

PROSPERITY



UNIVERSITY

AMBASSADORS OF INCLUSION

INNOVATORS OF LEARNING



Where You'll Work and Play



2,500 Students enrolled

Small, private liberal arts college

The mission of Prosperity University is to **educate and prepare** students for productive careers, graduate and professional studies, and informed, responsible citizenship.

Tampa Bay, Florida

(Adapted from Flagler College)



RA Training Timeline

Task Force Mission
Task Force Agenda
TASK FORCE TEAM



IN PERSON TRAINING
AUGUST 5-AUGUST 9

5 Day 4 HOUR IN
PERSON TRAINING!



RADIO TRAINING
OPENS JULY 1ST



**TRAINED AND READY
FOR MOVE IN!**
AUGUST 10TH

- 24** HOUR ACCESS
- SELF-PACE
- CONVENIENCE
- CAMPUS FACULTY
INCORPORATED



Task Force Team



**Amand
Hardiman**

**Graduate
Assistant**

Center for
Academic
Success and
Excellence



**Colleen
Turkiewicz**

**Graduate
Assistant**

Office of
Student
Engagement,
service
programs and
opportunities



**Quana
Atkins**

**Graduate
Assistant**

Residential
Hall
Coordinator



**Willin
Weng**

**Graduate
Assistant**

Resident Life
Leadership
Coordinator



Task Force Mission



- Provide a world class housing experience for residents that will enhance development within an **innovate** and educational environment while promoting student success.
- Create an training model aims to **enrich** resident advisors experiences of learning and belonging while embedding identity, skills, community development, peer support and crisis intervention.
- Online training supports **continual learning** and a sequencing model that builds a foundation for resident advisors to retain content that impacts the students' sense of belonging, engagement, and academic success.



Task Force Training Themes

Identity: this will set the stage for training because of the importance of addressing RA identity, roles, and self-efficacy

Skills: this includes topics adds to the identity of the RA because it includes duties, roles and expectations

Community Development: by having an understanding of the identity, and skills for the position, RAs can then enhance their abilities to create community development

Peer Support: through building their community they will be able to foster situations where they can be seen as a leader and resource for their residents (i.e., counseling life skills)

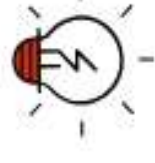
Crisis Intervention: by understanding of how to help their residents, it will give RAs a better understanding of how to stay calm and manage the triage of crisis



Task Force Agenda



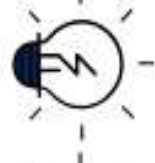
What: to transform RA training into a blended in person and online model



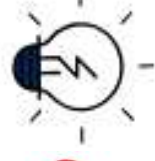
Why: To make a more encompassing training for all RAs with more diverse topics, in an easy online format



How: Utilizing sequenced themes for the structure of training



How: Modeling off of Peer Hero online training



How: Faculty collaboration to build curriculum



Task Force Faculty Recruitment



Christiana Vogt, PhD - Department Chair of Education

Areas of Research: Her research interest student engagement, leadership, organizational culture, student access

Collaborative Benefits: Create the curriculum for RADIO and build a sense of belonging measurement for RAs. In addition we ask Dr. Vogt to interact with RAs on August 9, 2010. Dr. Vogt will have access to study student engagement with our population of students.

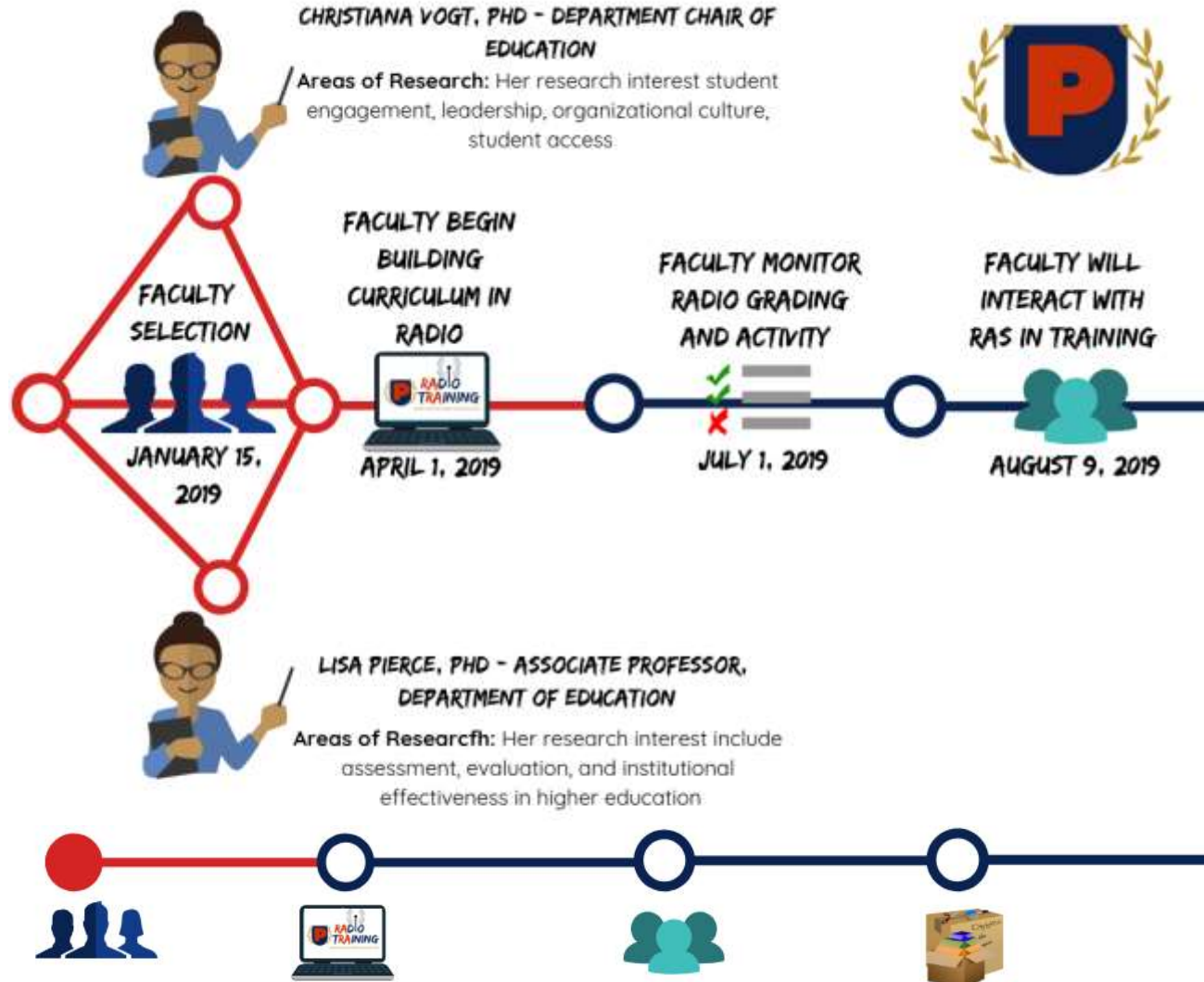
Lisa Pierce, PhD - Associate Professor in Department of Education

Areas of Research: Her research interest include assessment, evaluation, and institutional effectiveness in higher education

Collaborative Benefits: Create curriculum and build assessment measurements for RA training effectiveness. In addition we ask Dr. Pierce to interact with RAs on August 9, 2019 for RA Training. Dr. Pierce in return will be able to study and assess our RA training and its effectiveness.



Faculty Timeline



Resident
Advisor
Development
For Inclusion
Online
Training



Courses Open:
July 1, 2019



RADIO Training Advantages



Advantages: 24/7 access everywhere, combination of videos, graphs, and pictures

Effectiveness of online modules: requires both accountability and interesting content to engage RAs

Accountability: to motivate RAs and keep track of their learning outcomes, quizzes can be used to make sure there is accountability for the online training.

Interactiveness: having interactive training videos as part of the online module allows RAs to engage in learning in a fun way, which can also increase learning outcomes.



Outcomes



Developing Identity: Resident Advisors will be supported to develop their identities, leadership abilities, and understand the importance of their position and the direct impact it has on campus.

Implementing Skills: Resident Advisors will be equipped with the necessary information, skills and best practices that will assist in the day to day operations of the residence halls.

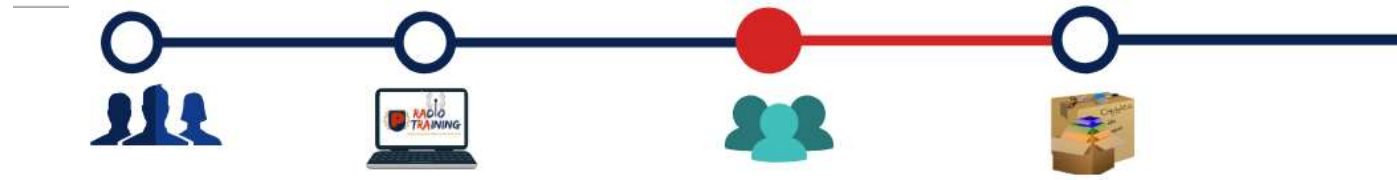
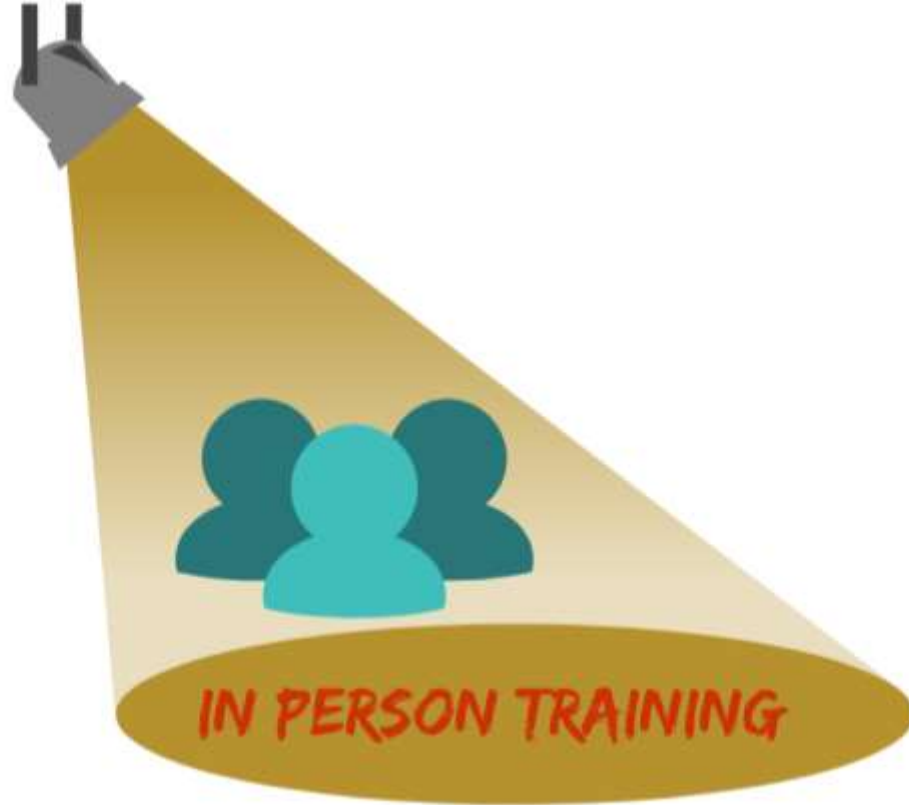
Community Development: Allows Resident Advisors to diligently seek an understanding of perspectives and how to use platforms to ensure inclusivity in the residence halls, on campus, and develop residents' character.

Peer Support: An addition to community development, Resident Advisors will be readily accessible to offer resources and support to all students in their halls while maintaining a professional boundary.

Crisis Intervention: Resident Advisors will be prepared and confident when handling difficult situations while providing resources and a safe environment.



In Person Training

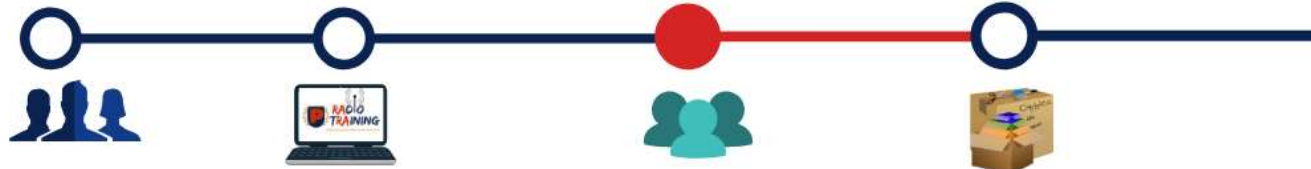


RADIO Training Dissected: Sequenced training themes

Identity:

What is an RA → Boundaries & Social Media
→ Student Rights → Leadership Training

This theme and sequence will support RAs to their core by understanding their leadership position as an RA, but at the same reminding them of their intersectionality of being a student still. The importance of incorporating a boundary and social media early on in their overall training will set the stage of how to keep their intersections without losing who they are, or stepping over the line of professionalism



RADIO Training Dissected: Sequenced training themes

TRAINING TOPIC SPOTLIGHT

- Listen to both sides before passing any kind of judgment on a situation or taking action.
- Remembering that issues that may seem trivial to the RA can escalate quickly in the residence hall setting. It is important not to ignore a conflict that isn't viewed as a big deal, as it may likely be a very big deal to the residents.
- RAs need to stay confident. Some residents might test them and say that they don't know what they're going through. It's true – they might not understand exactly how they feel. But, they are trained in how to mediate the situation.

MANAGING CONFLICTS

Skills:

Time Management → Policy Review → Campus Resources → Managing Conflict → Incident Writing

This theme directly relates to day-to-day RA work during the academic year. The sequence of this training is to continue to build off of each other, for them to better understand how to utilize their skills



RADIO Training Dissected: Sequencing training themes

Community Development:

Diversity → Autistic students → Crossing the Line → Building Community → How to Program

The sequence of this theme is to really help RAs better able to understand their students, or what they may have to encounter, and keeping that in their mind before they are able to build their community. Understand your community and then they are able to program accordingly

TRAINING TOPIC SPOTLIGHT

- Knowledge empowers
- RAs need to know how to create a more inclusive environment to help autistic students succeed.
- Those who may have residents that are autistic, need to understand the behavioral challenges they face in a classroom setting. Students with autism can experience issues in verbal fluency and paying attention. They may lack social cues and differentiated responses and can be unresponsive to questions, tasks, or demands.

AUTISTIC STUDENTS



RADIO Training Dissected: Sequencing training themes

Peer Support:

Listening Skills → Mediation → Alcohol Usage
→ Roommate Concerns

Peer support is the culmination of skills needed by RAs to interact with their residents in situations requiring compassion and empathy while understanding their boundaries, how to document violations of rules, regulations and community standards

TRAINING TOPIC SPOTLIGHT

- Remind the RAs to put themselves in their residents shoes
- RAs will deal with many different times where they will need to listen to their residents, they need to understand best practices for listening skills
- Focus your full attention on the other person talking. Face them and maintain eye contact, and be sure you are at the same level. If they are standing - you should stand, if they are sitting - you should sit

LISTENING SKILLS

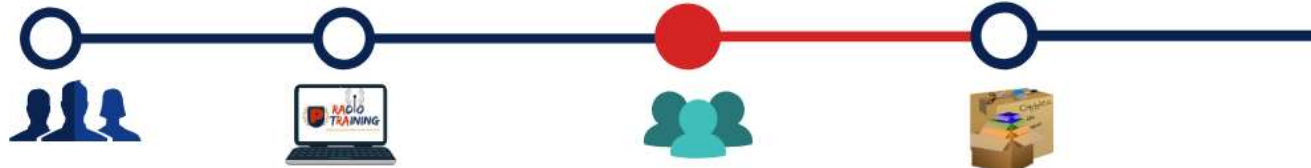


RADIO Training Dissected: Sequencing training themes

Crisis Intervention:

Sexual Offense → Suicide/Depression →
Alcohol/Drug Abuse → Active Shooter on
Campus → Behind Closed Doors

This theme builds on peer support for the RA to remain calm and collected during any type of emergency or crisis situation. These trainings require RAs to keep everything else that they've learned in mind while handling these sorts of situations





AUGUST

SUNDAY

04

WELCOME DAY!

8:00 AM - 10:00 AM
INTRODUCTION ACTIVITY

10:10 AM - 12:00 PM
GET TO KNOW
EVERYONE



MONDAY

05

DEVELOPING IDENTITY

8:00 AM - 10:00 AM
UNDERSTANDING
IDENTITIES

10:10 AM - 12:00 PM
instructional leadership

TUESDAY

06

IMPLEMENTING SKILLS

8:00 AM - 10:00 AM
ra residence operations

10:10 AM - 12:00 PM
RA BEST PRACTICES

WEDNESDAY

07

COMMUNITY DEVELOPMENT

8:00 AM - 10:00 AM
RESIDENCE HALLS AND
CAMPUS CRASH COURSE

10:10 AM - 12:00 PM
RA PERSPECTIVE ON
INCLUSIVE WITHIN
COMMUNITY

THURSDAY

08

CRISIS INTERVENTION

8:00 AM - 10:00 AM
handling DIFFICULT
SITUATIONS

10:10 AM - 12:00 PM
RA BEST PRACTICES

FRIDAY

09

PEER SUPPORT

8:00 AM - 10:00 AM
SETTING BOUNDARIES

10:15 AM - 11:00 AM
FACULTY PARTNER
INTRODUCTION

11:00 AM - 12:00 PM
RADIO TRAINING
ASSESSMENT

SATURDAY

10

MOVE IN DAY!

ALL HANDS ON
DECK! THIS IS
WHAT WE HAVE
PREPARED FOR!



NOTES

GET
PHOTOGRAPHER
FOR MOVE IN DAY

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Resident Advisor Development of Inclusion Online Training

Quana Atkins, Amand Hardiman, Colleen Turkiewicz, Willin Weng,

University of Missouri-Columbia

Resident Advisor Development of Inclusion Online

Within the United States, there is estimated to be more than 10,000 Resident Advisors (RAs) working in higher education (U.S. Department of Labor, 2011). How they are trained, is based upon models that share themes and topics (e.g. identity, skills, community development, peer support, and crisis intervention) relevant to residential life literature. However, there is marginal research on the impact that time duration has in relation to retaining information in a traditional in-person RA training session. To address this shortcoming, we have created a Resident Advisor Development of Inclusion Online Training model. RADIO uses sequenced online training modules, and can easily be transferred across all institution types (e.g. research institution levels, size, private or public). Incorporating this training model supports continual learning (e.g. being able to refer back to online modules to process information at their own pace) while avoiding intensive and excessive traditional training. We will first discuss online education and the benefits it will bring to training, including how it will help our RA's retain more information. Next, we will focus on the sequence model of training, its effectiveness in training and why it should be the standard model for RA training. Lastly, we will discuss the importance of collaborative work with partners outside of student affairs, such as faculty, to foster better relationships. This new method of RA training will allow for more effective learning revolving around themes that will provide guidance when working with diverse residents and building a more inclusive residence hall.

Online Education

Online training modules are used in various student affairs training processes and target a diverse group of learners (e.g., student staff, professional staff, and on-campus employees). Thombs, Gonzalez, Osborn, & Rossheim (2014) conducted a study, titled Peer Hero,

demonstrating an effective way to improve online training in terms of accountability. The findings showed that compared to traditional on-site training, those trained through Peer Hero online interactive module were more likely to react to and respond properly to actual situations that happened later on in the residence halls. Specifically, TAs who trained with Peer Hero were 10 times more likely to respond to alcohol-related issues, 14 times more likely to respond to drug use in the halls, and 3 times more likely to help with academic issues with the first-aid knowledge they learned in the online training to help the residents. This study provided strong evidence that online training modules can be effective when interactive learning (i.e., interactive videos), accountability (e.g., quizzes, proper responses), and real-life actors such as professional staff are incorporated. In addition, when paired with on-site training, online training can also help increase trainees' efficacy and competence, and better prepare them for the on-site training (Wahl-Alexander, Richards, & Howell, 2018; Greene, & Marcham, 2019).

Sequencing Model

A crucial part of student affairs is deciding what key themes and topics will need to be included as the foundational pieces of the RA training. From there, we build upon these chosen topics by creating training scenarios that will challenge RAs critical thinking and problem-solving ability. This idea of sequencing is very similar to pre-requisites for college classes within students majors. The idea of sequencing allows for process-and-reflection in stages of what (reflecting), so what? (transforming), and now what? (action stage) (Whitney, Early, Whisker, 2016). More specifically, understanding that there are stages of understanding the basis of things, so then you can think "so what" and dive deeper with each stage that comes up.

Faculty Involvement

Colleges and universities have a responsibility to create environments that enhance student learning and personal development (Calhoun, 2008). A way to enhance campus environments at institutions is by involving faculty outside of traditional roles (e.g., teaching and research). There is substantial evidence that indicates benefits in residential life leaders recruiting faculty to create educationally-purposeful activities and curriculum for RA training. It is well known in the literature that student-faculty interactions increase both student and faculty retention (Astin, 1993; Golde, Pribbenow, 1999; Kuh & Huh, 2001; Cox & Orehovec, 2007).

Recruiting faculty is important to build the foundational structure of our training. Faculty will assist in developing the videos for each online module, as well as helping assess the strengths and weaknesses of the RADIO training. We want to focus on faculty whose research involves student engagement, sense of belonging, and sociocultural frameworks for a few reasons. First, it benefits the faculty to have spaces to conduct personal research with our students who are in residential life training. Secondly, faculty interactions with our students have the potential to increase both new students and faculty retention. Third, it would allow our department to have professional faculty to create assessment tools for our training to learn how effective our sequence online model training is. Lastly, having tenured track-faculty build curriculum for our online training interphase allows our staff more flexibility to focus on the current programming that consumers, already, a lot of our time.

Implementation of RADIO Training

To implement the sequencing model, each module of the RA training online will be broken down by themes, and in order of development. Training themes are identity, skills, community development, peer support, and crisis intervention. Identity will be the first themed module that RAs will have to go through. Identity sets the stage of training so that RAs will be

able to fully understand their position and role. Then, once completing the identity module, they will be able to move on to the skills theme. Skills will incorporate topics such as duties, roles, and expectations, adding to the identity of the RA. Community development can enhance the RAs ability to foster a sense of belonging in the residence halls. From community development, RAs will go through the peer support module where they will learn to foster situations where they can be seen as a leader and resource for their residents. Ending the online training modules will be the theme of crisis intervention. This will encompass all of the themes by teaching RAs how to help their residents by staying calm and triaging any crisis as they come up.

This training has the advantage of providing unlimited access without time constraints or designated locations. In this training, there will be interactive videos with real-life scenarios and issues (e.g., mental health, alcohol use, first-aid etc.,) acted out by student staff, professional residential life staff, counselors, and faculty members. Training will be broken down by different themes (modules) encompassing different related topics within Residence Life. To make sure that online training is effective, accountability and assessment are critical. Accountability will be seen after each scenario when RAs are given four potential responses to a situation and asked to choose the most appropriate one. The RAs will then be given feedback on their responses, and why or why not it is the best answer. They will not be able to move on to the next video until they choose the best response. At the very end of the online module, the RAs will take a cumulative quiz to examine their learning outcomes from each theme.

Conclusion

RA training requires many hours of planning to accomplish a multitude of imperative topics (e.g. Programming, Diversity and Inclusion, Sexual Assault and Harassment, Campus Judicial Procedures, and Administrative Tasks and Paperwork). When additional topics are in

demand to be discussed it can become problematic to incorporate more in an already intense training schedule. Additionally, there are concerns for information retainment by the RA's in training as well as burnout by staff. After doing an extensive literature review on RA training best practices we found that there is minimal scholarship that examines the length of RA training. This is crucial to our desire to make RA training time efficient for our RA's in training and staff. With the lack of literature on RA training at hand, we created the RADIO Training. In RADIO training we incorporate the sequencing model through the training of themed categories through an online training platform. We want to enhance our collaborative relationships outside of student affairs and incorporate more new tenure-track faculty. These faculty would build the RADIO curriculum for our RAs. Additionally, we would have access to personnel that can assess the functionality of our training. Lastly, faculty involvement could enhance student training experience and build lifelong mentoring and student-faculty relationships.

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