

Scotty's Thrive Guide

EDUCATIONAL PRIORITY STATEMENT

UCR students will engage in inclusive educational experiences to thrive.

LEARNING ORGANIZATION PHILOSOPHY

UCR Residential Education is a learning organization. As such, we work to foster an environment of continuous learning that examines our ways of knowing to highlight the experiences of those we serve.

LEARNING GOALS AND OUTCOMES

COMMUNITY ENGAGEMENT

Students will understand the value of engaging on-campus and within the community.

Community engagement includes on-campus and off-campus involvement with opportunities that will allow students to explore opportunities that will enhance their collegiate experience. By integrating in this way students will create a plan for their co-curricular experiences to ensure that they will be able to engage in behaviors that positively contribute to the world around them. Community engagement will also allow students to explore their leadership capabilities via different avenues on and off campus while developing personal strategies for clearer communication in social settings. Lastly, community engagement will allow for students to ingrain a sense of “Highlander Pride” that will forever connect them to their collegiate experience.

Learning Outcomes:

- Students will be able to explore opportunities that enhance their collegiate experience.
- Students will engage in behaviors that positively contribute to the world around them.
- Students will be able to explore their ability for leadership through different avenues on and off campus.
- Students will be able to develop personal strategies for better communication in social settings.
- Students will have a sense of “Highlander Pride” which connects with their collegiate experience.

Learning Goal Rubric

Learning Outcome (LO)	None	Beginner	Intermediate	Advanced
LO1: Explore opportunities that enhance their collegiate experience	Does not participate in co-curricular experiences	Has some intentionality to choosing some co-curricular experiences	Has explored a multitude of co-curricular experiences	Has a fully explored all opportunities for co-curricular engagement
LO2: engage in behaviors that positively contribute to the world around them	Unaware of opportunities to engage positively with the world around them	Intentionally chooses behaviors that do not negatively contribute to the world	Mostly chooses behaviors that contribute positively to the world	Chooses behaviors that contribute positively and encourages others to do so as well
LO3: Explore their ability for leadership through different avenues on and off campus	Does not engage in leadership opportunities	Randomly participates in opportunities that build leadership skills	Intentionally participates in opportunities that build leadership skills	Serves in a leadership capacity either on or off campus
LO4: Develop personal strategies for better communication in social settings	Does not attempt to/Cannot construct personal strategies	Is reactive in developing some personal strategies	Developed 1 personal strategy of communication to use while in social settings	Developed 3 personal strategies of communication to use while in social settings
LO5: Will have a sense of “Highlander Pride” which connects with their collegiate experience	Does not have any points of connection on campus	Participates in activities that moderately connects them with campus	Develops and can identify campus pride through 2-3 traditional experiences	Makes connections at 4-5 traditional experiences and encourages others to do the same

JUSTICE, EQUITY, DIVERSITY, AND INCLUSION (JEDI)

Students will understand how justice, equity, diversity, and inclusion practices, policies and procedures impact them and others.

Justice, equity, diversity, and inclusion (JEDI) includes one's ability to reflect on how their personal lived experiences have impacted them. Taking influence from the cycle of oppression (stereotypes to prejudice to discrimination to oppression and back to stereotypes), students will learn about themselves, others, how they impact others, and finally how they can create change. Through this, JEDI examines how individuals have been historically and currently stereotyped, prejudiced, discriminated against and oppressed; how these concepts have influenced their daily lives. JEDI strives to bring compassionate empathy to students' forefront; moving them past simply understanding the emotional experience(s) of others and compelling them to take substantive actions to create change. Finally, JEDI means one will be able to apply various frameworks embedded in advocacy, allyship, and social change to create a more equitable and just society.

Learning Outcomes:

- Students will be able to examine and/or explore their personal identities; how they intersect and shape who they are.
- Students will be able to reflect on and articulate a historical and current contextual understanding of others' identities and how underrepresented groups are and have been stereotyped, as well as how they (have) experience(d) prejudice, discrimination, and oppression.
- Students will be able to actively demonstrate compassionate empathy for the lived experiences of those with differing identities than them from an individualized perspective on social impact.
- Students will be able to advocate for, uplift other's voices, and employ strategies to create social change to enact an equitable and just society from a holistic and systemic impact.

Learning Outcome Rubric

Learning Outcome (LO)	None	Beginner	Intermediate	Advanced
LO1: examine and/or explore their personal identities; how they intersect and shape who they are	Unwilling to examine/explore personal identities	Examines/explores some personal identities	Examines/explores most personal identities AND can describe their impact	Thoroughly examines/explores the intersections of their personal identities AND can describe their impact and encourages others to do the same
LO2: reflect on and articulate a historical and current understanding of how underrepresented groups are and have been stereotyped, as well as how they (have) experience(d) prejudice, discrimination, and oppression	Cannot articulate the historical and current implications on underrepresented groups	Can articulate some ways in which underrepresented groups have been impacted historically, informed by education provided by others	Can articulate most ways in which underrepresented groups have been impacted historically and seeks further education	Can articulate most ways in which underrepresented groups have been impacted historically and are currently discriminated / oppressed in their daily lives and actively participates in their own and others' education
LO3: actively demonstrate compassionate empathy for the lived experiences of those with differing identities than them from an individualized perspective on social impact.	Cannot demonstrate an understanding, empathy or compassionate empathy for those with differing identities	Can understand the lived experiences of those with differing identities	Can empathize with the lived experiences of those with differing identities	Can demonstrate compassionate empathy the lived experiences of those with differing identities
LO4: advocate for, uplift other's voices, and employ strategies to create social change to enact an equitable and just society from a holistic and systemic impact.	Cannot advocate or employ strategies for change	Can advocate and employ some self-driven strategies for change within themselves and daily interactions	Can advocate and employ strategies for change within their personal scope/influence	Can advocate for change and employ strategies that create an equitable and just society

SCHOLARLY ENGAGEMENT

Students will develop skills and identify appropriate campus resources, so that they become active participants in their scholarly endeavors.

Scholarly engagement signifies supporting students as they pursue research and enrichment opportunities at UCR. Engagement includes the amount of “physical and psychological energy that a student devotes to the academic experience.” (Astin, 1975). Through scholarly engagement, students will develop skills to overcome academic challenges to achieve their scholarly goals. Scholarly engagement means students will be able to identify how having their well-being needs met affects the achievement of said goals. For this purpose, well-being needs include food, housing, mental health, sleep, hygiene, financial literacy, school supplies, childcare, transportation, and access to the internet and technology. Finally, students should fully embrace and utilize essential campus resources to enhance their social, psychological, and physical well-being as they work towards the completion of their degree.

Learning Outcomes:

- Students will develop skills to overcome academic challenges so they can achieve their scholarly goals.
- Students will be able to identify how having their primary well-being needs met affects the achievement of their scholarly goals.
- Students will be able to access and utilize campus resources to assist them in the achievement of their scholarly goals.

Learning Outcome Rubric

Learning Outcome (LO)	None	Beginner	Intermediate	Advanced
LO1: develop skills to overcome academic challenges so they can achieve their scholarly goals.	Cannot develop essential skills to navigate	Haphazardly develops some necessary skills to navigate their scholarly goals	Develops several necessary skills to navigate their scholarly goals and seeks to identify other necessary skills to develop	Uses skills to successfully navigate their scholarly goals
LO2: identify how having their primary well-being needs met effects the achievement of their scholarly goals.	Cannot identify their well-being needs and/or resources	Can identify their well-being needs	Can identify their well-being needs AND the campus resources to assist in fulfilling the needs	Well-being needs are fulfilled through campus and other resources and assists others in doing the same
LO3: access and utilize campus resources to assist them in the achievement of their scholarly goals.	Cannot identify campus resources to assist them	Explores various campus resources that can assist with their scholarly goals.	Explores AND utilizes some campus resources to assist with their scholarly goals.	Successfully utilizes specific campus resources in their scholarly goals and encourages others to do the same.

SELF-AUTHORSHIP

Students will understand how self-authorship contributes to their ever-evolving authentic self.

As you progress through your college career your awareness of self becomes vital to your personal and professional success in the future. With that, self-authorship includes being able to make decisions based on one’s personal values and beliefs. This leads to one’s continuous articulation of their personal values and beliefs through self-reflection and exploration. Self-authorship includes identifying and participating in interdependent learning. Interdependent (collaborative) learning is the development of intertwined and interconnected experiences that enhance one’s understanding and values individual contribution to the whole. Self-authorship allows one to engage in discussions involving perspectives different from their own. Finally, self-authorship will explore learning experiences for oneself that will enhance their personal and professional development.

Learning Outcomes

- Students will be able to describe their personal responsibility for their values and beliefs through continuous self-reflection and exploration.
- Students will be able to make decisions based on their personal values and beliefs.
- Students will identify and participate in collaborative learning.
- Students will be able to engage in discussions involving values, beliefs, and perspectives different from their own.
- Students will be able to explore learning experiences that will enhance their personal and professional development.

Learning Outcome Rubric

Learning Outcome (LO)	None	Beginner	Intermediate	Advanced
LO1: describe their personal responsibility for their values and beliefs through continuous self-reflection and exploration.	Does not articulate their personal responsibility values and beliefs	Articulates their current personal responsibility values and beliefs	Articulates their current personal responsibility values and beliefs AND challenges this foundation	Continuously reframes, redefines, and challenges their personal responsibility values and beliefs
LO2: make decisions based on their personal values and beliefs.	Does not identify and/or make decisions based on personal values and beliefs	Can haphazardly make some decisions based on personal values and beliefs	Intentionally makes some decisions based on personal values and beliefs	Intentionally makes most decisions based on personal values and beliefs
LO3: identify and participate in collaborative learning.	Does not identify or participate in collaborative learning	Can identify but does not participate in collaborative learning.	Can identify and participates in some collaborative learning opportunities.	Can identify and participates in a multitude of collaborative learning opportunities.
LO4: engage in discussions involving values, beliefs, and perspectives different from their own.	Does not participate in discussions with opposing values, beliefs and/or perspectives from them.	Engages in a few discussions with opposing values, beliefs and/or perspectives from them.	Engages in multiple discussions with opposing values, beliefs and/or perspectives from them throughout the year .	Engages in multiple discussions with opposing values, beliefs and/or perspectives from them throughout each quarter .
LO5: explore learning experiences that will enhance their personal and professional development.	Does not create learning experiences to enhance their personal and professional development	Haphazardly explores learning experiences to participate in	Explores learning experiences specifically to enhance their personal development	Explores and creates learning experiences to enhance their personal and professional development

THEORETICAL FRAMEWORKS TO CONSIDER

The learning goals and outcomes above are based on student development theory and other research. If you would like to read more about it, you can reference these articles. This list is not meant to be exhaustive. Please note: You may need to be logged in on a UCR computer or via the campus VPN to access the links.

COMMUNITY ENGAGEMENT

Student Engagement on-campus Resources:

- [Astin, A. W. \(1999\). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40\(5\), 518-529.](#)

Civic/Community Engagement Resources:

- [Alcantar, C. M. \(2014\). Civic engagement measures for Latina/o college students. *New Directions for Institutional Research*, 2013\(158\), 23–35.](#)
- [Bingle, R. G., & Steinberg, K. \(2010\). Educating for informed community involvement. *American Journal of Community Psychology*, 46\(3–4\), 428–441.](#)
- [Denson, N., Bowman, N.A., & Park J. J. \(2017\). Preparing students for a diverse, deliberative democracy: college diversity experiences and informed citizenship after college. *Teachers College Record*, 119 \(8\) 2017, 1-41.](#)
- [Ehrlich, T. \(2000\). *Civic responsibility and higher education*. Phoenix, AZ: Oryx Press.](#)
- [Garcia, G. A. \(2020, May 28\). *Is liberation a viable outcome for students who attend college?*. HigherEdJobs.](#)
- [Garcia, G. A., & Cuellar, M. \(2018\). Exploring curricular and cocurricular effects on civic engagement at emerging Hispanic-serving institutions. *Teachers College Record*, 120\(4\).](#)
- [National Task Force on Civic Learning and Democratic Engagement. \(2012\). *A crucible moment: College learning & democracy's future*. Washington, D.C: Association of American Colleges and Universities.](#)

Carnegie Community Engagement Classification Resources:

[2024 Carnegie Community Engagement Classification Application Guide](#)

- See page 2 for definition from Carnegie Foundation

JUSTICE, EQUITY, DIVERSITY, AND INCLUSION (JEDI)

Identity:

- Hardiman & Jackson Social Identity Development (1992/1997)
 - Hardiman, R., & Jackson, B. W. (1997). Conceptual foundations. *Teaching for Diversity and Social Justice: A Sourcebook*, 16.
 - <https://www.insightintodiversity.com/wp-content/uploads/2020/12/Hardiman-Jackson-Identity-Development-Summary.pdf>
- Marginality/Mattering (Schlossberg, 1989)
 - Schlossberg, N. K. (1989). Marginality and mattering: Key issues in building community. *New directions for student services*, 48(1), 5-15.
 - <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.842.3826&rep=rep1&type=pdf>
- Privileged Identity Exploration Model (Watt, 2007)
 - Watt, S. K. (2007). Difficult Dialogues, Privilege and Social Justice: Uses of the Privileged Identity Exploration (PIE) Model in Student Affairs Practice. *College student affairs journal*, 26(2), 114-126.
 - <https://files.eric.ed.gov/fulltext/EJ899385.pdf>
- Specific Identity Development Examples (there are many more)
 - Cass, V. C. (1979). Homosexual identity formation: A theoretical model. *Journal of homosexuality*, 4(3), 219-235.
 - https://www.tandfonline.com/doi/pdf/10.1300/J082v04n03_01
 - Cross Jr, W. E. (1995). The psychology of nigrescence: Revising the Cross model.
 - https://link.springer.com/referenceworkentry/10.1007/978-0-387-71799-9_47
 - Helms, J. E. (1997). Toward a model of White racial identity development. *College student development and academic life: Psychological, intellectual, social and moral issues*, 49-66.
 - <https://marypendergreene.com/wp-content/uploads/2020/01/HelmsWhiteIDModel.pdf>
 - Torres, V. (2003). Influences on ethnic identity development of Latino college students in the first two years of college. *Journal of college student development*, 44(4), 532-547.
 - <http://collegestudentdeveltheory.blogspot.com/2010/11/torress-model-of-hispanic-identity.html>
 - Phinney, J. S. (1993). A three-stage model of ethnic identity development in adolescence.
 - <https://marypendergreene.com/wp-content/uploads/2020/01/PhinneyEthnicIDModel.pdf>

Cultural:

- Intercultural Maturity (King & Baxter-Magolda 2005)
 - King, P. M., & Baxter Magolda, M. B. (2005). A developmental model of intercultural maturity. *Journal of college student development*, 46(6), 571-592.
 - <https://sojourningelts.wordpress.com/theories/intercultural-maturity-model-king-baxter-magolda-2005/>
- Cultural Competence (Goodman, 2020)
 - Goodman, D. J. (2020). Cultural competence for equity and inclusion. *Understanding and Dismantling Privilege*, 10(1), 41-60.
 - <https://acpacsie.wordpress.com/2013/02/05/cultural-competency-for-social-justice-by-diane-i-goodman-ed-d/>
- Community Cultural Wealth

Ally/Change:

- Ally Development
 - Bishop, A. (2002). *Becoming an ally: Breaking the cycle of oppression in people*. London: Zed Books.
 - <https://annebishop.ca/educating-allies/>
 - Broido, E. M. (2000). The Development of Social Justice Allies during College: A Phenomenological Investigation. *Journal of College Student Development*, 41(1), 3-18.
 - <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.470.1439&rep=rep1&type=pdf>
 - Edwards, K. E. (2006). Aspiring social justice ally identity development: A conceptual model. *NASPA journal*, 43(4), 39-60.
 - <http://www.keithedwards.com/wp-content/uploads/2012/09/AAIDNASPA.pdf>
- Social Justice Development Model (Rouse, 2011)

- Rouse, J. E. (2011). *Social justice development: Creating social change agents in academic systems* (Doctoral dissertation, University of North Carolina at Greensboro).
- https://libres.uncg.edu/ir/uncg/f/Rouse_uncg_0154D_10642.pdf?hc_location=ufi
- Five Essential Components for Social Justice Education (Hackman, 2005)
 - Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education*, 38(2), 103-109.
 - <https://ci563sum09.pbworks.com/f/HACKMAN.PDF>
- Social Change Model (HERI, 1996)
 - Higher Education Research Institute. (1996). *A social change model of leadership development: Guidebook version III*. College Park, MD: National Clearinghouse for Leadership Programs.
 - <https://www.heri.ucla.edu/PDFs/pubs/ASocialChangeModelofLeadershipDevelopment.pdf>

SCHOLARLY ENGAGEMENT

- Terenzini, P.T., & Pascarella, E.T. (1998). Studying College Students in the 21st Century: Meeting New Challenges. *The Review of Higher Education* 21(2), 151-165. <https://www.muse.jhu.edu/article/30045>.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How College Affects Students: A Third Decade of Research. Volume 2*. Jossey-Bass, An Imprint of Wiley. 10475 Crosspoint Blvd, Indianapolis, IN 46256.
- Hu, S. (2011). Reconsidering the relationship between student engagement and persistence in college. *Innovative Higher Education*, 36(2), 97-106.
 - <https://link.springer.com/article/10.1007/s10755-010-9158-4>
- Berger, J. B., & Milem, J. F. (1999). The role of student involvement and perceptions of integration in a causal model of student persistence. *Research in higher Education*, 40(6), 641-664.
 - <https://link.springer.com/article/10.1023/A:1018708813711>
- Milem, J. F., & Berger, J. B. (1997). A modified model of college student persistence: Exploring the relationship between Astin's theory of involvement and Tinto's theory of student departure. *Journal of college student development*, 38(4), 387.
 - https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1010&context=cie_faculty_pubs
- Tinto, V. (2000). Taking student retention seriously: Rethinking the first year of college. *NACADA journal*, 19(2), 5-10.
 - <https://www.tnstate.edu/servicelearning/documents/Taking%20Student%20Retention%20Seriously.pdf>
- Metz, G. W. (2002). Challenges and Changes to Tinto's Persistence Theory.
 - <https://files.eric.ed.gov/fulltext/ED471529.pdf>
- Kuh, G. D. (2001). Assessing what really matters to student learning inside the national survey of student engagement. *Change: The magazine of higher learning*, 33(3), 10-17.
 - <https://www.tandfonline.com/doi/pdf/10.1080/00091380109601795>
- Kuh, G. D. (2001). Organizational culture and student persistence: Prospects and puzzles. *Journal of College Student Retention: Research, Theory & Practice*, 3(1), 23-39
 - <https://journals.sagepub.com/doi/pdf/10.2190/U1RN-C0UU-WXR-V-0E3M>

SELF-AUTHORSHIP

- ### Authorship
- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
 - Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus.
 - Baxter Magolda, M. B. (2003). *Identity and learning: Student affairs' role in transforming higher education*. *Journal of College Student Development*, 44(1), 231-247.
 - Baxter Magolda, M. B. (2007). *Self-authorship: The foundation for twenty-first-century education*. *New directions for teaching and learning*, 2007(109), 69-83.
 - Pizzolato, J. E. (2004). *Coping with conflict: Self-authorship, coping, and adaptation to college in first-year, high-risk students*. *Journal of College Student Development*, 45(4), 425-442.
 - Pizzolato, J. E. (2005). *Creating crossroads for self-authorship: Investigating the provocative moment*. *Journal of College Student Development*, 46(6), 624-641.
 - Marcia B. Baxter Magolda, Peggy S. Meszaros, Elizabeth G. Creamer (2013). *Development and Assessment of Self-Authorship: Exploring the Concept Across Cultures*. Stylus Publishing, LLC., 2012.
 - Baxter Magolda, M.B. (2008). Three Elements of Self-Authorship. *Journal of College Student Development* 49(4), 269-284. [doi:10.1353/csd.0.0016](https://doi.org/10.1353/csd.0.0016).
 - Magolda, M. B. B., & King, P. M. (2004). *Learning partnerships: Theory and models of practice to educate for self-authorship*. Stylus Publishing, LLC.
- ### Authorship and Identity
- Zaytoun, Kelli. (2005). *Identity and learning: The inextricable link*. *About Campus*, 9(6), 8-15.
 - King, P. M. & Baxter Magolda (2005). *A developmental model of intercultural maturity*. *Journal of College Student Development*, 46 (6), 571-592.
 - Komives, S. R., Longerbeam, S. D., Owen, J. E., Mainella, F. C., & Osteen, L. (2006). *A leadership identity development model: Applications from a grounded theory*. *Journal of College Student Development*, 47 (4), 401-418.
 - Cohen, J., Cook-Sather, A., Lesnick, A., Alter, Z., Awkward, R., Decius, F., ... & Mengesha, L. (2013). *Students as leaders and learners: Towards self-authorship and social change on a college campus*. *Innovations in Education and Teaching International*, 50(1), 3-13.