



TEXAS STATE UNIVERSITY

Team Leader:
Alicia Stites

Team Members:
Mark Chavez
Mohammad Khan
Catherine Till

BRONSON UNIVERSITY

DIVISION OF STUDENT AFFAIRS MISSION

WITH STUDENTS AT THE HEART OF ALL THAT WE DO, THE DIVISION OF STUDENT AFFAIRS CREATES INNOVATIVE LEARNING OPPORTUNITIES, PROGRAMS, AND SERVICES THAT PREPARE STUDENTS TO LEAD, SERVE, AND BECOME ENGAGED MEMBERS OF A GLOBAL SOCIETY.

(ADAPTED FROM RUTGERS UNIVERSITY)





BRONSON UNIVERSITY – DEPARTMENT OF HOUSING AND RESIDENCE LIFE MISSION

OUR MISSION IS TO SUPPORT THE BRONSON
UNIVERSITY MISSION BY PROVIDING A LIVING
ENVIRONMENT THAT INSPIRES ACADEMIC
ACHIEVEMENT, STUDENT INVOLVEMENT, AND
PERSONAL DEVELOPMENT.



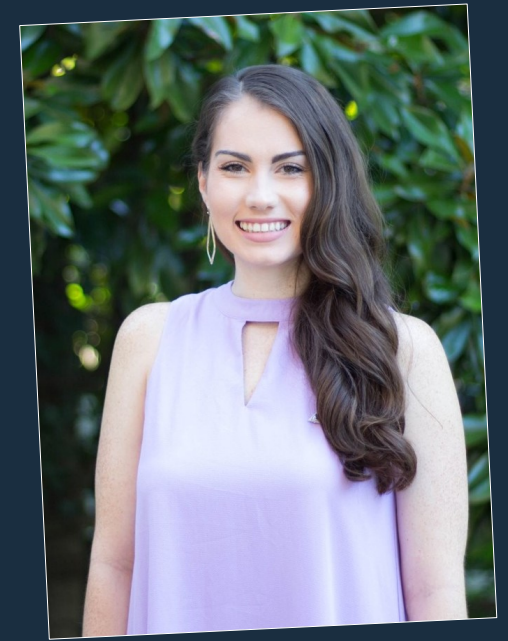
Alicia Stites



Mark Chavez



Mohammad Khan



Catherine Till

RESIDENT ASSISTANT EDUCATION TRAINING TASK FORCE

Limitations of RA Training Core Curriculum

- Bronson University's Department of Residence Life RA training and development currently supports trainings for these processes:
 - Programming, Diversity and Inclusion, Sexual Assault and Harassment, Campus Judicial Procedures, and Administrative Tasks and Paperwork.
- While essential to the daily work of RAs, these core topics have some limitations:
 - Topics are presented over a time-intensive training period.
 - Topics often drown each other out with an influx of information as RAs identify the most important items they need at that given point.
 - Topics are work-oriented and fail to address the development of the whole person - for both residential development and RAs.
 - Topics fail to address the development of the RA as a student leader and provide ongoing support for RA needs.
 - Topics do not measure with holistic competencies for student development and lacks an assessment framework for professional staff to work with student leaders and assess progress and change within the position.

Learning Objectives for Resident Assistant Training

- Develop supplementary online module training to enhance career readiness
- Develop competencies to support current training
- Focus on areas to assist RA's in their growth and development as students and employees
- Create a method of training that is engaging and supports student's autonomy



Proposed Model Overview



9 competency areas



Based on the idea of "Career Readiness"



Pre-assessment to determine order of competency modules

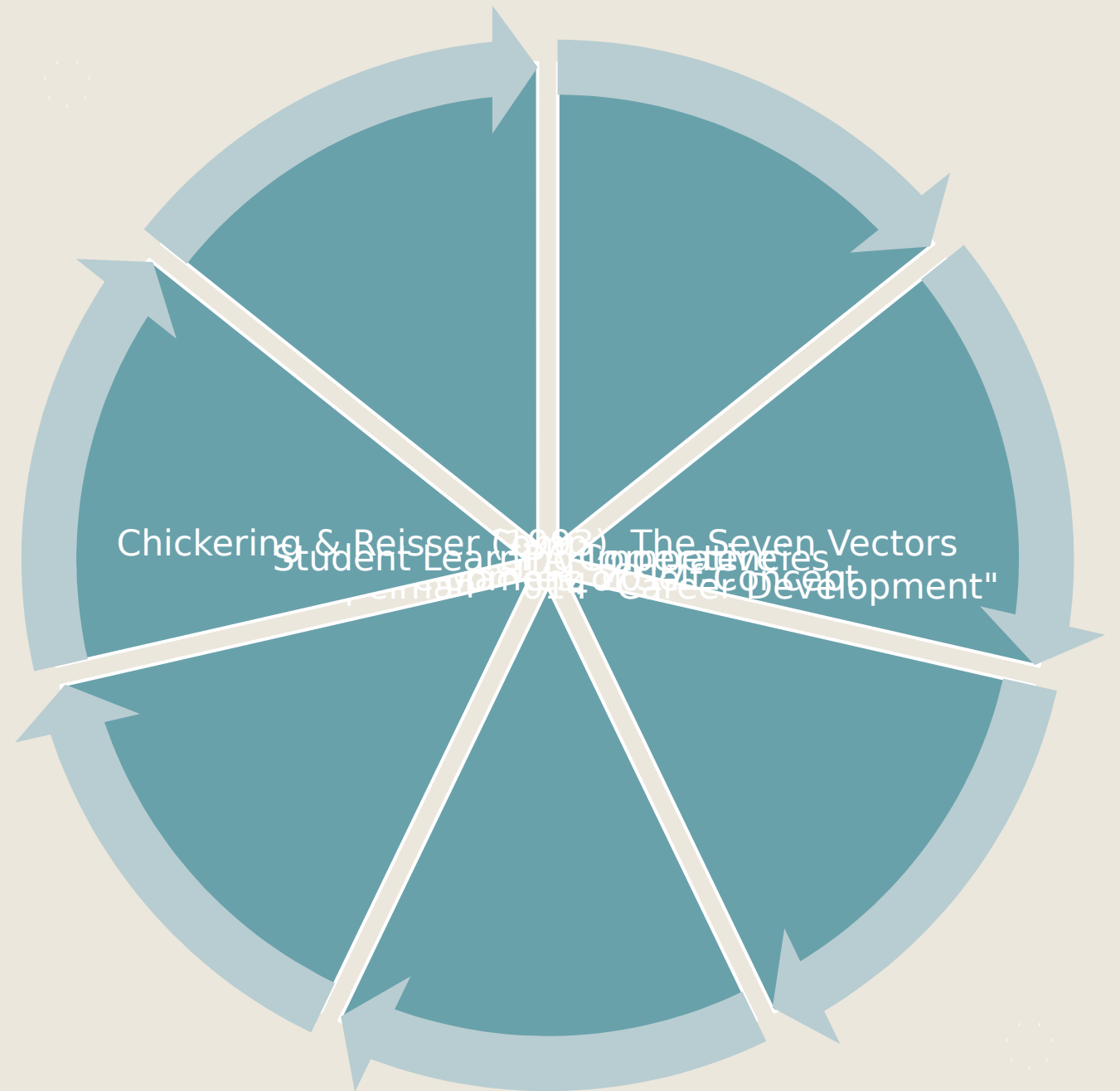


Developmental modules that build on each other to achieve higher order thinking and learning (Bloom's Revised Taxonomy, 2001)



Incentives for Completion: Honor Cords, Recognition, or Certificate

Proposed Model General Defense



COMPETENCY I: INTERCULTURAL FLUENCY

Develop a global consciousness grounded in inclusivity and respect

Justification:

- Diverse workplace and globalizing culture
- Multiplicity and intersectionality of identities
- Fluency viewed as progressing dimensions and each dimension students can improve their relationship with "otherness". (Chavez, Guido-DiBrito, & Mallory, 2003)
- "Colleges and universities should encourage students to engage intelligently with ethnic identity so they can best contribute to our shared world." (Ortiz & Santos, 2010)

COMPETENCY II: TRANSITION & SUPPORT

Create environment and sustainable learning initiative supplemental to transitions that all students in the community will encounter regardless of background/identity

Justification:

- Stress of residents from leaving home (Gen. Z)
- Factors involved in overall transition process: situational, socialization, identity, background.
- Transitions: off-campus, RA, returning, transfer, grad students, non-traditional students, veteran or military-connected students
- Schlossberg's Theory

COMPETENCY III: LEADERSHIP

Explores the complexities of leadership, focus on self-awareness as a leader, development of applied knowledge and skills, and emotional intelligence

Justification:

- Guided by Socially Responsible Leadership Scale (Dugan, 2015)
- Desire to develop RAs as autonomous and collaborative student leaders
- Transition students to understanding followership as a form of leadership, leadership as a process, and exploring self (Leadership Identity Development - LID model - Stage 3: Leader Identified to Stage 4: Leadership Differentiated)
- Developing socially responsible leaders, awareness of the value of others (Manz, 2016 - Social Change Model & RAs)
- Emotionally Intelligent Leadership (Shankman, Allen, and Haber-Curran, 2015)

COMPETENCY IV: ACADEMIC SUCCESS

*Developing academic achievement opportunities to facilitate student **growth** in their courses*

Justification:

- Students working while balancing academics must differentiate roles and priorities. Emphasis must be placed on academics, as well as on their health and relationships (Johns Hopkins).
- Student learning should be at the forefront of student affairs practice. Facilitating their skills to be life learners in paramount (ACPA, 1996).

COMPETENCY V. WELLNESS & HEALTHY LIVING

*Awareness of the importance of **mental**, **social**, and **physical** health in order to encourage greater success and overall performance in college*

Justification:

- World Health Organization – combination of MSP well-being
 - *More focus on all three categories as a collective – particularly physical health*
 - *Mental and social health are always emphasized at the university level, but physical/nutritional health have been shown to be left behind.*
- Good nutrition and healthy exercise leads to better overall student success (Al-Amari, 2015).
- Focuses on good healthy practices can attribute to lowered stress and healthy body function.
- Hettler defines wellness as a conscious process of achieving full potential which is multidimensional (social, intellectual, physical, emotional, spiritual, and occupational).

PROFESSIONALISM & CAREER MANAGEMENT

*Personal **accountability** and effective work habits, demonstrates **integrity** and ethical behavior, acts **responsibly** with the interests of the larger community in mind, career strengths and values, **self-advocacy**, and identifies areas necessary for professional **growth***

Justification:

- Guided by Career Engagement Assessment (Hirschi, 2014)
- Guiding students for vocational preparedness in accordance with primary objective of career readiness (Super's Theory)
- Nurturing career confidence and self-advocacy (Killough, 2016)
- College and Career Readiness Model: resume, communication (Conley, 2010)
- Awareness and competency of flexibility, activeness, reactivity, and perseverance (Theory of Work Adjustment)
- Developing career journey and strength (Holland's Theory)

COMPETENCY VII: ORGANIZATION & ASSESSMENT

Organizational development and establish self-assessment skills to process feedback and improve events and performance

Justification:

- Practice strong organization and assessment skills to better serve their students. Additionally, students can benefit from self-assessment to improve their actions as a resident assistant. Assessment can also take the form of feedback. RAs can use feedback from residents to assess their ability as an RA. (ACUHO-I, 2014)
- Harvard Office of the Vice Provost for Advances in Learning – Critique and self-assessment is critical for student leaders' academic and vocational success.

COMPETENCY VIII: DIGITAL TECHNOLOGY

Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies

Justification:

- Digital Identity Development, how we engage and present ourselves online.
- “Institutions should be teaching students about the importance of context in online communications, the fluidity of privacy, awareness of nuance, and the power of community-building through social media” (Stoller, 2012).

COMPETENCY IX: COMMUNICATION & COLLABORATION

*Articulate thoughts and ideas clearly and effectively in **written** and **oral** forms to persons inside and outside of the organization. Build **collaborative** relationships with individuals representing **diverse** cultures, races, ages, genders, religions, lifestyles, and viewpoints*

Justification:

- Communication is critical skill to have in modern society
- Possessing solid written and oral communication skills makes students more marketable after graduation
- Good communication can benefit overall health
 - *"Research has clearly documented that the lack or loss of close relationships can lead to ill health and even death." (Beebe, 2000)*

Design of Online Module

Pre-Assessment

- Students are assessed on their competency strengths and areas of improvement.

Areas of Improvement

- Students have the option to choose the order of the competency modules.
- The first three options are areas students are not as confident in according to the assessment.

Clearer Understanding

- Again, students have the option to select the order to complete the modules.
- This section contains modules students felt they perform moderately in.

Reinforcing Understanding

- The final three modules are the students strongest, but still have room to grow and develop.
- Modules will encourage students to progressively achieve higher order thinking in accordance with Bloom's Taxonomy.

Completion

- Students are recognized for completion of all nine modules.

LIMITATIONS OF TRAINING

01

Second year RAs may be apprehensive towards doing new modules as well as any new changes within curriculum (Seng, 1990).

02

Online modules will never be able to replace real life experiences that make many situations unique

03

Pre-Test may be a false positive on an RAs competency in an area where they in fact may need more practice.

04

Incentives and/or consequences may have to be implemented to see higher completion of modules (Groves, Singer, and Corning, 2000).

05

Learning goals depend on situations and should reflect feedback and education which will be different for every individual, therefore the model should be evolving (Fink, 2003).

References

- ACPA - American College Personnel Association. (1996). *The student learning imperative: Implications for student affairs*. Retrieved from <http://www.myacpa.org/sites/default/files/ACPA%27s%20Student%20Learning%20Imperative.pdf>
- ACPA - American College Personnel Association & NASPA - National Association of Student Personnel Administrators. (2016). *ACPA/NASPA professional competency areas for student affairs educators*. Washington, DC: Authors.
- ACUHO-I - Association of College and University Housing Officers - International (2019) *What makes a great resident assistant*. Retrieved from <https://www.acuho-i.org/resources/cid/5147?portalid=0>
- Al-Amari, H. G, & Al-Khamees, N. (2015). The perception of college students about a healthy lifestyle and its effect on their health. *Journal of Nutrition and Health Science*, 5(6).
- Barile-Swain, B. (2009). *Technology and resident assistant training: Utilizing (likely) already available software to improve R.A. training and cut costs*. Retrieved from <https://www.studentaffairs.com/Customer-Content/www/CMS/files/Journal/Technology-and-Resident-Assistant-Training.pdf>
- Beebe, S., Beebe, S., & Ivy, D. (2000). *Communication: Principles of a lifetime*. London, UK: Pearson.
- Chavez, A. F. & Guido-DiBrito, F. & Mallory, S. L. (2003). Learning to value the "other": A framework of individual diversity development. *Journal of College Student Development* 44(4), 453-469.
- Chickering, A. W. and Reisser, L. (1993). *Education and identity*. San Francisco: Jossey-Bass.
- Conley, D. T. (2010). *College and career ready: Helping all students succeed beyond high school*. Hoboken, NJ: John Wiley & Sons.
- Dawis, R. V., & Lofquist, L. H. (1984). *A psychological theory of work adjustment*. Minneapolis: University of Minnesota Press.
- Donahue, B. P. (2015). *Impact of being a resident assistant on student's academic success*. Available from Educational Administration: Theses, Dissertations, and Student Research database.
- Dugan, J. P. (2015). The measurement of socially responsible leadership: Considerations in establishing psychometric rigor. *Journal of Educational, Cultural and Psychological Studies*, 12, 23-42.
- Harvard University Office of the Vice Provost for Advances in Learning. *Giving students practice with constructive criticism*. Retrieved from https://vpal.harvard.edu/constructive_criticism
- Hirschi, A. and Freund, P. A. (2014). Career engagement: Investigating intraindividual predictors of weekly fluctuations in proactive career behaviors. *The Career Development Quarterly*, 62, 5-20.
- Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Odessa, FL: Psychological Assessment Resources.
- Johns Hopkins Student Assistance Program. *School-life balance*. Retrieved from http://jhsap.org/self_help_resources/school-life_balance/index.html
- Killough, J. T. (2016). *Confidence in career decision-making upon first destination employment post graduation: A study of texas tech university seniors and graduate students*. Available from ProQuest Dissertations & Theses Global database.
- Koch, V. A. (2012). *An exploration of current practices in curricular design of resident assistant training programs*. Available from ProQuest Dissertations & Theses Global database.
- Mackes, M. (2017). Employer-preferred skills and attributes. In Peck, A. (Ed.), *Engagement and Employability: Integrating career learning through cocurricular experiences in postsecondary education* (xi-xxxi). Washington, DC: NASPA-Student Affairs Administrators in Higher Education.
- Manz, J. W. (2016). *Exploring resident assistants' demonstration of socially responsible leadership*. Available from ProQuest Dissertations & Theses Global database.
- NACE - National Association of Colleges and Employers. (2015). *Career readiness defined*. Retrieved from <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>
- Shankman, M. L., Allen, S. J., Haber-Curran, P., & Komives, S. R. (2015). *Emotionally intelligent leadership: A guide for students*. San Francisco: Jossey-Bass.
- Stoller, E. (2012, September 12). Digital identity. Retrieved from <https://www.insidehighered.com/blogs/student-affairs-and-technology/digital-identity-development>
- Stringer, K. J., & Kerpelman J. L. (2014) Career Identity Among Community College Students. *Community College Journal of Research and Practice*, 38(4), 310-322.
- Super, D. E. 1980. A life-span, life-space Approach to Career Development. *Journal of Vocational Behavior* 16(1), 282-298.