton, from 5:00 to 6:50 to help design the whole program. I wanted to collaborate with students where they live to create a program that they would find intellectually stimulating, fun, and useful. The whole first year was spent developing it. Fall 03 focused on self-introductions, learning natural forms of public speaking by answering questions, learning how to listen effectively and ask good questions, evaluating video-taped presentations, exploring the basics of eye contact, projection, organization and preparation, and confronting obstacles like fear. Attending speeches by visiting dignitaries and watching videos of famous speeches allowed students to evaluate effective speaking in others. Winter 04 continued these goals and focused also on specific types of speeches: explanatory, persuasive, consensus-building. Spring 04 added speeches before skeptical audiences, specialized presentations, and speeches in the public square. The program expanded to 8 students in Winter 04 and 12 students in Spring 04, who were the first to receive academic credit. This year 04-05 the Public Speaking course reached maturity,

with maximum enrollments starting Winter 05 and official evaluations from students at 9.8. It is impossible for me to adequately describe the remarkable spirit that developed among a very diverse group of students each term this year, all of whom really wanted to improve as speakers, helped each other improve, and shared pride in their accomplishments. Several students took the course more than one term, which was my hope. Given the absence of any other Public Speaking class at UO and the clear demand for it, I hope that funds will be found to continue this successful program.

5. Achieve effective synergies with the FIG program and the Residential Academy

The Shakespeare FIG 04, "To Lead or Not to Lead," worked like a charm to recruit students for both the HTT and the new THINK discussion program. The Italian scholarship student, Antonella Antonelli, also participated enthusiastically in the residential Italian FIG 04 led by Gina Psaki, enhanced the atmosphere in Tingle Hall (Hamilton), and helped coordinate a movie night and a panel on Culture Shock, which brought together the FAs from the Italian and Spanish FIGs in an evening that was a real treat. Antonella also attended weekly Italian language nights at Pegasus Pizza, visited Italian classes, and conversed with students studying Italian. She earned an A- and a B+ in the two academic courses she took, both at the 300 and 400 levels, which made the whole experience rewarding for her on every level. Throughout the year FIG FAs and TAs in and outside the residence halls promoted and attended Community Conversations panels, creating programs around them, and FIG faculty promoted and participated in panels. The synergies of the FIG program and the Residential Academy, strong in 03-04, even stronger in 04-05, have been vital to our success.

6. Collaborate with Housing to make the Residential Academy integral to the goal of fostering a positive learning environment in the halls.

In addition to ongoing weekly collaborations with Complex Directors and Asst. Director of Residence Life John Hollan, this year Director of Residence Life Sandy Schoonover and I worked with students to create three weekly reading/discussion groups with the option of academic credit. Five students led three THINK discussion groups of six students each. Group #1 discussed the East-West philosophical connections between Machiavelli's *The Prince* and Miyamoto Musashi's *A Book of Five Rings*. This group met one hr/wk Winter 05 under the leadership of Hamilton Freshman Dan Patton, who created a syllabus (Appendix 6) and recruited participants who received 1 P/N academic credit (English 405, Reading). TEP instructor Tim McMahon gave them a workshop in discussion leading. Students shared discussion-leading responsibilities throughout the term and produced written work which reflected the excitement of their process of intellectual discovery. This group was an extraordinary success. THINK Groups #2 and #3, under the co-leadership of four students—two from residence halls, one from a sorority, one from off-campus—worked to produce two pamphlets for incoming UO students Fall 05, one about outdoor activities reachable from UO without a car, the other about community service opportunities similarly reachable. Groups #2 and #3 met weekly throughout Winter and Spring 05, some participants receiving up to two academic credits from either the Clark Honors College (HC 409 Practicum) or Educational leadership (EdLd 409 Practicum), to research, write, edit, design, raise money for, and produce 2,500 copies of each pamphlet. Creating these pamphlets has been an extraordinary achievement (Appendix 7). In addition to these activities Amy Juve, Hamilton Complex Director, and I collaborated in the placement and activities of an Italian scholarship student from the University of Macerata (Appendix 8), and I was able to participate in training RAs and FAs for Fall 04 and in planning for the new Living Learning Center. I was also able to make better use of my student assistants this year, Dan Keller and Emily Casey, who took on significant responsibilities in the development of Musical Mondays and Theatrical Thursdays, and in record keeping, information processing for Public Speaking and panels, and communications. Opportunities for collaboration 04-05 were significantly greater than in 03-04. The success of these collaborations in fostering a positive learning experience in the halls is reflected spontaneously in two submissions for the Diversity Essay Competition 05 (Appendix 10).

7. Develop efficient, accurate mechanisms for evaluating the Residential Academy

This year students, Housing staff and I collaborated with Tanaya Meaux of Housing to develop a Residential Academy Response Card (Appendix 3) which allowed us to gauge almost instantly student and community response to panels. Although it was hard to get people to fill out the cards, the responses we collected were always enlightening and almost uniformly positive (Appendix 3). We also debriefed every panel and other activities with HTT and WAB students each week, so that we could celebrate success and improve whatever needed improving. When we discovered, for example, that students preferred panelists to give shorter presentations so that more time would be left for questions, we urged panelists to speak for six instead of ten minutes, a small change that proved popular. Public Speaking students who attended panels and wrote response papers were another source of written feedback. Term by term they tweaked the design of the Public Speaking course and also evaluated it through the normal academic process. THINK discussion students all wrote reports evaluating their experiences and making recommendations for future activities. Throughout the year we also tabulated attendance at Residential Academy activities (Appendix 2). In weekly meetings with John Hollan, weekly pro-staff meetings, and regular meetings with Sandy Schoonover, we were able to monitor and discuss the progress of activities. These varied mechanisms gave us a clear picture of our success at stimulating intellectual activity in the residence halls.

Summary of Changes for 2004-5

The changes that I envisioned for the Residential Academy for 2004-5 amounted to fine tuning and natural evolution. The successful aspects of the program (HTT, HHAB, Community Conversations) evolved with the new students, faculty, staff, and community members who took part. The Public Speaking program became more visible, effective and fully subscribed. It exceeded my expectations when synergies developed between Public Speaking students and the panel discussions, which they were able to evaluate with a trained eye, enjoy, and learn from in technical as well as substantive ways. The THINK discussion groups far exceeded my expectations with their remarkable achievements. Two new programs: Musical Mondays, concerts in the residence halls given by residents and UO School of Music students; and Theatrical Thursdays, experiments in bringing performers into the halls and students to performances outside the halls, broke new ground for future activities. The collaboration initiated with Willamette University Winter 2004 for a presentation at the conference in Seattle on Living and Learning, continued and helped us digest what we are learning about stimulating intellectual activity where students live. The Residential Academy has been ideally situated to work with various departments, schools, and agencies, on and off campus, to achieve this goal.

Suggestions for the Future

Creating a .5 position in Housing to continue much of this work is a positive step, but the scope of activity described above also requires a more global presence at University of Oregon, with roots in Administration, Housing, and an academic unit like the Clark Honors College. Present Residential Academy accomplishments, significant though they are, are just the tip of the iceberg. As conversation develops around issues like diversity, ideology, the economics of higher education, and contemporary political topics both local and global, the Residential Academy is ideally situated to promote reasoned, respectful discourse throughout campus and help develop student citizens capable of making good decisions. To this end we should extend the pilot project one more year, preserving new programs like Public Speaking, and giving the Director the green light to seek grant funding to perpetuate our efforts long term, in coordination with the UO Foundation. This one-year extension would fit with the .5 position in Housing, where the person who fills it could coordinate established Residential Academy programs and collaborate to create new ones, while the Director of the Residential Academy could serve as a resource, teach Public Speaking, and work with units, schools, departments, and programs throughout campus to develop intellectually stimulating activities that address the need for respectful

dialogue on a diverse range of vital issues. The University of Oregon is at an important crossroads. With a relatively small investment we can enhance exponentially the possibility that along with the unique physical environment created by new buildings over the last decade, we can enhance on campus the cultural environment within which minds move mountains.

Appendix 1

Residential Academy Budget 2004-5

Narrative summary: This budget for 2004-5 (\$6,000 plus \$250 from RHA) shows expenditures of the Residential Academy. Revenue sources were Housing (\$3,000), Clark Honors College (\$1500); Undergraduate Studies (\$1,000); and the Oregon Humanities Center (\$500). It is very similar to the budget for 2003-4 except that it includes poster expenses heretofore paid by the Honors College directly. It does not include the cost of a student assistant 20 hrs/week divided by Housing and Undergraduate Studies. It also does not include the printing costs of *Go Outside!* and *The Student Guide to Community Service*, funding for which was found independently by the students involved in those projects. The money was channeled through Housing, however, and currently all but \$800 of the \$3,700 they raised has been deposited in Housing accounts. Our \$1,100 surplus can cover this expense in case the money does not materialize.

Summary

	Actual 2003-4	Projected 2004-5	Actual 2004-5
WAB			
Fall	932	982	587
Winter	952	857	587
Spring	1114	1157	1115
HTT			
Fall	\$849	707	600
Winter	\$869	1132	611
Spring	\$1031	1157	1115
Public Speaking			
Fall	65	65	00
Winter	65	65	66
Spring	65	65	66
THINK, MM, TT (3 Discussion Groups)			
Fall	00	60	20
Winter	00	120	90
Spring	00	60	90
Totals	5,942	6,527	4,927

Annual Revenue Sources

	2003-4	2004-5
Housing	\$3,000	3,000
Honors College	\$1,240	1,500
Undergraduate Studies (video)	\$500	1,000
Undergraduate Studies (framing)	\$564	
Humanities Center (video)	\$500	500
RHA (Housing)	\$143	250
Total	\$5,947	\$6,250

Fall Residential Academy Budget Walton Advisory Board	2003-4	2004-5	
Expenses		Projected	Actual
AV Rental	\$46	00	00
Three tapings of panels for TV and archives	\$327	327	327
Papa John's Pizza (opening dinner)	\$273	275	138
Costco (opening dinner)	\$62	00	00
Snacks for 3 panels	\$84	90	72
Concert Tickets (OFAM)	\$125	00	50
Community Conversations Poster (Paid by HC)	\$00	140	00
Community Service or special project	00	150	00
Total WAB Expenses	\$917	982	587

Hamilton Think Tank		Projected	Actual
Expenses			
AV Rental	\$46	00	00
Three tapings of panels for TV and archives	\$327	327	327
Papa John's Pizza (opening dinner)	\$227	00	138
Costco (opening dinner)	\$42	00	00
Snacks for 3 panels	\$89	90	95
Concert tickets (OFAM)	\$125	00	00
Community Conversations Poster	\$00	140	00
Community Service or special project	00	150	40
Total HTT Expenses	\$856	707	600

Public Speaking	2003-4	2004-5	2004-5
Expenses	\$67	65	00

THINK	2003-4	2004-5	2004-5
Expenses	00	60	20

Winter 2005 Residential Academy Budget

Walton Advisory Board		Projected	Actual
Expenses	2003-4	2004-5	2004-5
Three tapings of panels for TV and archives	\$327	327	252
Snacks for 3 panels	\$90	90	93
Special Dinner Frohnmayer 03, Pizza 04	\$150	00	35
Special Event (Abduction of Figaro 04)	00	150	25
Community Service Projects	\$150	150	00
Community Conversations Poster 60 copies	\$120	140	187
		Projected	Actual
Total WAB Expenses	2003-4	2004-5	2004-5
	\$837	857	587

Hamilton Think Tank			
Expenses	2003-4	2004-5	2004-5
Three tapings of panels for TV and archives	\$327	327	252
Pizza dinner Res Acad	00	275	40
Snacks for 3 panels	\$90	90	104
Community Conversations Posters	\$120	140	187
Dinner with President Frohnmayer	\$150	00	00
Special Event	00	150	00
Community Service Projects	\$150	150	00
Total HTT Expenses	\$837	1132	583

Public Speaking	2003-4	2004-5	2004-5
Expenses	\$67	65	66

THINK and Musical Mondays	2003-4	2004-5	2004-5
Expenses	0	120	90

Spring 2004 Projected Residential Academy Budget

Walton Advisory Board		Projected	Actual
Expenses	2003-4	2004-5	2004-5
Three tapings of panels for TV and archives	\$327	327	327
Snacks for 3 panels	\$90	90	90
Year-End Dinner with panelists, awards	\$150	150	327
Community Service or Special Projects	\$150	150	00
Community Conversations Poster (60 copies)	\$120	140	163
Framing posters	\$282	300	208
Total HHAB Projected Expenses	\$1119	1157	1115

Hamilton Think Tank		Projected	Actual
Expenses	2003-4	2004-5	2004-5
Three tapings of panels for TV and archives	\$327	327	327
Snacks for 3 panels	\$90	90	90
Community Conversations Poster (60)	\$120	140	163
Year-end Dinner with panelists, awards	\$150	150	327
Community Service or Special Projects	\$150	150	00
Framing posters	\$282	300	208
Total HTT Expenses	\$1119	\$1157	1115

Public Speaking	2003-4	2004-5	2004-5
Expenses	\$67	65	66

THINK	2003-4	2004-5	2004-5
Expenses	00	60	90