The University of Kansas Case Study Submission
Shatera Davis
Kaiesha Serbin
Annie Lundeen

Introduction:

The purpose of this presentation is to provide departments of Housing and Residence Life--specifically Bronson University--with online RA training modules using Baxter Magolda's Theory Self-Authorship as its theoretical framework. We believe that Baxter Magolda's theory of Self Authorship provides an opportunity of self-reflection for undergraduate staff. Through Blackboard's online learning software we present 14 modules with a wide array of topics that will complement the already established in-person training. The 14 modules proposed are six modules dedicated to diverse groups (Students with Disabilities, First Generation College Students, Non-traditional students, LGBTQIA+ students and International Students), a critical reflection module called Radical Self Work, a Hazing module, Navigating Work Dynamics which highlights key topics like conflict management and advocating for residents, A creativity module which focuses on the creative component of the undergraduate staff role, a work/life balance module called Let's Find Balance, a Emotional Intelligence module, a module called Marketing Yourself that centers on how to articulate the transferable skills of the undergraduate staff role and a Sustainability module. As a roadmap into this paper will be diving deeper into each recommended module explaining the general implementation design and then explain our rationale on using a pre and post test assessment tool.

Students from Diverse Backgrounds:

We will be dedicating six modules that highlight distinct student groups that are common on college campuses. The six student groups highlighted are:
- Students with Disabilities (11% of undergraduate students enrolled in a post-secondary institution reported having a disability).
- First-generation college students (The National Center for Education Statistics indicates that 30 percent of all entering freshmen are first-generation college students)(First Generation Foundation, 2019).
- Non-traditional students (By 2019, the share of students over age 25 is projected to increase by another 23%).
- Student-Athletes (More than 480,000 compete as NCAA athletes, and just a select few within each sport move on to compete at the professional or Olympic level) (NCAA, 2018).
- LGBTQIA+ Students (more than half of all LGBT students, faculty, and staff hide their sexual identity) (The Path Forward: LGBT Retention and Academic Success", 2016).
- International Students (1.1 million of the 4.6 million enrolled worldwide in 2017) (Batalova & Zong, 2018).

We have chosen these specific student groups because of their prominence at colleges and universities. In order for undergraduate students to be effective in their roles as friends, community builders, support systems and or peer mentors in their individual communities. In each module undergraduate students will have a unique set of learning objectives for each student group, they will read 1 to 3 articles and watch 1-2 videos that will define and educate the unique struggles of each student, then they write a reflection post and create a resource document the resources on Bronson University's campus.

Radical Self-Work:
"College students have long been involved in efforts to develop more just and equitable societies" (Broido, 2000). In the resident assistant role, it has become a requirement to have a foundational knowledge of social justice and how to create and promote inclusive and welcoming communities. In the Radical Self Work Module, we decided to expand on the already established Social Justice Training and challenge staff to dive deeper into what it means to be more socially just. This module is dedicated toward the individual staff member to help them become more aware of the systems of privilege in society and name how they contribute to keeping systems in tack. In order to do this module will have 3-4 articles about current topics in the media, watch 1-3 videos that correlate with the articles and write and comment on team reflection posts on what they learned from each article. This module will not hold all the answers on how to become a better ally but it will give students the tools to start dismantling racist and bias thought processes.

Creativity
Our group thought it would be beneficial to provide resources to undergraduate staff members on creativity in their jobs. We think this is important because so often staff members get stuck in what their bulletin boards should look like or in how to be creative in their advertising methods. This module would provide staff members with websites and on-campus resources they could utilize to be creative. In addition, this module would emphasize making the most out of the resources you have available to you. We recognize that some housing departments may have more resources while others may be limited in what is available to them. We want this module to be catered to the individual institution keeping in mind the number of resources that are available. However, it is important to maximize the resources that you do have, so we firmly believe this module would be beneficial at any institution regardless of size or type.

Let's Find Balance:
Our next module focuses on time management. We understand that undergraduate staff members are also students, are involved in organizations, and have personal lives in addition to their jobs. Our hope is that students have begun to identify strategies that work for them in terms of time management before they come to the position, but we understand that they now are adding another level of

responsibility to their plate with this position. As a result, we want to help prepare our staff by encouraging them to reflect on these areas and provide advice on how to manage everything they are involved in. We believe that in having this module online, students will be able to do some self-reflection and identify what works for them individually.

Navigating Work Dynamics:
This module is intended to help staff members understand what it means to be on a team. We will discuss conflict management, advocating for themselves and for their students, and how to use their own strengths as well as the strengths of others for the benefit of the team. This module can apply to any team regardless of size or makeup. Any institution can talk to their teams about these things and help them work better together. We recognize that every department operates in a different manner, so it is important to help student staff members understand their roles and the roles of others in the department too. This will help them understand what parties to reach out to and what structures to follow when requesting certain things.

Hazing:
The purpose of including a hazing training session is directly correlated to prevalence and increases publicity in hazing-related death and incidents at institutions across the nation in recent years. It is our hope that providing training on noticing the warning signs and effective ways to intervene in such situations will allow our staff at Bronson University (and beyond) to begin shifting the overall culture of hazing. This training session will be conducted by having a free online training video with interactive prompts through Prevent Zone and Cornell (Hazing Prevention, n.d.; Hazing and Cornell, n.d.). While some institutions may have hazing prevention programs and educational materials, we recognize not all schools will and it is typically not the main focus during RA training, something which we believe should be reevaluated.

Emotional Intelligence:
Emotional intelligence is not something most people typically think about when creating training materials; however, after reflecting our team believes it is important for staff to develop an understanding about what emotional intelligence is, how it is developed, and how it affects those around them. Staff will complete an online assessment that will send them a summary report that will allow them to engage in discussion with their supervisors during 1:1s throughout the year as they continue to develop their skills. Additionally, we have included a brief training under this section in regard to positive psychology for RAs to read and develop an

enhanced understanding as to how they can enhance their leadership skills and create and sustain an engaged and dedicated staff team despite the stressful times that are sure to ensue.

Marketing Yourself:

So often undergraduate staff members are unable to transfer their experiences in the RA role to career-specific skills and experiences. As such, we have decided to include this as an essential topic to ensure that staff are able to have conversations early on with supervisors that require them to reflect and actively understand how their experiences correlate. Initially, staff will review a resource guide provided by Appalachian State University Career Development Center to understand what they do and how to input this information into a well-constructed resume. Staff will also submit completed Resumes and Cover Letters online for review by in hall professional staff or career services professionals to ensure staff are prepared prior to the interview season beginning. Follow the completion of this training, UG staff will have intentional conversations during weekly 1:1s to begin connecting how their current job is setting them up for success in the future. These conversations come from the University of Nebraska—Lincolns "Husker Grow" program with the four primary questions being:

-How is this job fitting in with your academics?
-What are you learning here that's helping you in school?
-What are you learning in class that you can apply here at work?
-Can you give me a couple of examples of things you've learned here that you think you'll use in your chosen profession? (Student Affairs, n.d.).

Sustainability:

The purpose of the sustainability module is to educate undergraduate staff on how to introduce green initiatives into their community. Sustainability in Higher Education has been a growing area of interest on college campuses. The Association for the Advancement of Sustainability in Higher Education (AASHE) has created the Sustainability Tracking, Assessment & Rating System (STARS) to rate colleges and universities on their sustainability practices. As more universities become more environmentally conscious it is important to give undergraduate staff the tools to educate and inspire returning and incoming students to be more sustainable. In this module, undergraduate staff will read 1-2 articles on best practices on sustainability the plan one program centering around a sustainability topic like recycling.

Assessment Tool – Pre and Post Tests:

In each module, we have provided materials i.e. articles, online resources, videos etc. as a medium to educate undergraduate staff about each module proposed. In order to test the impact of the materials provided to staff, we have decided to use a value-added assessment in the form of pre and posttests as our assessment tool to measure how much undergraduate staff has learned. The Advantages of using a pre and posttest assessment tool are it allows Student Housing Staff to establish a benchmark, pre-testing can measure knowledge, and it's easily scored. The disadvantages of pre and post testing are based on the level of knowledge of undergraduate staff scores can vary greatly. Despite the disadvantages, we found that pre and post-tests would be the best way to measure how effective online training is at Bronson University.

<u>Conclusion:</u>

In conclusion, we have been tasked with creating an online training for undergraduate staff members in residence life. This training should seek to make training more efficient for those participating. Our group identified topics that are relevant to staff members regardless of the institutional size and/or type. Our hope is that this training will help grow our staff members both personally and professionally. Finally, we sought to be intentional in creating our modules. We utilized Magolda's Theory of Self-Authorship to shape the modules in hopes that staff members would begin looking at and becoming more aware of themselves and the spaces that they interact in. These sessions should not simply be used at the beginning of the academic year but should be reflected on throughout it. We hope RAs that use these modules gain something from them and are able to share this knowledge with those they work with.

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Bronson University onLine RA Training Overview

The University of Kansas (KU)

Shatera Davis (Team Leader) | Kaiesha Serbin | Annie Lundeen

Meet the Team

Shatera Davis
Resident Director
She/Her/Hers

Kaiesha Serbin
Resident Director
She/Her/Hers

Annie Lundeen
Resident Director
She/Her/Hers

Presentation Objective

- The purpose of this presentation is to provide departments of Housing and Residence Life--specifically Bronson University--with online RA training conceptual frameworks that provide a just-in-time training allowing for staff to progress through at their own place, so as to maximize the in-person training periods and preventing overall burnout.

- The purpose of this presentation is not only to allow for Bronson University to have a successful and efficient Fall RA training, but to also allow for these training concepts and modules to be transferable and applicable to other institutions as well. As such, we have developed/gathered training materials that are almost entirely free for public use.

- The online trainings depicted in this presentation will be presented in the form of online training modules through Blackboard-a commonly used academic platform at universities.

- This presentation is a brief overview of context, please review the reference slide and formal paper to understand the greater idea behind these training topical areas.

Training Topic Overview

Working with students from diverse backgrounds
- Students with Disabilities
- First-generation college students
- Non-traditional students
- Student Athletes
- LGBTQIA+ Students
- International Students

Radical Self Work
Hazing
Navigating Work Dynamics
- Conflict Management
- Relationships
- Working with others
- Advocating for yourself
- Advocating for your residents

Creativity
- Bulletin Boards
- Marketing
- Programming
- Maximizing your resources

Let's Find Balance
- Work-Life Balance
- TIme Management
- Self-Care

Emotional Intelligence
- Positive Psychology

Marketing Yourself

Sustainability

Theory

- These online training modules were created with **Baxter Magolda's Theory Self-Authorship** in mind.

Working with Students from Diverse Backgrounds

- Six modules dedicated to be an introduction of unique student groups undergraduate students will work with during the academic school year.
  - Students with Disabilities
  - First-generation college students
  - Non-traditional students
  - Student Athletes
  - LGBTQIA+ Students
  - International Students

Working with Students from Diverse Backgrounds Pt. 2

Example of Learning Objectives:
- Undergraduate staff will be able to list 2-3 resources to aid students with disabilities.
- Undergraduate staff will be able to define disability
- Undergraduate staff will be able to list at least 2 rules of etiquette when working with students with disabilities.

Brief Overview of Training:
- UG Staff will read 2-3 articles to engage in material
- Write a Reflection Post
- Watch 1-2 videos on the given topic
- Research campus resources related to unique student group

Radical Self Work

Learning Objectives:
- Undergraduate staff members will understand the importance of inclusion and how it relates to their role.
- Undergraduate staff members will be able to define bias, microaggression, inclusion, and diversity.
- Undergraduate staff member will be able to name a privilege they hold.

What is Radical Self Work?
- Radical self work is the individual work one person goes through in order to become more socially just.

Brief Overview of Training:
- UG Staff will read 3-4 on an array of topics like diversity, inclusion, privilege, etc.
- Watch 1-3 videos that emphasize the topics in the articles
- Write reflection posts on each topic

HAZING

Learning Objectives:
- Staff will understand what hazing is and the prevalence of it on college campuses by identifying common places hazing occurs.
- Staff will be able to identify two examples of Hazing
- Staff will be able to identify three other options available to students and organizations that do not involve hazing.
- Staff will be able to understand how to safely and effectively intervene.

What is Hazing?
- Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

Brief Overview of Training:
- UG Staff will review a few websites to engage in material
- 1-2 videos will be watched
- Online Training session will also be conducted

Navigating Work dynamics

Learning Objectives:
- Staff will be able to describe how they would manage a conflict they may have with a colleague.
- Staff will understand the organizational structure of their department.
- Staff will explain how they can use their strengths (as indicated by their StrengthsFinder results) on their team.

Brief Overview of Training:
- This module is intended to help student staff members understand their role in the department. In addition, student staff members will be given tools that help them understand how to advocate for themselves and the students they serve within their department. Staff members will learn how to manage conflict within the team setting and how to use their strengths to benefit their staff team.

CREATIVITY

Learning Objectives:

- Participants will be able to identify 3 online resources that will help them be creative in their role.
- Participants will be more aware of on-campus resources as a result of attending this session.

Brief Overview of Training:

- Staff will engage in a module, full of resources and websites that will give them ideas in how to be creative in their job, whether that is through bulletin boards, programming, or advertising. We want to provide staff with information they can go back to throughout the year. In addition, staff will be provided with on-campus resources, specific to each institution. Finally, this module with discuss how to maximize the resources that they have available to them.
- Resources will include:
  - http://www.residentassistant.com/ | https://www.pinterest.com/ | https://reslife.net/ra/

Let's Find Balance

Learning Objectives:

- Staff will be able to evaluate their ability to manage time, especially with regard to the increased responsibility of their student staff position.
- Staff will be able to identify self-care strategies that work for them.
- Staff will be able to explain how the resources on campus are able to be utilized by them as student staff members.

Brief Overview of Training:

- This module is focused on helping staff members balance their new role with other responsibilities they hold. We will have a multitude of activities for staff members to complete. These activities will be able time management, self-care, and self-management.

Emotional Intelligence

Learning Objectives:
- As a result of this training student staff will understand methods to become more aware of their emotions and how this can affect those around them.
- As a result of participating in this training student staff will be able to understand how to improve and develop their emotional intelligence.
- Staff will be able to articulate what they can do to contribute to creating a highly motivated and participative team, despite the exhaustion that will naturally come throughout the semester.

Brief Overview of Training:
- UG Staff will take an Emotional Intelligence Test and do a brief reading/watch video about positive psychology
- After completing these tasks they will receive a summary evaluation from the EI Test that they will use to discuss with supervisor throughout the semester
- Staff will engage in dialogue about emotional intelligence, its purpose, how it shows up in the workplace, and how it can developed through experiences.

Marketing Yourself

Learning Objectives:

- As a result of participating in this training students will be able to articulate how the skills they are developing in their current roles as a UG staff member translate to the skills required for their future career trajectory.
- As a result of participating in this training students will understand the importance of the structured conversations supervisors will be having during 1:1s throughout the semester to assist them in learning and correlating their experiences to the bigger picture.
- As a result of participating in this training students will be able to create a unique resume and cover letter that adequately describes their skill set and what they bring to the workplace.
- As a result of this training students will develop a heightened level of self-awareness and communication skills.

Brief Overview of Training:

- UG Staff will engage in conversations that allow them to reflect and highlight specific skills.
- UG Staff will also work to complete a worksheet from Appalachian State throughout the semester as they create a resume and cover letter with assistance from their supervisor.
- During the semester staff will also engage with a series of questions that will allow them to reflect and find value in their position.

Sustainability

Learning Objectives:
- Undergraduate staff members will be able to define sustainability.
- Undergraduate staff members will be able to list 3 "green initiatives" that will educate residents on sustainability.

What is sustainability?
- "sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Sustainable Development, 2018)."

Brief Overview of Training:
- Research and plan one educational program about sustainability
- Read two articles about the impact of sustainability in higher education