

# **SOPHOMORE SCHOLARS IN RESIDENCE**

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2009 – 2011

Office of Living-Learning and  
Roadmap Programs

University of Richmond

December 1, 2011

Completing the second year of the Sophomore Scholars in Residence program, 139 students have participated in ten different SSIR programs. They have traveled through five countries, extensively through the United States experiencing what they have learned in the classroom, doing research, meeting scholars, having dialogue with community leaders, while working towards a capstone project at the end of the year.

The 2011-12 academic year marks the first graduating class from the inaugural SSIR courses, a milestone that began when SSIR was being developed in 2007 as the University's Quality Enhancement Plan for its reaccreditation. It also marks the largest number of students involved in living-learning communities in the University's history.

Sophomore Scholars has become the hallmark program for the University's larger living-learning initiative as part of *The Richmond Promise*, an initiative that has come to fruition due to the extensive partnerships between academic schools and departments, student development, alumni and career services, as well as through community and global partnerships.

This report serves as an update to the University community on the progress of the Sophomore Scholars in Residence program. We are grateful for the faculty, staff, students (many of whom are now alumni) that served on the QEP planning, development and implementation teams. We look forward to continued successful years of SSIR as it grows and expands in future years.

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## Sophomore Scholars Year One: 2009 -2010

### *Demanding Equality: Activism in the American South since Reconstruction*

Dr. Melissa Ooten

Students examined various activism movements in the U.S. South. Some of the movements included: anti-lynching campaigns in the early twentieth century, women's suffrage, Appalachian labor movements, the Civil Rights movement, student movements of the late 1960s and 1970s, and the "war on poverty" in the 1970s. Students also studied more contemporary activism, including environmental justice movements, immigration, activism around AIDS prevention, and prison reform.

Students looked at the issues beyond politics to activism seeking to understand equal access to education and healthcare as well as movements to address deep-seeded structural economic inequality. Students traveled over spring break to visit important Civil Rights sites in Birmingham and Montgomery, as well as Katrina-affected areas of New Orleans, LA., where they met with scholars and activists.

### *The Urban Crisis in America*

Dr. Amy Howard

The course was designed for students with an interest in urban areas, social problems that occur there, and working for social change. Students had the opportunity to explore social issues from a historical context and connect their learning to related activities outside the classroom. Students used Richmond as a case study to understand both the specific challenges the region faces as well as national trends in poverty, public housing, transportation, urban renewal, segregation, and sprawl. They met with local government officials, examined downtown development plans, and discussed social issues with non-profit leaders.

Over spring break, students expanded their knowledge to New York City, Philadelphia, and Washington DC where they examined and compared how leaders, planners, and activists worked to improve those cities and to share what they have learned in Richmond. Working in groups, students created documentary films on social issues in metro Richmond, including areas for enacting change.



### **Urban Renewal**

Trip encourages sophomores to explore solutions

Walking through a West Philadelphia neighborhood during spring break, 14 University of Richmond sophomores learned how 3,000 murals can unite a neighborhood. After returning to campus, the students had a deeper understanding of the issues facing U.S. cities and the people who call them home.

The trip was part of the University's Sophomore Scholars in Residence (SSIR) Living Learning Program, "Civic Engagement: Urban Crisis in America," taught by Dr. Amy Howard, executive director of the Bonner Center for Civic Engagement. The course examined the origin and impact of the urban crisis on metropolitan areas. The trip gave students the opportunity to see their coursework come alive in modern cities.

In addition to listening to a Philadelphia mural artist speak about how his work helped to renew a blighted neighborhood, students visited New York City and met with New York Housing Authority representatives and current tenants. They also spoke with nonprofit leaders working on issues surrounding predatory lending and public education. In Washington, D.C. they visited the D.C. Central Kitchen and met with Robert Egger, a national leader in social entrepreneurship.

Lucas Hakkenberg, who is majoring in political science and leadership studies, participated in SSIR to better connect with the community outside of the University and meet fellow students who cared about similar issues.

"This trip helped me understand the importance of listening to the community before deciding on policies," said Hakkenberg, who hopes to pursue a master's degree in urban planning or attend law school after graduation. "Urban policy should be a collaboration between policy experts and community members."

Shanelle Bobb, a political science major with history and Spanish minors who serves as the vice president for the Black Student Alliance, found the connections she made with her fellow students and the professionals they met during the trip to be empowering.

"This experience has truly changed my outlook, and I see that our generation is more civically engaged than any generation before it," she said. "For every person who doesn't care about what is going on in deteriorating education systems or public housing, there is someone who does."

## ***Global Health, Infectious Disease & Human Rights***

Dr. Rick Mayes

Students studied what makes people sick, what keeps them healthy, and what it would take to give good health the upper hand in developing countries. Students studied how and why society already knows how to prevent or treat some of the world's deadliest pathogens, yet why disease continues to sicken and kill unless an investment is made in the health and economic welfare of *all* people. In a business and philanthropic environment students learn that public health demands results and accountability, and that health interventions have the added advantage of being quantifiable. The course examines both domestic public health issues as well as public health issues in the developing world.

Students traveled to Pampas Grande, Peru over Thanksgiving to see first-hand international public health issues in the developing world. Students volunteered providing education about birth control and dental hygiene during the trip. The community also traveled to Grundy, Virginia to experience public health issues domestically. They spent a weekend in October with Remote Area Medical, a non-profit that provides free medical and dental services to people in Appalachia who are underinsured or not insured, where they were able to interact with both patients as well as health care providers while volunteering to help the clinics run efficiently.

## ***Opening Nights***

Professor David Howson

Opening Nights was designed for students with an interest in the business aspect of the performing arts and, in particular, non-profit arts organizations. The course served as an introduction to the world of arts management and focuses, specifically, on the role of arts organizations as cultural institutions. Area of study included: mission, artistic vision and purpose, structure, financials, law and labor relations, audience development, strategic planning, marketing and fundraising. Students learned about the key elements for the successful operation of a non-profit arts organization in America.

The program involved regular guest speakers from the arts world, as well as traveled to Washington DC to attend performances there. A fall break visit to New York City allowed backstage access to a number of Broadway shows and meetings with representatives from the arts and entertainment world of New York.



## **Nancy Angelica, '12**

SSIR program leads music lover to internship with the Metropolitan Opera

"I've sort of accepted that I'm not going to become a performer, so I'm trying to bridge my interest in the arts into a career that will still let me be involved in the arts scene," said Nancy Angelica, a sophomore majoring in art history. "I have an appreciation for art that I can bring to the table." It's with this appreciation and career focus that Angelica got involved in the University's Sophomore Scholars in Residence program.

"The trip to New York was so much fun," Angelica said. "We went to several shows and museums and talked to people who work in the arts industry, including a couple of Richmond grads. I got to see things and talk to people who I never would have before. It was really interesting to see their perspectives on the industry."

One of the stops on the trip was the Metropolitan Opera, where the group was able to connect with Barbara Holahan, B'81, who works as the organization's controller. After learning about a winter break internship opportunity with the organization, Angelica jumped at the opportunity, which was the perfect combination of her personal and career interests. "I've gone to the opera a few times with my family, and it's an incredible experience," said Angelica, who began singing at age five. "There are lots of options in New York for opera, but The Met is just 'The One.'"

After landing the position, Angelica worked mostly under the merchandising accountant, helping with the gift shop's holiday season rush. She said her arts management class helped put her internship in context, giving her a greater awareness of and appreciation for the many facets of an organization like the Met. "I'm so glad I applied to the Sophomore Scholars program," Angelica said. "This class and the program are pretty unique. It's definitely one of the reasons that I chose Richmond."



## Sophomore Scholars Year Two: 2010 -2011

### ***Argumentation and Debate***

Dr. Kevin Kuswa

Students competed at intercollegiate debate tournaments, helping to extend the pedagogical value of argument theory through team competition. Through continual conversation and work sessions that took place outside the classroom, this SSIR course and program lodged advocacy, critical thinking, and research into each student's academic background.

Students engaged in argument, as well as explored argumentation theory. The aim was for students to become more familiar with what ties together argumentation and be able to construct arguments on a particular topic. The class applied the practice of argumentation to a number of debates, both inside the class and at actual policy debate tournaments. These debates will involve a substantial amount of research beyond the course readings and travel off-campus for competitions, such as Texas, Kentucky, Virginia and elsewhere in the United States.

### ***Children and Mental Health***

Dr. Catherine Bagwell, Dr. Rick Mayes

Students examined childhood development and the evolution of public policies intended to safeguard and improve children's physical and mental health, educational opportunities, and general welfare in the U.S. The course explored issues related to the mental health of children, adolescents, and young adults. Because of changes in juvenile justice to compulsory K-12 education, mandatory immunization and vaccination policies, Head Start, the State Children's Health Insurance Program (SCHIP), No Child Left Behind (NCLB), preschool, Nickelodeon, PBS, the Internet, child-focused corporate advertising, and an array of other public and private programs and policies that have proliferated in the U.S. since the arrival of the post-war Baby-Boom generation. Among other experiences outside the classroom, students attended lectures by nonprofit leaders and learned about mental health and children's issues in Richmond firsthand.

A key component of the class was its community-based learning (CBL). Students engaged in weekly service-learning at one of four different sites in the Richmond community over the course of 15 hours in the fall



### **Waiting for Superman**

Living-learning community travels to NYC to tour charter schools

The classrooms at the KIPP Infinity Middle School in Harlem, New York have no white walls, no peeling paint and no fading posters.

"We walked into the Syracuse room and were surrounded by color — the walls were orange and blue, and everything was dedicated to Syracuse mascots, emblems and traditions. At this school, the question is not if you are going to college, but rather where you are going to college," said Taylyn Huse, '13, who visited the KIPP Infinity Schools and the Harlem Children Zone in New York City over fall break.

Huse is enrolled in a class called Children and Mental Health led by psychology professor Catherine Bagwell and political science professor Rick Mayes. The community developed out of a course on mental health that Bagwell and Mayes taught together in 2008. Because the two professors approached the topic from two entirely different disciplines, the course had wide appeal to students with interests that ranged from psychology and pediatrics to child welfare and counseling.

Teaming up to convert the class into a living-learning community made sense because of the diverse nature of the material. Bagwell's clinical expertise and Mayes' public policy experience means that each student gets something unique out of the yearlong program.

Scattered between the coursework and residential components of the program are opportunities to get away and learn on the road. "We knew we wanted to take trips because whenever you travel together, everyone's eating together, staying together," said Mayes. "You get away from the bubble and the intensity of the Richmond climate.

KIPP, which stands for the 'Knowledge is Power Program', is now a national network of free, open-enrollment, college-preparatory public schools dedicated to preparing students in underserved communities for success in college and in life. KIPP, and its success with students, is highlighted in the recent documentary, "Waiting for Superman," which explores the plight of the public education system in America. UR students screened the documentary while they were in New York.

Huse said that one of the highlights of the trip was meeting Dave Levin, a visionary who helped found KIPP in 1994. Mayes said, "Dave Levin let us meet the teachers, meet the kids, look at the classrooms, and see how the program is situated within a larger public school. Everything we read about in the book, we actually got to go touch and feel and see. All the teaching techniques that KIPP is known for, we got to see in person."



## The Common Good

Trip overseas gives living-learning community an opportunity to explore how societies pursue collective goals

Spending winter break in two European capitals is only part of how several University of Richmond sophomores are learning about what it means to pursue the common good. They are also meeting with community and national leaders, nonprofit organizations, and top scholars on two continents, visiting historic landmarks, and spending an entire academic year immersed in the question of how societies determine and pursue what is best for the whole.

As part of a new Sophomore Scholars in Residence (SSIR) Living-Learning community, "Leadership and the Common Good," they traveled to Copenhagen and Madrid this month to learn about achieving collective goals and see different models of leadership in practice.

"We're trying to create an integrated learning experience over the whole year where the trip is the centerpiece but reinforces what we're doing in class," said leadership studies and religion professor Douglas Hicks. "The trip brought to life what they're learning in the two classes they're taking — Leadership and the Common Good this fall and a follow-up study this spring."

In Europe they met with leaders such as the ranking finance officer for the Catholic Church, the highest government official in Spain's Ministry of Justice to work on religion, and a former member of Parliament in Denmark, among others. The trip also included visiting a mosque built in 999 and a synagogue built in 1200 in the medieval Spanish city of Toledo. And they are planning to take several field trips in Richmond this spring.

"Visiting major historical landmarks and talking with government officials, church officials, and professors in Spain helped us to better understand the country's current situation and how it got there in a way that a strictly classroom setting could not," said Nikki Cannavo, '13, a leadership studies major who plans to minor in law and the liberal arts.

"In Denmark we spoke with university professors and students and a CEO and founder of a promising company. These experiences were valuable." This spring they will reflect further on the trip, explore more questions related to the common good, and work on a class research project.

"This model of integrating the travel into a yearlong academic study is tremendous because you don't feel rushed to accomplish all of the reflection on the trip, and students can apply what they learned to their research," said Hicks. "It's just a great approach to learning."

semester that helped again to bring the classroom to experiences first-hand in the issues. A trip to New York City over Fall Break 2010 had students meeting with personnel from a leading charter schools and children's nonprofit organizations specializing in child development and education. In January 2011, students traveled to Walt Disney World to meet with marketing and advertising professionals at Disney regarding their child-focused corporate advertising.

## *Demanding Equality: Activism in the American South since Reconstruction*

Dr. Melissa Ooten

Students examined various activism movements in the U.S. South. Some of the movements included: anti-lynching campaigns in the early twentieth century, women's suffrage, Appalachian labor movements, the Civil Rights movement, student movements of the late 1960s and 1970s, and the "war on poverty" in the 1970s. Students also studied more contemporary activism, including environmental justice movements, immigration, activism around AIDS prevention, and prison reform.

Students looked at the issues beyond politics to activism seeking to understand equal access to education and healthcare as well as movements to address deep-seeded structural economic inequality. Students traveled over fall break to visit important Civil Rights sites in Memphis, as well as Katrina-affected areas of New Orleans, LA., where they met with scholars and activists.

## *Global Health, Microcredit Finance & Human Rights*

Dr. Rick Mayes

Students studied what makes people sick, what keeps them healthy, and what it would take to give good health the upper hand in developing countries. Students studied how and why society already knows how to prevent or treat some of the world's deadliest pathogens, yet why disease continues to sicken and kill unless an investment is made in the health and economic welfare of *all* people. In a business and philanthropic environment students learn that public health demands results and accountability, and that health interventions have the added advantage of being quantifiable. The course examined both domestic public health issues as well as public health issues in the developing world.

Students traveled to Santo Domingo, Dominican Republic over Thanksgiving to see first-hand international public health issues in the developing world and to work with



our international partner, Esperanza International. Students saw the effects that microcredit finance can have in developing countries. The community also traveled to Grundy, Virginia to experience public health issues domestically. They spent a weekend in October with Remote Area Medical, a non-profit that provides free medical and dental services to people in Appalachia who are underinsured or not insured, where they were able to interact with both patients as well as health care providers while volunteering to help the clinics run efficiently.

### ***Leadership and the Common Good***

Dr. Doug Hicks

Students examined political, economic, moral, and religious approaches to how societies determine and pursue the common good. The course was structured around the comparative exercise of conceiving, measuring, and achieving collective goals.

The principal political contexts of comparison in the course were the United States, Scandinavian countries, and Mediterranean Europe. Students met with speakers hailing from various countries and world views to discuss their visions of the common good. The students traveled to Madrid, Spain, and Copenhagen, Denmark, two European capitals, to meet with leaders, nonprofits, and professors in those countries to see the leadership models that the students studied in the fall semester.

### ***Salsa Meets Jazz: Exploring Latin Jazz Music***

Dr. Mike Davison

In the classroom, students explored the genealogy of shared rhythms of Latin music and understand the beginnings and musical transformation of Afro-Cuban music and American jazz into Latin jazz and salsa. Once the musical style was understood, students listened to Latin jazz (salsa) groups in the Richmond area to understand not only the history and sound of Latin jazz in Richmond, but interact with the players. Outside the classroom, students interact with the Latin jazz and salsa community in Richmond by going to venues to listen to and meet the musicians. Students produced video vignettes characterizing each of the five primary genres of Cuban music and their accompanying styles of dance.

Over winter break, the community visited San Juan, Puerto Rico in order to meet with, interview and videotape performances by local musicians and dancers in order to create documentary films as their capstone project.

### **Salsa Meets Jazz**

Living-learning program explores Cuba's effect on music

When it comes to music professor Mike Davison's Salsa Meets Jazz living-learning program, his approach is to teach his students a lot — but without them knowing it. "They get music, they get sound, they get video, they get eating, dance, all kinds of things," Davison said. "The model is learning outside the classroom, which is what I love to do." Cuban music has affected all popular music, Davison said, especially in the Western Hemisphere. He started playing it regularly, and then about 10 years ago he started teaching a course on it. A decade later, that course has morphed into an entire living-learning community.

"This class meets like a regular class, every Tuesday and Thursday for an hour and 15 minutes, but every Wednesday we have activities," Davison said. "[The students] have to write concert reviews for the concerts they attend (about five or six per semester). We had a salsa dance class one night, we had Latin percussion night, we had Cuban food and movie night at my house." Davison stresses the importance of interaction with his students, inside and outside of the classroom. The group traveled to San Juan, Puerto Rico the first week of January, and what the students saw, heard and experienced during that time set the tone of the rest of the semester.

Davison said that this is the first general education class he's taught that's felt like a family. He said that because the University of Richmond makes it really easy for him to teach and accelerate this program, he wins and the students win. "Being a part of the Salsa Meets Jazz program has been a wonderful experience," said Jade-Evette Strachan, '13, the program's resident assistant. "We have studied various topics about the lifestyle of Cuban people, ranging from the food to the music and dance."

Davison thinks of the class as a family, and his students praise the incredible influence he has had on them and on the program. "Dr. Davison is the kind of professor that everyone hopes to find in college," Owen Hutchinson, '13, said. "He offers every student the opportunity to become a part of the jazz culture and insists that everyone has an incredible time along the way."





## **Nikki Cannavo, '13**

Civic Fellow explores leadership in times of crisis through internship with American Red Cross

Reginald Gordon, CEO of the American Red Cross, Virginia Capital Region, rushed into the Richmond office on June 1, 2011, and asked if anyone could speak Spanish. Intern Nikki Cannavo, '13, raised her hand.

An hour later, the Spanish-language media network Univision interviewed Cannavo at a Richmond-area Holiday Inn Express where the Red Cross was providing shelter and support services to survivors of a fatal bus crash.

The day before, a tour bus crashed on Interstate 95 just north of Richmond, claiming four lives, grabbing national headlines, and triggering a federal investigation of bus-company safety practices.

During Cannavo's interview, an emotional scene unfolded in the hotel lobby as a woman broke into sobs after learning her relative had died in the bus crash. It was Cannavo's second day on the job.

Experiences such as this speak directly to Cannavo's specific academic interest — leadership in times of crisis.

"I hope to understand more fully and put into action the insight that leadership in crisis emerges not only once a disaster strikes," the leadership studies major said, "but most importantly in the planning and awareness beforehand."

Her leadership studies coursework and her living-learning program—Leadership and the Common Good — have provided context for many of the social-justice issues Cannavo encounters through her work at the Red Cross.

"In Leadership and the Common Good," Cannavo said, "we examined indicators of well-being and questioned who is included in the vision of the common good, who is left out, and why. Armed with this knowledge, I am tackling the question of who is most vulnerable in times of crisis and why."

The Bonner Center for Civic Engagement (CCE), which encourages students to grapple with pressing social issues such as this, awarded Cannavo a competitive \$4,000 David D. Burhans Civic Fellowship to undertake the Red Cross internship complemented by an academic component mapped out by Cannavo's faculty mentor, Dr. Douglas Hicks, professor of leadership studies and religion.

Cannavo has used her communications skills — in Spanish, writing, and photography — to good advantage in her internship. She has written blogs and taken photographs for the website and posted information on Facebook and Twitter.

A story she wrote and photographed about a Red Cross program that reconnected siblings who were African refugees will appear in the organization's national publication.

## **2009 – 2011 Learning Outcome Assessment Results**

Prepared by the Office of Institutional Effectiveness

The Sophomore Scholars-in-Residence (SSIR) program serves as the University of Richmond's Quality Enhancement Plan as well as an additional opportunity for students to participate in a high-impact educational activity. During the fall semester, students take one of the courses offered in the program, each of which focuses on a different thematic area. By the end of the fall semester, students develop a capstone project proposal that they will pursue in the spring. Then during the spring semester, students work in groups to complete their capstone projects, which culminate with a capstone presentation delivered to interested members of the University community.

### **Assessment Protocol**

The six common learning outcomes formed the basis for the assessment of the SSIR program. To allow for a single assessment protocol for such varied courses, all courses were prescribed a common set of assignments along with designated outcomes that had to be incorporated into those assignments although the content of these assignments was still specific to each course.

During the fall, instructors assessed a selected classroom assignment, capstone proposal, and self-reflection from each of the students in the course. Then, in the spring, instructors assessed students' capstone projects, capstone presentations, and self-reflections. In addition, instructors also assessed students' performance and communication skills when working as part of a group, and the students completed a self and peer evaluation of the same outcomes.

At the end of each semester instructors used the standardized rubric provided to rate students' work for each of the required assignments, or in the case of the self and peer group work evaluations, students completed the ratings. After rating all of the students' work, instructors tallied the number of students receiving each of the four possible ratings (exemplary, proficient, marginal, unacceptable) for each outcome or criterion included in the rubrics. All tally results along with each student's self and peer evaluation were then submitted to the Assessment Specialist in the Office of Institutional Effectiveness to be entered, aggregated, and analyzed.

### **Assessment Results**

In both Year 1 and 2, for each of the outcomes, the target was achieved in every assignment in which it was assessed with proficiency ratings ranging from 85 to 100% in Year 1 and 94 to 100% in Year 2. The following is a breakdown of proficiency results for each of the outcomes.



### Outcome 1: In-depth Knowledge

*Students will demonstrate in-depth knowledge and understanding within the themed discipline.*

Assignment	Target	Year 1 Result	Year 2 Result
Classroom Assignment	80%	90%	94%
Capstone Proposal	80%	98%	98%
Capstone Project- Content	80%	94%	99%
Capstone Project- Evidence	80%	85%	99%
Capstone Presentation	80%	98%	99%

Note: For Year 1, 49 students were assessed in the classroom assignment and capstone proposal, and 47 students were assessed in the capstone project and capstone presentation. For Year 2, 84 students were assessed in all assignments.

### Outcome 2: Knowledge Application

*Students will demonstrate the ability to identify and apply knowledge and techniques to solve problems critically and to create a mode of inquiry.*

Assignment	Target	Year 1 Result	Year 2 Result
Classroom Assignment	80%	90%	96%
Capstone Proposal	80%	98%	98%
Capstone Project- Problem Solving	80%	96%	99%
Capstone Project- Mode of Inquiry	80%	93%	99%
Capstone Presentation	80%	93%	99%

Note: For Year 1, 49 students were assessed in the classroom assignment and capstone proposal. 47 students were assessed in the capstone project and capstone presentation. For Year 2, 84 students were assessed in all assignments.

### Outcome 3: Effective Communication

*Students will demonstrate effective communication skills with faculty, peers, and other professionals.*

Assignment	Target	Year 1 Result	Year 2 Result
Capstone Proposal	80%	96%	93%
Capstone Project	80%	91%	99%
Capstone Presentation	80%	95%	99%
Group Work Assessment	80%	98%	99%
Self Evaluation	80%	100%	100%
Peer Evaluation	80%	89%	98%

Note: For Year 1, 49 students were assessed in the capstone proposal, and 47 students were assessed in the capstone project, capstone presentation, and group work assessment. In the Year 1 self and peer evaluation results, 46 students are included. For Year 2, 84 students were assessed in all assignments other than the self and peer evaluation. In the Year 2 self and peer evaluation results, 57 students are included. The number of students included in the self and peer evaluation results are lower because students were excluded from the results if either the self or all peer ratings were missing.

#### Outcome 4: Self-Reflection

*Students will demonstrate the capacity for self-reflection and self-awareness that can lead to greater independence and personal self direction.*

Assignment	Target	Year 1 Result	Year 2 Result
Self-Reflection 1	80%	90%	100%
Self-Reflection 2	80%	96%	96%

Note: For Year 1, 49 students were assessed in self-reflection 1, and 47 students were assessed in self-reflection 2. For Year 2, 84 students were assessed in both of the self-reflections.

#### Outcome 5: Interaction and Engagement

*Students will demonstrate the ability to interact with peers and engage them in the process of learning as part of a team approach*

Assignment	Target	Year 1 Result	Year 2 Result
Group Work Assessment	80%	97%	98%
Self Evaluation-Constructive Feedback	80%	100%	100%
Self Evaluation-Listening Skills	80%	100%	100%
Self Evaluation-Conflict Resolution	80%	93%	98%
Self Evaluation-Effective Directions	80%	96%	100%
Peer Evaluation-Constructive Feedback	80%	91%	96%
Peer Evaluation-Listening Skills	80%	91%	98%
Peer Evaluation-Conflict Resolution	80%	87%	96%
Peer Evaluation-Effective Directions	80%	87%	93%

Note: For Year 1, 47 students were assessed in the group work assessment, and 46 students are included in the self and peer evaluation results. For Year 2, 84 students were assessed in the group work assessment, and 57 students are included in the self and peer evaluation results with the exception of the conflict resolution item where 53 students are included in the self and 54 students are included in the peer evaluation because some students marked the item as "not applicable." The number of students included in the self and peer evaluation results are lower because students were excluded from the results if either the self or all peer ratings were missing.



#### Global Health

Second-year students study health and human rights on class trip to Peruvian village

At 13,000 feet above sea level, University of Richmond sophomore Jack Wisnefske came face to face with the public health issues he studies in class. He was in the remote mountain village of Pampas Grande, Peru, to work alongside educators and health officials, but it was his emotional connection to local children and their families that struck him the most.

Four months earlier, before the school year began, Wisnefske and his future classmates in Rick Mayes' Global Health, Infectious Disease and Human Rights class had started their journey to global health literacy. With nearly a dozen books to read and papers to write over the summer, they quickly learned to meet the high expectations for the course.

According to Wisnefske, a political science and leadership studies major, the students are constantly identifying connections with what they learn in class while conversing back in their dorm. "Conversation usually floats back to the medical infrastructure within the United States and abroad and all of us can provide unique insight because of our academic backgrounds," he says.

The trip to Peru over fall break gave them a chance to deepen their understanding of public health in developing areas. Over the course of the week, they volunteered with local dentists and doctors and taught local children about dental hygiene and sexual reproductive health.

"Each of us were able to put our different skills to use," says Maria Sebastian, '12, a political science and international studies major. "Some helped apply fluoride to hundreds of school children, while others assisted nurses at triage in the medical clinic."

This experiential aspect of the program is a main draw for many sophomores. For many, it's about more than learning the class material — they want to take action. "I applied to the Global Health program because I was looking for a group of students who also believed in a certain sense of duty when dealing with human rights issues," Sebastian says.

In the global health program, "... the lesson never stops after we have studied a certain issue. It then becomes a matter of what we can do in response," says Sebastian, who will consider the same question in Uganda and Rwanda when she studies abroad next fall.

Wisnefske agrees, emphasizing that as a participant in the program, "You never really leave the classroom, so the subject material becomes part of you."

### Outcome 6: Attitude and Behavior

*Students will demonstrate respect for others, honesty, a consistently good work ethic, positive attitude, full participation and responsibility in the education process as well as in the living community.*

Assignment	Target	Year 1 Result	Year 2 Result
Group Work Assessment	80%	100%	99%
Self Evaluation- Viewpoint Discussions	80%	96%	98%
Self Evaluation- Viewpoint Appreciation	80%	96%	100%
Self Evaluation- Group Contribution	80%	98%	100%
Self Evaluation- Positive Attitude	80%	96%	100%
Peer Evaluation- Viewpoint Discussions	80%	93%	96%
Peer Evaluation- Viewpoint Appreciation	80%	91%	96%
Peer Evaluation- Group Contribution	80%	93%	96%
Peer Evaluation- Positive Attitude	80%	93%	96%

Note: For Year 1, 47 students were assessed in the group work assessment, and 46 students are included in the self and peer evaluation results. For Year 2, 84 students were assessed in the group work assessment, and 57 students are included in the self and peer evaluation results. The number of students included in the self and peer evaluation results are lower because students were excluded from the results if either the self or all peer ratings were missing.

### Conclusion

During its second year of implementation, the SSIR program expanded to six courses and once again enjoyed many successes. As evidenced in the assessment results presented here, students exceeded the targets set for each of the outcomes in all of the assignments that were assessed, and in most assessments, the percentage of students rated as proficient or better in year two increased from the year one results.

### Simrun Bal, '13

Junior uses language scholarship to explore access to health care

As an aspiring doctor to underserved populations, Simrun Bal, '13, recognizes the power of language to connect with patients of different cultures. This summer, she brought together her interests in global health and foreign languages in Chandigarh, India, thanks to a Critical Languages Scholarship from the U.S. Department of State. Through the program, Bal spent 10 weeks of her summer in intensive Punjabi language classes. She says that the real-world application of her language skills has been a highlight of the experience; her final project involved researching and interviewing in Punjabi. "For me, it is so encouraging to be able to utilize and practice my Punjabi skills in a medical context, so that I can learn more about public health and medical issues here in India," she says.

Bal, who was born in the United States to Indian parents, had previously learned some Punjabi from her father, "but I never really got interested in it until I got to college," she says, where "you're able to meet people of different backgrounds and see the effect that language can have." She is now majoring in biology with a minor in medical humanities, and she may add a second minor in German. In medical humanities courses, students "learn about what it means to be a doctor in terms of the art of medicine," she says. "It's really neat because the classes span different disciplines. Like my global health class — it's technically a political science class."

Her biology major fulfills her passion for science, while medicine helps her connect with people. "It's perfect to be able to apply what I know in terms of biology and see that have a viable effect on someone's life," she says. Through the University's pre-health program, Career Development Center, and Oliver Hill Scholars program, Bal has had the opportunity to shadow several physicians and other health-care workers in the Richmond area. And through her living-learning course, she worked directly with underserved populations in the Dominican Republic and Grundy, Va.

"For me, I feel like there are so many times that you see things that are happening in terms of poverty, but you can't really do anything about it. But if you're a doctor, I feel like you're able to help someone with their most fundamental needs. Because when they're healthy, they're able to get a job, they're able to help their children. And the cycle can break — the cycle of poverty. That's why I find [medicine] interesting."





## 2010 - 2011 Student Pre-Experience and Post-Experience Survey Data

The 2010-11 academic year was the first year that we collected student pre-experience and post-experience expectation data for the Sophomore Scholars in Residence program. Some observations from the results are:

- Overall post-experience was higher than student's pre-experience expectations, particularly with regards to faculty interactions, sense of belonging with peers and inclusive environment
- Improvement areas include more career development opportunities and more opportunities for self-reflection
- It is important to note that one of the SSIR communities' faculty member's contract was not renewed in the fall semester, which eliminated that community for 2011-12; SSIR students had many negative reactions to the University regarding that issue

Also in this survey, students were asked to rank their motivation to participate in SSIR. The top three motivators were:

- Interested in the topic and/or class that was offered
- Meet people with similar interests
- To challenge myself and learn more about myself

A concern by some that one of the top motivators for participation in SSIR is that it is housed in Lakeview and Freeman Hall, these results show that where the program is housed is a factor but that it is not a top motivator.

**Please indicate your level of agreement with the following statements:**

**As a result of a participating in a SSIR program, I expect to** (pre-experience),

**As a result of participating in a SSIR program, I** (post-experience)

		Pre-Experience	Post-Experience
<b>Feel connected to a faculty member</b>	Strongly agree	60.00%	<b>79.07%</b>
	Agree	33.33%	<b>16.28%</b>
	Neutral	6.67%	<b>4.65%</b>
	Disagree	0.00%	<b>0.00%</b>
	Strongly disagree	0.00%	<b>0.00%</b>
<b>Work with a faculty member on activities other than coursework</b>	Strongly agree	41.67%	<b>51.16%</b>
	Agree	45.00%	<b>34.88%</b>
	Neutral	8.33%	<b>11.63%</b>
	Disagree	3.33%	<b>2.33%</b>
	Strongly disagree	1.67%	<b>0.00%</b>
<b>Have the opportunity to interact closely with faculty</b>	Strongly agree	55.00%	<b>72.09%</b>
	Agree	38.33%	<b>23.26%</b>
	Neutral	3.33%	<b>4.65%</b>
	Disagree	3.33%	<b>0.00%</b>
	Strongly disagree	0.00%	<b>0.00%</b>
<b>Receive individual support, encouragement, or advice from a faculty member</b>	Strongly agree	48.33%	<b>67.44%</b>
	Moderately agree	43.33%	<b>23.26%</b>
	Neither agree nor disagree	5.00%	<b>9.30%</b>
	Moderately disagree	0.00%	<b>0.00%</b>
	Strongly disagree	3.33%	<b>0.00%</b>
<b>Talk about my career plans with a faculty member or advisor</b>	Strongly agree	35.00%	<b>46.51%</b>
	Moderately agree	41.67%	<b>27.91%</b>
	Neither agree nor disagree	16.67%	<b>23.26%</b>
	Moderately disagree	5.00%	<b>2.33%</b>
	Strongly disagree	1.67%	<b>0.00%</b>

<i>Learn to respect people and ideas different from my own</i>	Strongly agree	48.33%	<b>53.49%</b>
	Moderately agree	43.33%	<b>37.21%</b>
	Neither agree nor disagree	6.67%	<b>9.30%</b>
	Moderately disagree	0.00%	<b>0.00%</b>
	Strongly disagree	1.67%	<b>0.00%</b>
<i>Feel a sense of belonging with my peers</i>	Strongly agree	40.00%	<b>58.14%</b>
	Moderately agree	35.00%	<b>27.91%</b>
	Neither agree nor disagree	23.33%	<b>11.63%</b>
	Moderately disagree	1.67%	<b>0.00%</b>
	Strongly disagree	0.00%	<b>2.33%</b>
<i>Develop meaningful relationships with my peers</i>	Strongly agree	56.67%	<b>58.14%</b>
	Agree	31.67%	<b>32.56%</b>
	Neutral	10.00%	<b>4.65%</b>
	Disagree	1.67%	<b>4.65%</b>
	Strongly disagree	0.00%	<b>0.00%</b>
<i>Learn more about myself</i>	Strongly agree	41.67%	<b>48.84%</b>
	Moderately agree	48.33%	<b>34.88%</b>
	Neither agree nor disagree	10.00%	<b>16.28%</b>
	Moderately disagree	0.00%	<b>0.00%</b>
	Strongly disagree	0.00%	<b>0.00%</b>
<i>Be in a more creative learning environment</i>	Strongly agree	45.00%	<b>53.49%</b>
	Agree	53.33%	<b>39.53%</b>
	Neutral	1.67%	<b>4.65%</b>
	Disagree	0.00%	<b>2.33%</b>
	Strongly disagree	0.00%	<b>0.00%</b>
<i>Be able to make connections between the information I learn in my courses</i>	Strongly agree	41.67%	<b>62.79%</b>
	Moderately agree	50.00%	<b>25.58%</b>
	Neither agree nor disagree	8.33%	<b>9.30%</b>
	Moderately disagree	0.00%	<b>2.33%</b>
	Strongly disagree	0.00%	<b>0.00%</b>
<i>Be able to make connections between my learning community activities and what I learn in my classes</i>	Strongly agree	51.67%	<b>74.42%</b>
	Moderately agree	43.33%	<b>18.60%</b>
	Neither agree nor disagree	3.33%	<b>6.98%</b>
	Moderately disagree	1.67%	<b>0.00%</b>
	Strongly disagree	0.00%	<b>0.00%</b>
<i>Be able to apply what I learn in my classes to real life</i>	Strongly agree	63.33%	<b>62.79%</b>
	Moderately agree	35.00%	<b>25.58%</b>
	Neither agree nor disagree	1.67%	<b>9.30%</b>
	Moderately disagree	0.00%	<b>2.33%</b>
	Strongly disagree	0.00%	<b>0.00%</b>
<i>Enjoy the process of learning, both in and out of the classroom</i>	Strongly agree	66.67%	<b>74.42%</b>
	Agree	33.33%	<b>16.28%</b>
	Neutral	0.00%	<b>9.30%</b>
	Disagree	0.00%	<b>0.00%</b>
	Strongly disagree	0.00%	<b>0.00%</b>
<i>Engage in meaningful discussions with other residents which will encourage me to consider and/or potentially adopt different points of view</i>	Strongly agree	51.67%	<b>39.53%</b>
	Moderately agree	38.33%	<b>53.49%</b>
	Neither agree nor disagree	8.33%	<b>4.65%</b>
	Moderately disagree	1.67%	<b>2.33%</b>
	Strongly disagree	0.00%	<b>0.00%</b>

<b>Explore my interests and skills in a way that I had not previously</b>	Strongly agree	63.33%	<b>46.51%</b>
	Moderately agree	35.00%	<b>39.53%</b>
	Neither agree nor disagree	1.67%	<b>13.95%</b>
	Moderately disagree	0.00%	<b>0.00%</b>
	Strongly disagree	0.00%	<b>0.00%</b>
<b>Feel more familiar with campus resources that will help me formulate my career path</b>	Strongly agree	40.00%	<b>46.51%</b>
	Moderately agree	46.67%	<b>32.56%</b>
	Neither agree nor disagree	11.67%	<b>16.28%</b>
	Moderately disagree	1.67%	<b>4.65%</b>
	Strongly disagree	0.00%	<b>0.00%</b>
<b>Why did you choose to participate in a SSIR program? (Check all that apply)</b>	Was interested in the topic and/or class that was offered	18.50%	<b>18.89%</b>
	To develop a positive peer group	8.78%	<b>11.98%</b>
	To meet people with similar interests	12.23%	<b>13.36%</b>
	To get involved on campus and/or the greater Richmond community	12.54%	<b>10.60%</b>
	To get to know faculty and staff members outside of the classroom	12.23%	<b>10.60%</b>
	To challenge myself and learn more about myself	12.23%	<b>11.52%</b>
	To be part of a diverse group of my peers	10.34%	<b>9.68%</b>
	The building or style of housing where the community is housed	9.40%	<b>10.60%</b>
	Roommate was applying for the same program	1.57%	<b>1.38%</b>
Other	2.19%	<b>1.38%</b>	
<b>Please rate your overall SSIR experience for this semester:</b>	Excellent		<b>79.07%</b>
	Good		<b>18.60%</b>
	Average		<b>2.33%</b>
	Below average		<b>0.00%</b>
	Poor		<b>0.00%</b>
<b>Would you participate in a living-learning community again in the future?</b>	Yes		<b>86.05%</b>
	No		<b>13.95%</b>

## Amanda Kleintop, '11

Civil War's 150th anniversary keeps graduating senior in Richmond

When the opportunity to work on Virginia's commemoration of the 150th anniversary of the Civil War was offered to Amanda Kleintop, '11, she couldn't turn it down. The Philadelphia native had fallen in love with the city of Richmond during her years here as a student, thanks to the city's complex history. Now, she will play a role in how that history is remembered.

Kleintop began working part time with the Virginia Civil War Sesquicentennial Commission in fall 2010. She helps organize conferences and edit related books, while assisting with the creation of a museum exhibit that will travel throughout the state. After graduation, she will take the job full time. It's the perfect fit for the history and leadership studies major, and not only because history is her thing. She also gets to work right in the heart of the city — in the General Assembly building on Capitol Square — surrounded by the institutions she's partnering with in her work and the Richmond residents whom her work will impact.

This year, she is the resident assistant for Ooten's living-learning community, Demanding Equality: Activism in the American South Since Reconstruction. At the beginning of this course, Kleintop says, students struggled with the difficulty of reading firsthand accounts of lynching, but that changed with time. "The class began to empower a lot of people," she says. "That was where the conversations moved on to — what can we do in Richmond?"

This question led Kleintop and the other students to work on projects in the community, including volunteering at a middle school in the city's Northside. For Kleintop, the experience has reinforced connections between today's inequalities and events as far back as the Civil War. "You can see the issues of race and historical memory and how all of that goes back to the Civil War and emancipation," she says. "Today, in Henderson Middle School, we discovered that 85 percent of students in Richmond Public Schools are black, but 57 percent of the city of Richmond is black. So you've got about a 30 percent disparity there, of more black students in these public schools, which begs the question, 'what happened?'"





## Travel Breakdown

Birmingham	New York City
Copenhagen	Philadelphia
Grundy	Pampas Grande, Peru
Madrid	Richmond
Memphis	San Juan
Montgomery	Santo Domingo
New Orleans	Washington, D.C.

## Faculty Travel for Course Development

Copenhagen	New York City
Geel	Santo Domingo
Havana	Vienna
Lancaster County, PA	
Madrid	
Miami	

## By the Numbers 2009 - 2011

### Budget Review

The Sophomore Scholars in Residence program allows students to learn both in the classroom, as well as through intentional experiences in the community, region and the world. The budget allows for students to be able to have these experiences without paying for them, which gives access to all students no matter their financial background.

### Operating Costs

Original Budget	2009-2010		2010-2011	
	\$ 109,650		\$ 142,800	
Travel	\$ 68,463	62%	\$ 119,435	84%
Other Experiential Learning for Students	\$ 8,643	8%	\$ 5,523	4%
Course Development and Advisory Meetings (Does not include faculty course development travel)	\$ 11,327	11%	\$ 5,525	4%
Recruitment, Marketing, Advertising & Publications	\$ 3,230	3%	\$ 2,030	1%
Living Learning Community Support	\$ 1,691	1%	\$ 1,280	1%
Professional Development, Conferences, Memberships	\$ 3,715	4%	\$ 1,306	1%
Honoraria and Assessment	\$ 3,374	3%	\$ 3,118	2%
Office Set-up, Supplies, Postage, Telephone	\$ 5,902	6%	\$ 1,569	1%
<b>TOTAL</b>	<b>\$ 106,345</b>	<b>97%</b>	<b>\$139,786</b>	<b>98%</b>
Carry Forward	\$ 3,305	3%	\$3,014	2%

The SSIR budget also provides funds to compensate the faculty who develop and teach the courses, as well as provides for funds for adjuncts to be hired while faculty who are developing courses for the following year are allowed a course reduction in their teaching load.

### Salary Funds

	2009-2010	2010-2011
SSIR Faculty Salary	\$30,000	\$45,000
SSIR adjunct funds for faculty developing courses	\$25,000	\$30,000
<b>TOTAL</b>	<b>\$55,000</b>	<b>\$75,000</b>

## By the Numbers 2009 - 2011

### Student Demographics

	2011-12	2010-11	2009-10
Number of SSIR communities	8	6	4
Students participating in SSIR	106	88	51

### Application and Selection Data/Demographics for SSIR

	2011-12	2010-11
Number of students who applied	214 (25% of FY class)	224 (20% of FY class)
Number of students selected	106	129
Acceptance rate	50%	58%
Occupancy rate	88%	92%
	2011-12	2010-11
Applications received on last day	31%	33%
Applications received the last week	75%	26%
Students who applied to only <b>one</b> program	47%	64%
Students who applied to two or more programs	53%	36%
Westhampton College Students	71%	68%
Richmond College Students	29%	32%
Caucasian students	55%	51%
Minority students	27%	31%
African American students	11%	9%
Asian students	7%	13%
Hispanic students	8%	9%
Native American students	1%	0%
Students with ethnicity not reported to the University	18%	18%
International students	17%	9%
First generation students	12%	19%
First language not English	22%	15%
High financial need	22%	16%
Previous participant in a living learning community	14%	16%
Participant in a transition program (Roadmap to Success or Multicultural Pre-O)	39%	26%
Participation in Greek Life	28%	37%
Self-reported GPA	3.43	3.36
NCAA Athletes	1 (1%)	1 (<1%)
Richmond Scholars	14 (13%) (37 total FY scholars)	16 (18%) (24 total FY scholars)
Bonner Scholars	11 (10%)	-

## 2010 – 2011 Career Development Center Participation Data

In 2010-2011, the Career Development Center and the Office of Living-Learning and Roadmap Programs began tracking students who participate in SSIR, with the quantity and frequency of their interactions with Career Development staff.

### 2010-11 CDC Participation

This includes students who had individual advising appointments, attended a workshop, expo or program hosted or sponsored by the CDC.

<b>SSIR Students who have had contact with CDC outside of SSIR</b>	<b>71%</b>
Argumentation & Debate	83%
Children & Mental Health	46%
Demanding Equality	90%
Global Health	80%
Leadership	60%
Salsa Meets Jazz	67%
<b>Students with multiple visits or interactions</b>	<b>48%</b>

Several staff members have traveled with SSIR classes during their community travel experiences. When CDC staff travel with the community, they build individual relationships with the students in the course, engage in one-on-one dialogues with students about career advising, and offer resources when they return to campus.

#### 2009 – 2010

Joe Testani – Opening Nights trip to New York City  
 Joslyn Bedell – Urban Crisis trip to New York, Philadelphia and Washington, D.C.

#### 2010 – 2011

Katybeth Lee – Global Health trips to Grundy and Santo Domingo  
 Beth Chancy – Leadership trip to Madrid and Copenhagen

### Catesby Saunders, '12

Marketing and design major finds relevance in history of Richmond and the South

Catesby Saunders, '12, claims that — in general — he doesn't like history. What he does find interesting is local history — those past events that help explain how an area became what it is today.

Saunders grew up in South Boston, Va., and went to school in Prince Edward County, famous for its role in Davis v. County Board of Prince Edward County, a court case that was part of Brown v. Board of Education. His high school was founded in 1959 as a whites-only private school after the county closed public schools in protest of desegregation.

To address its role in perpetuating segregation, the school designed a film class in which students were asked to explore the county's history. Saunders and a dozen classmates produced a feature-length documentary that included segments on resistance to desegregation in the 1950s. The project introduced him to many of the people who were involved in and affected by the case and the civil rights movement.

Though Saunders has explored business and art more than history, in his second year at the University of Richmond a unique Southern history course captured his attention.

Demanding Equality is a Sophomore Scholars in Residence (SSIR) program that pairs coursework on activism in the South with experiences outside of the classroom. Through the course, Saunders met residents of New Orleans' Ninth Ward and researched the role of race in the 2008 election.

"Most people in the class were women's studies or American studies majors," says Saunders, whose self-designed interdisciplinary major in marketing and design seems worlds away from these social sciences. "But I knew a lot about the subject by virtue of where I'm from," he says.

He also found broader connections between his academic interests in communication and persuasion and the course's focus on social change, including the effectiveness of messages communicated by different social movements. Saunders' penchant for local history extends beyond the classroom.





## Alex Kelso, '12

Campus radio host explores the arts through "Opening Nights" program

Alex Kelso has music in his blood.

His grandfather was Nebraska's state oboe champion in 1939, and his uncle plays the guitar. Kelso has played the bass guitar for years and has his own radio show every Sunday night on the University of Richmond's radio station, WDCE.

"Music is something I've always enjoyed," said Kelso, a sophomore majoring in rhetoric and communication studies. "My family is very art-oriented, and I was bound to do either theater, dance or music. I decided to go with music."

"A radio station was something I was looking for in a college," Kelso said. "That's one extracurricular activity I really wanted to participate in."

The radio show has been just one of the ways that Kelso has been able to connect his passion for music and the arts with his education at Richmond. This year, he enrolled in the "Opening Nights: Arts Organizations in America"

Sophomore Scholars in Residence program. All of the students in the program live together in Lakeview Hall, take a class on arts management and work on individual and group projects related to the arts.

"The program really bridged the gap between my interests in business and the arts," Kelso said. "The class we took, 'Managing Performing Arts Organizations,' was nothing like any business or art class I've ever taken."

The professor, David Howson, brought in artistic directors, marketing managers, actors and fundraising directors to give students a first-hand look at what nonprofit arts management is all about. The SSIR group took a trip to New York City during fall break and saw an opera and shows both on and off Broadway. They also visited the Metropolitan Museum of Fine Art.

"My favorite part of the trip was when a few students and I went to see Kenny Garrett at the Iridium Jazz Club in downtown Manhattan," Kelso said. "It was a really cool experience, considering the Iridium is world famous. I got to see a renowned jazz artist."

In between their visits to major artistic venues in the city, they met with professionals who shared their perspectives on what it's like to work in a cultural center like New York. "Art has made a significant impact on my life," Kelso said. "I encourage anyone interested in pursuing art, observing art or enjoying art to go for it because you never know how it will impact you."

## Sophomore Scholars Faculty Advisory Committee

The Sophomore Scholars in Residence Faculty Advisory Committee is made up of a group of six faculty members representing the social sciences, biological sciences, physical sciences, fine arts, leadership, and business disciplines. Faculty members were selected based on their experiences teaching courses that integrated a community learning model and on their broad representation of disciplines.

The committee's purpose is to:

- Assist with the review of faculty program proposals and course syllabi based on a set of specified rubrics
- Assist with the review of student applications based on holistic student acceptance criteria that will include:
  - undergraduate school requirements,
  - disciplinary interests,
  - equitable allocation of students among participating faculty, and
  - consideration of underrepresented groups
- Help identify and recruit other faculty members to teach courses

Chair:

Rick Mayes, faculty director for SSIR

Membership:

Kathy Hoke, associate dean, School of Arts & Sciences

Joe Hoyle, associate professor, Robins School of Business

Scott Johnson, associate dean, School of Arts & Sciences

William Myers, professor, chemistry

Terry Price, associate dean, Jepson School of Leadership Studies

Erling Sjovold, associate professor, art

Administrative support:

Andrew Gurka, director of living-learning programs

Kay MacDonald, administrative coordinator



## Future Sophomore Scholars Programs

### 2011 – 2012

Children and Their Worlds, Dr. Catherine Bagwell & Dr. Rick Mayes  
Global Health, Medical Humanities & Human Rights, Dr. Rick Mayes  
History of Dance, Dr. Myra Daleng  
History of Utopian Communities, Dr. Sydney Watts  
Leadership for the Common Good, Dr. Doug Hicks  
Salsa Meets Jazz, Dr. Mike Davison  
Social Entrepreneurship: Who Gives and Who Gets, Dr. Jeni Burnette & Dr. Jeff Pollack  
Science in Context, Dr. Della Fenster

### 2012 – 2013

Global Health, Medical Humanities & Human Rights, Dr. Rick Mayes  
History of Dance, Dr. Myra Daleng  
History of Utopian Communities, Dr. Sydney Watts  
Learning to Live a Life of Consequence, Rev. Craig Kocher  
Living in the Frontera: Past & Present, Dr. Aurora Hermida-Ruiz & Dr. Carlos Valencia  
Post-Blackness in the UK, Dr. Bert Ashe  
Social Entrepreneurship: Who Gives and Who Gets, Dr. Jeni Burnette & Dr. Jeff Pollack  
Science in Context, Dr. Della Fenster

### 2013 – 2014

Global Health, Medical Humanities & Human Rights, Dr. Rick Mayes  
Learning to Live a Life of Consequence, Rev. Craig Kocher  
Living in the Frontera: Past & Present, Dr. Aurora Hermida-Ruiz & Dr. Carlos Valencia  
Post-Blackness in the UK, Dr. Bert Ashe  
Urban Crisis in America, Dr. Amy Howard

5 other courses will be determined in December 2011 by the Faculty Advisory Committee

### Caitlin Harman, '14

Embracing the unknown to promote microfinance in the Dominican Republic

Lucia owns and operates a small store in Santiago Province in the Dominican Republic. She sells shoes, clothing and cleaning products, and she's able to support her family with the money she earns.

Lucia started her business through a microfinance loan from Esperanza, a nonprofit organization that works to free children and their families from poverty. At an average of \$219 each, more than 111,000 loans have been distributed to create approximately 49,750 businesses, most owned by women. The repayment rate is almost 98 percent.

"People who are born into poverty stay in poverty and then pass the legacy to their children," said Caitlin Harman, '14, a business administration major and Latin American and Iberian Studies minor. "Many women I interviewed this summer told me that their loans had given them hope and the power to affect their own futures – it changed their lives."

As a 2011 Esperanza summer fellow, Harman is living with a host family in the Dominican Republic. She works as a communications intern, attending bank meetings and interviewing recipients about their loans. She also promotes the organization by writing feature stories, contributing to social media and managing the official Esperanza Intern Blog.

"I am speaking Spanish 100 percent of the time, and I rarely have the opportunity to connect with other Americans," Harman said. "For two months, I have been out of my comfort zone, and I've had to adapt."

"Working with Esperanza has been one of the most challenging and rewarding experiences of my life," Harman said. "Uncertainty is a part of life here, and it's taught me to embrace the circumstances I encounter – nothing happens by chance."

This perspective is what Michael Reilly, president and CEO of Reilly Brothers Property Company and an Esperanza board member, hoped for when he funded the University's involvement with the organization.

Last fall, one Sophomore Scholars in Residence (SSIR) class visited the Dominican Republic to learn about Esperanza's work, and two additional SSIR classes are set to travel there this year. Reilly's gift also funds at least one summer fellowship a year, and plans are in the works for a UR faculty member and student to study the organization's customer relationships and social media.

"Experiences like this often serve as catalysts to change students' lives in meaningful ways," said Reilly, whose son Austin Reilly, '08, was the captain of Richmond's baseball team. "My wife and I hope to leave a trail for these students and encourage them to impact the lives of others."



For more information and to learn more, visit:

<http://livinglearning.richmond.edu>

