

Asynchronous RA Training

Syracuse University
Higher Education Program

Team Leader
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Team Members

Bronson University

Bronson, MI

Public liberal arts institution with roughly 25,000 undergraduate and 8,000 graduate students.



Home of the Bobcats
& Benny the Bobcat





Bronson University applies its traditions and heritage through developing its students through scholarship and leadership in and outside of the classroom. Faculty and staff engage in critical reflection to expand how their work shifts and change with new generations. an institution that takes tradition and applies a critical lens to find ways to grow. Bronson University cultivates tomorrow's leaders today.

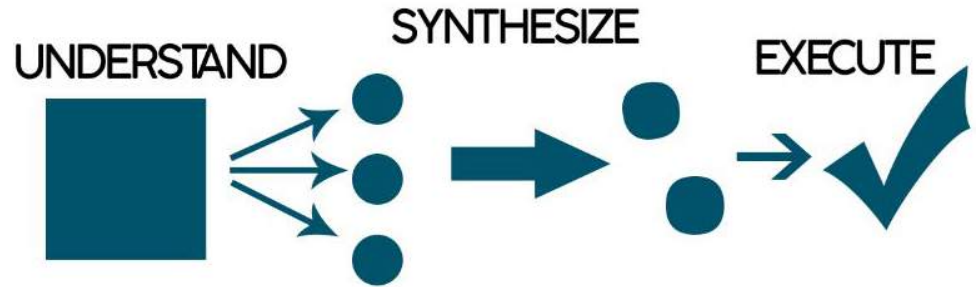
BU Mission Statement

Bronson University
Innovate. Lead. Change



USE it or lose it

Understand
Synthesize
Execute



Bronson University

Schlossberg's Transition Theory at a glance

Dr. Schlossberg



Situation: what's causing a change and does the timing fit?

Self: where are you in your learning?

Support: who is supporting your growth?

Strategies: what are you planning for?

Our Themes

*Three ways you can grow
outside of training!*

- Personal & Professional Development
- Safety & Security
- Expanding Your Perspective

Theme #1

*Personal & Professional
Development*

- Transferable Skills
- Identifying Strengths
- Giving & Receiving Feedback
- Student Leadership

Theme #1

Modules

Transferable Skills: read about the NACE [competencies](#) and read Rutgers [article](#) on “How to Market Your Resident Assistant Position in a Resume.”

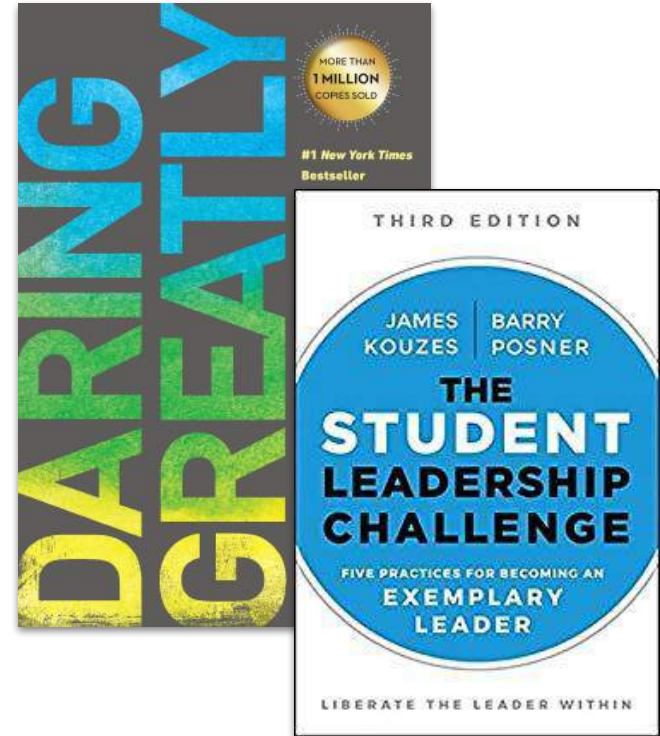
StrengthsQuest: take the [test](#), if they have already taken it, excerpts from *Strengths Based Leadership* will be available to hone in on their strengths and educate them on how to apply their strengths to their work as an RA.



Theme #1 Modules

Give and Receive Feedback: read excerpts from *Daring Greatly* to learn about vulnerability, read Oxford's [guidelines](#) for receiving and giving feedback, and watch Sheila Heen's [Tedx Talk](#) on feedback.

Student Leadership: read excerpts from the *Student Leadership Challenge* and watch Simon Sinek's [Tedx Talk](#) on finding your “why” in leadership.



T#1 Reflection Question Examples

Transferable Skills

- How can the skills learned in your RA role translate into your future career?

StrengthsQuest

- How do you think your identities have influenced the formation of your personality and leadership style?

Give and Receive Feedback

- Reflect on a time you received feedback, how did you respond and what actions did you take after receiving it?

Student Leadership

- How has your involvement impacted you personally and professionally?

T#1 Action Item Examples

Transferable Skills

- Visit career services on campus and seek advice on putting transferable skills from previous experience and your RA role on your resume.

StrengthsQuest

- Complete a StrengthsQuest activity book.

Give and Receive Feedback

- Ask a supervisor for feedback and complete a worksheet outlining the discussion and action items you will take to address the feedback.

Student Leadership

- Compose a series of reflections on past and current leadership positions and how they have impacted you on a personal and professional level.

Theme #2

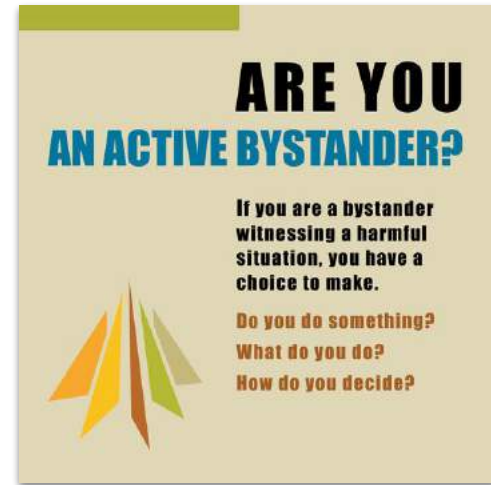
Safety & Security

- Mental Health
- Active Bystander
- Run. Hide. Fight

Theme #2: Modules

Mental Health: Read Psychology Today's [article](#) on college students mental health crisis. Then take some time exploring the Mental Health America [website](#).

Active Bystander: RA's will first read this [article](#) on the bystander effect. Then they will watch this [video](#) and answer the reflection questions.



Theme #2: Modules

Run. Hide. Fight: RA's are asked to watch this [video](#) on the run hide fight method to provide a tool for handling an active shooter situation.

Trigger Warning- this video may contain content that some might find upsetting or disturbing



T#2 Reflection Question Examples

Mental Health

- How do you believe you can use this information to help yourself and your residents?

Active Bystander

- After reading the article and watching the video, has your opinion on a bystander's level of responsibility changed?

Run. Hide. Fight.

- How can you incorporate the Run Hide Fight model into your role as an RA?

T#2 Action Item Examples

Mental Health

- RA's can take one of the inventories off the Mental Health America website and write a reflection of its accuracy/relevance.

Active Bystander

- RA's can contact their RD or Conduct office and work with them to plan a potential active bystander program.

Run. Hide. Fight.

- Students can have a conversation with their RD to talk about building emergency plans/university plans for this situation.

Theme #3

*Expanding Your
Perspective*

- Positive Planning
- Pursuing Allyship
- Active Citizenship

Theme #3 Modules

Learn more about [bullet journaling](#) as a way to start your **positive planning** journey.

In learning about **pursuing allyship**, take a look at the following article that explains the [ally continuum](#).



Theme #3 Modules

Review this [blog post](#) on **active citizenship** to help you prepare for the upcoming reflection questions.



T#3 Reflection Question Examples

Pursuing Allyship

- How do you live diversity and inclusion? Where do you need to grow?

Positive Planning

- How does planning help you in your RA role?

Active Citizenship

- Where can you get active on in the campus community?

T#3 Action Item Examples

Pursuing Allyship

- Attend a training offered by the Multicultural Affairs Office.

Positive Planning

- Make a 5-task to do list before bed.
- Take a trip off campus with friends for a cultural exchange event (e.g. museum visit).

Active Citizenship

- Use a chat bot or website to connect with your congressperson.

Asynchronous Learning

Use your BUportal to access the training modules on **your** schedule



Assessment Strategies



What are
RAs using?



What aren't RAs
using/viewing?



Feedback forums during
1st staff meetings and
then as the semester
carries on

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2019 Virtual Case Study Competition Narrative

February 20th, 2019

(slides 1-4) Our first few slides serve as a introduction to our topic, team members, a brief overview of Bronson University, and the Bronson University mission statement.

(slides 5) To help our RAs navigate training from multiple angles, we're challenging them to USE it or lose it! USE breaks down into the following: Understand, Synthesize, and Execute. Our Bronson RAs will explore modules across three themes and seek out ways to understand topics (pick two modules from each theme), connect and synthesize to their existing understanding (answer reflection and journal questions), and execute on a task related to the module (create an action plan and execute it). By taking this step-by-step process, we help RAs find their own path and choose their own adventure. While it's not Bandersnatch on Netflix, we're giving them the power to grow on their way. According to Patall, Cooper, and Robinson (2008), intrinsic motivation has been shown to increase when someone can choose between two to four options. We decided on three! Founded in 1890 Bronson University began as a collection of schools that focused on bringing the liberal arts to Michigan. In 2019, the university stands as a flagship for educating top students around the world in an immersive, at times too cold, Midwestern environment.

(slide 6) As scholar-practitioners, we want to make sure that we're using our degrees to take theory to practice. With this focus, we decided to use Schlossberg's Transition Theory as a way to ground the USE model in a known student development theory (as cited in Evans, Forney, Guido, Patton, and Renn, 2009). For RAs, the guiding questions taken from the theory (self, situation, strategies, support) help them connect their work without the heavy lifting of graduate school. We even added Dr. Schlossberg to the slide to help put a face to the theory!

(slides 8) Our first theme is focused on both personal and professional development. Our modules are based on transferable skills, identifying strengths, taking and giving feedback, and student leadership.

(slide 9) Our first module on transferable skills uses the National Association of College and Employers (NACE) competencies to educate the students on career readiness and how to apply this knowledge to their role as an RA. We also use an article specifically focused on

marketing an RA position on a resume to teach RAs how to identify the skills they are learning currently and apply them to future professional work.

(slide 9) The second module calls the student to take StrengthsQuest and identify their top five strengths. If they have already taken this test, we will ask them to review the *Strengths Based Leadership* resource that discusses the application of their strengths into their work. We hope that by identifying these strengths, students can begin to observe areas of strengths and areas of improvement that they can reflect on and make a plan for the future.

(slide 10) The third module has multiple pieces of literature and media to help the student understand feedback in a professional setting, and how to receive and give it. Students will also be asked to reflect on the concept of vulnerability by reading *Daring Greatly*.

(slide 10) The fourth and final module of this theme discusses student leadership through the *Student Leadership Challenge* and challenges students to find their purpose in their work by watching Simon Sinek's Tedx Talk on finding your why in leadership.

(slide 11-12) An example of a reflection question (slide 11) and action item (slide 12) for each module in this theme are provided in the presentation.

(Slide 13) In theme two we aim to provide RAs some information on how they can help support themselves and their residents with some information on safety. The three modules in this theme are mental health, active bystander information, and the run hide fight method.

(Slide 14) The first module is on mental health. Here are RA's are asked to read an article on the mental health of college students. They are then asked to explore some of the resources and materials on the Mental Health America website.

(Slide 14) The second module is a brief introduction on how to be an active bystander. RA's will first read about what the bystander effect is. They will then watch a YouTube clip explaining and giving some tangible ways to be an active bystander.

(Slide 15) The third and final module for this theme is on the Run. Hide. Fight. Method for handling an active shooter. While this video was made for educational purposes, this section has a trigger warning due to its potential to upset individuals with its content.

(Slide 16-17) Examples of reflection questions (slide 16) and action items (slide 17) for each of the modules in this theme are provided in the presentation.

(slide 18) In theme three we cover how RAs can expand their perspectives through learning more about planning, pursuing allyship, and being a more active citizen.

(slide 19) The first module highlights the ally continuum and ways to positively plan through an informational video on bullet journaling.

(slide 20) RAs get a chance to learn about how they can be active citizens through a great blog post on new ways to get active.

(slide 21-22) Reflection questions for this module help RAs pinpoint some of their key growth areas that could manifest in the following action item examples.

(slide 23) Asynchronous learning will help our RAs staffs manage their packed training schedules with online modules. When students have the opportunity to engage both online and in-person, they seem to be more engaged than simply a face-to-face option (Northey, Bucic, Chylinski, and Govind, 2015). According to Hamori (2018) in the Harvard Business Review, organizations stand to benefit from massive open online courses (MOOCs). By taking Bronson into the online world for training, we get one step closer to aligning with top organizational practices. This online solution is easily deployed as a course in their BUportal via Canvas and does not negatively impact our operating budgets. The potential costs come from staff teams that want to purchase the books, training sessions, or materials connected to modules (e.g. journals).

(slide 24) As an office poised for change, we have the following assessment strategies listed out as a way to set benchmarks for future asynchronous training. We want to know what is being used, avoided, and collect qualitative feedback around the experiences that RAs have when they accessed modules. Meloni (2011) highlighted that in online learning strategies, finding ways to collaborate work well. Additionally, managing content and communication are vital to keeping online learning initiatives going. We want to expand our platform to be more collaborative once we gain insights from RAs. We'll live our BU mission by cultivating tomorrow's RA leaders today.

(slide 25) Our final slide includes a reference list of scholarly sources that were used to guide conversations about theory application to these training modules and overall approach.