

University of Vermont

Musbah Shaheen (he/him)

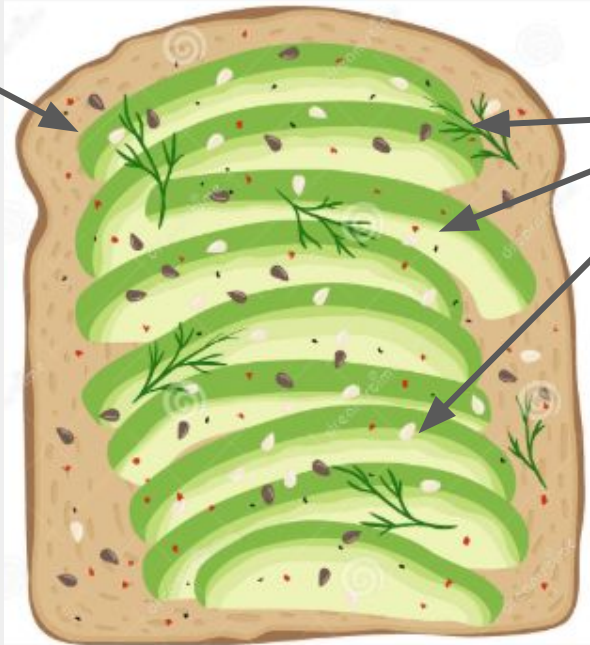
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Purpose: Scaffolding our Bread and Butter

Bread & Butter:

Programming, Behind Closed Doors, Diversity and Inclusion, Sexual Assault and Harassment, Campus Judicial Procedures, Administrative Tasks and Paperwork

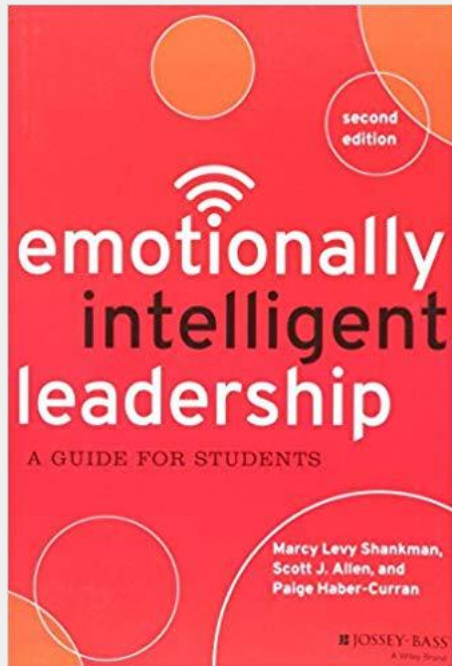


Avocado & Nutrients:

How can we integrate ourselves, each other, and our context into our training?

Framework: Emotionally Intelligent Leadership

Emotionally intelligent leadership (EIL) is a conceptual framework which emphasizes leadership as a learned skill (Shankman, Allen, & Haber-Curran, 2015). It empowers to students to enhance their campus experience and be the leaders of the future.



Three Facets:

CONSCIOUSNESS OF SELF

- Individual
- Designated Leader
- Elected Leader
- Supervisor/ Manager

CONSCIOUSNESS OF OTHERS

- Members
- Followers
- Collaborators
- Colleagues

CONSCIOUSNESS OF CONTEXT

- Environment
- Situation
- Organization
- Community

Method/Platform: Sutori

Sutori.com is an interactive timeline-based platform that allows educators to create a timeline-like presentation including text and audio/visuals

✓	Sutori includes a 'Forum' function that serves as a discussion board for all those in the course to exchange ideas
✓	Sutori includes two types of 'Quizzes' (matching and multiple-choice) which could be used to assess learning in each module and the experience overall
✓	The platform is self-paced, meaning that students can take the different modules on their own time but in order
✓	The platform is easy to use, dynamic, and engaging
✓	Each stakeholder or content-area expert could send an audio-video message, presentation, or other items to convey important information

Method/Platform: Sutori

Musbah Shaheen Present Share ...

Bronson University RA Training Module

Welcome to Bronson University Office of Residential Life! This platform will serve as a starting point for topics that you will encounter in your role as RA and that we will discuss during training

Introduction

How does this work?

for each day of training, there is a short module that we are asking you to complete before in-person sessions on that day. These modules include videos, presentations, and/or quizzes.

you can go at your own pace: you may choose to complete more than one module at a time, or you might complete them all in one sitting!

Share Comment

Our Framework:

This training program is based on the Emotionally Intelligent Leadership framework. The modules you will take will address one (or more) of the following categories:

- Awareness of self: acknowledgment of one's values and experiences, and understanding how those affect leadership and interactions with others
- Awareness of others: acknowledgment of other people's emotions, perspectives, and values. Recognizing the diversity of experience that exist in the community
- Awareness of context: understanding how the environment and the situational context shape leadership and behavior, and how one could navigate the context to achieve desired goals

Share Comment

Learning Outcomes

Share Comment

Did you know?

An interesting or amazing fact to wow your readers...

Share Comment

Activity Description

Share Comment

Drag video or click to upload

Or paste a video link here...

Videos could be from TED, YouTube, or could be recorded by the instructors or campus partners with content expertise

Share Comment

Forum

Reflective question about the topic

Share Share your opinion

Quiz

Edit

We created a sample here:

<https://www.sutori.com/story/bronson-university-ra-training-module--2BCL6DRkxxLSctw2rfzNmZE6>

Nine Modules

3 Modules per EIL Facet

Complete *Before* Training:

- This is Us
- Who Are You: Privileged Identity Exploration
- Oh, The Words You Say! Inclusive Language in The Halls

Complete *During* Training:

- Why does it matter? A Guided Meditation
- #RAsBuildingCommunity
- Conflict Management
- It Takes a Village - Resources and Campus Partners
- We Are Bronson
- Things I Wish I Knew

Key:

- Consciousness of Self
- Consciousness of Others
- Consciousness of Context

Module #1: This is Us

EIL
Component

Consciousness of Context

Learning
Goal

RAs will become familiar with the history, mission, and current state of of the department and where RAs fit into the bigger departmental picture

Narrative

There are many people who make and have contributed to what the Department of Residential is in the present. Learning about the mission, history, and goals of the department allows RAs to understand the ways in which the department has grown and their role in helping support departmental goals

Bread &
Butter

Administrative Tasks and Paperwork, programming

Module #1: This is Us

Learning Outcomes: RAs will be able to:

1	Describe the department's mission, history, and goals
2	Examine their role in the departmental picture
3	Support the mission and goals of the department through their various responsibilities as an RA

Format: The director of the department will speak about the current state of the department and their aspirations for the rest of the year. The director will also share the latest updates. After watching the video, RAs will share three key takeaways in a discussion board.

Module #2: Who Are You: Privileged Identity Exploration

EIL
Component

Consciousness of Self

Learning
Goal

RA will learn about the concepts of privilege and oppression and understand how their identities affect their interactions with others

Narrative

Privilege and oppression are pervasive affect how individuals navigate the world, and how they interact with others. Reflecting upon one's privileged and oppressed identities affect their day-to-day life is necessary for building community and developing relationships with others

Bread &
Butter

Programming, Diversity and Inclusion

Module #2: Who Are You: Privileged Identity Exploration

Learning Outcomes: RAs will be able to:

1	Identify their oppressed and privileged identities
2	Examine how their oppressed and privileged identities influence their lived experiences and relationships with others
3	Develop relationships with others while acknowledging the role their identities play in cultivating community with others

Format: RAs will read the P.I.E. model and learn about the eight defense modes associated with behaviors individuals display when engaged in difficult dialogues about social justice. Afterwards, they will complete an assessment and reflect upon their responses to the activity on the Sutorti forum.

Module #3: Oh, The Words You Say! Inclusive Language in The Halls

EIL
Component

Consciousness of Others

Learning
Goal

RAs will understand the power of the language they use in creating inclusive communities in the residence halls.

Narrative

Language plays a powerful role in shaping the relationships we form in the community and in creating environments that are inclusive of people from different identities and backgrounds. Being aware of the choice of language is essential for RAs to create robust and cohesive communities

Bread &
Butter

Diversity and Inclusion, Sexual Misconduct Training, Programming (bulletin boards)

Module #3: Oh, The Words You Say! Inclusive Language in The Halls

Learning Outcomes: RAs will be able to:

1	Recognize language choices that are exclusive of people from marginalized identities
2	Understand the role that language plays in strengthening or weakening bonds between members of the community
3	Practice using language that combats racism, sexism, homophobia, transphobia, and Islamophobia and other exclusive ideologies
4	Create ideas for programs and initiatives that could educate students about the importance of inclusive language

Format: There are many ways to accomplish these outcomes including YouTube videos, TED Talks, or information from staff in identity centers.

Module #4: Why does it matter? A Guided Meditation

EIL
Component

Consciousness of Context

Learning
Goal

RAs will gain perspective about the impact of their work outside of higher education.

Narrative

The RAs' work spans beyond campus as they make decisions based on national, local, and personal contexts that positively impact their residents' lives. Within the RA role, students gain transferable skills as they navigate their academic, professional, and personal goals.

Bread &
Butter

Self-care, Accountability

Module #4: Why does it matter? A Guided Meditation

Learning Outcomes: RAs will be able to:

1	Understand how their work intersects with national, local, and personal context of politics, family, and students' personal life
2	Recognize the ways in which their RA role connects with their academic major, career goals, and life purpose
3	Practice meditation as a way to gain perspective about their RA role and their positive impact on students' lives

Format: The guided meditation will be a video with audio and captions that explores the impact of the RA role within various contexts.

Module #5: #RAsBuildingCommunity

EIL
Component

Consciousness of Others

Learning
Goal

RAs will understand how to use social media to build community with their residents that spans their physical space.

Narrative

Community can span across physical spaces into virtual spaces through social media such as Instagram, Twitter, etc. RAs can build community virtually with their residents through virtual bulletin boards, community spotlights, and creating posts that support marginalized communities.

Bread &
Butter

Programming, Community Building

Module #5: #RAsBuildingCommunity

Learning Outcomes: RAs will be able to:

1	Describe what purpose social media will play in building community for their residents
2	Organize a structure to establish what they will post, why it matters, and how often
3	Create a social media page specific for their residents which they will use to interact with their residents

Format: RAs will reflect on a community they have joined/created through social media and how it has impacted their life. Then RAs will have the opportunity to create their virtual community through the social media platform of their choice.

Module #6: Conflict Management

EIL
Component

Consciousness of Others

Learning
Goal

RAs will learn about how they engage with conflict in order better serve their team and residents

Narrative

Conflict is necessary to growth and navigating conflict is central to the RA experience. Better understanding how one navigates conflicts allows them to better build relationships with others.

Bread &
Butter

Diversity and Inclusion, Sexual Assault and Harassment, Campus Judicial Procedures

Module #6: Conflict Management

Learning Outcomes: RAs will be able to:

1	Discuss how they navigate conflict based on the intercultural conflict styles
2	Differentiate the different ways to approach conflict and their respective strengths and weaknesses
3	Judge which conflict style is most appropriate for different situations

Format: RAs will take the intercultural conflict styles assessment. The computer will create a plot of all those who take the inventory. RAs will then reflect on where they fit in the staff in the Sutori forum.

Module #7: It Takes a Village - Resources and Campus Partners

EIL
Component

Consciousness of Context

Learning
Goal

RAs will become familiar with the plethora of resources and offices they could utilize and collaborate with on campus

Narrative

There are many resources on campus that could support RAs in their programmatic and learning efforts in their communities. Forging partnerships across campus is essential for connecting residents with the proper resources

Bread &
Butter

Programming, Administrative Tasks and Paperwork,
Diversity and Inclusion

Module #7: It Takes a Village - Resources and Campus Partners

Learning Outcomes: RAs will be able to:

1	Identify the student support resources present on campus and the services they provide to the student body
2	Understand the importance of outreach to campus partners when creating community engagement opportunities
3	Plan potential collaborations with one or more community partners they could utilize during the year

Format: Virtual campus partner tour that allows students to see the physical spaces of campus resources and meet the key stakeholders within each office or resources. Each campus partner will summarize the services provided and give suggestions for potential collaborations.

Module #8: We Are Bronson

EIL
Component

Consciousness of Others

Learning
Goal

RAs will recognize and celebrate differences in the identities and experiences represented in the community to create optimal living and learning environment

Narrative

In this session RAs will learn about the demographics that are present on campus and the results of the various surveys to understand the students they serve in an effort to create engagement opportunities that speak to these students

Bread &
Butter

Diversity and Inclusion, Programming

Module #8: We Are Bronson

Learning Outcomes: RAs will be able to:

1	Identify different student populations on campus and in the halls
2	Distinguish the needs of various residents from diverse backgrounds
3	Design programs that are inclusive and welcoming to students from various identities and backgrounds
4	Evaluate their comfort and ability to serve the student body

Format: This module should provide some factual information about diversity at Bronson and why it is important to the learning environment. Each institution has unique challenges. For example, some may have more international students than others. Therefore, knowing whom the RAs will serve will help create more inclusive environments.

Module #9: Things I Wish I Knew

EIL
Component

Consciousness of self

Learning
Goal

RAs will connect with past RAs to learn about the ways past RAs navigated their role.

Narrative

Though the RA role has changed throughout the years, RAs can empathize with each other about what they went through. Past RAs have an abundance of knowledge to share about their experience that new RAs can learn from.

Bread &
Butter

Celebration, Behind Closed Doors

Module #9: Things I Wish I Knew

Learning Outcomes: RAs will be able to:

1	Understand how past RAs navigated the RA role through the lens of their identities and contexts
2	Apply what past RAs have learned into their own journey as an RA
3	Distinguish their own needs and goals as an RA compared to past RAs and their RA peers

Format: Past RAs will be asked to reflect on “things they wish they knew” as a new RA through a YouTube video. New RAs will have time to individually reflect on the video and how they want to navigate their own RA journey. New RAs will discuss with RAs in their staff about their needs and goals for the year.

Thank you!

University of Vermont

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(Re) Envisioning RA Training through Asynchronous Online Curriculum

Introduction

As graduate students who work in residential life, we are aware of the challenges of RA training. The prospect of designing an innovative and interactive online curriculum was both exciting and overwhelming because we value the face-to-face connections that make RA training more impactful. Our underlying goal of the training modules is to maintain the personalized connection and to facilitate those connections through the digital content. We sought out to create supplementary online content that allows RAs to engage in self-reflection and gain relevant knowledge that they could then unpack and explore during in-person training. The training is broken up into two components: the first to be completed before in-person training, and the second to be completed during in-person training. Within each, we created a number of learning modules, each intended to supplement one or more of the “bread and butter” topics that will be addressed during in-person training.

In the next sections, we begin by highlighting the framework of emotionally intelligent leadership (EIL) that we used to scaffold the topics we wanted the training to address. We then explain how we conceptualized and expanded on each topic to become intentional and grounded in learning outcomes. Finally, we explore some of the relevant theories that appeared throughout the training modules and the approach we took in assessing student learning. We hope that what we created is flexible enough for each institution to change the order of the topics based on their size, context, needs, and traditions.

Purpose

The purpose of this training is to scaffold the “bread and butter” of RA training with “nutrients” based on our individual, community, and institutional lens. The residential life experience does not happen in a vacuum, thus the modules provide opportunities to engage in meaning-making as it relates to the RA role. We want to provide the structure and resources for students to answer, “What does being an RA mean to me?” as they navigate their college experience. We hope to use the online training as a platform for individual reflection which complements the group reflection that happens during the in-person RA training.

Each residential life department has its own overall mission and goals based on institutional, departmental, and organizational needs, thus the modules can be shaped as “kneaded”. We have provided the framework, platform, and learning outcomes for each module, but the format of the modules is based on each department’s resources and needs. The online training is meant to acknowledge, understand, and integrate the existing mission and goals of each respective residential life department.

Framework: Emotionally Intelligent Leadership

Our training employs the framework of Emotionally Intelligent Leadership (EIL.) We intentionally selected this framework because we believe that leadership is a learned skill which students can use to make positive change in both their campus and in the world. Shankman, Allen, and Haber-Curran (2015) define emotionally intelligent leadership as “promoting an intentional focus on three facets: consciousness of self, consciousness of others, and consciousness of context” (p. 9). Consciousness of self is one’s awareness of their emotions, abilities, and perceptions; continual and on-going introspection and reflection are key to being an emotionally-intelligent leader. Consciousness of others is one’s awareness of the emotions, abilities, and perceptions of others; reciprocal relationships are needed for effective leadership. Lastly, consciousness of context is one’s awareness of their setting and situation; dynamic leaders require an understanding of how environments affect the process of leadership. Each of the modules in our training centers on one of the three facets of EIL.

We understand that development in the three facets is not linear--- students often do not shift from self to others to context, but rather, develop uniquely based on their lived experiences. We account for this in our training by being intentional in the order of our modules. Rather than having the students complete all of the modules for consciousness of self before moving to consciousness of others, we placed the modules so that students alternate between the three facets. By using EIL to guide our training, our hope is that RAs will engage as members of the campus communities by developing skills, relationships, and perceptions to foster a sense of belonging.

Modules

After deciding on the general topics we wanted to address in the modules, we used the approach that Kerr, Tweedy, Edwards, and Kimmel (2017) used to shift the approach to learning outside of the classroom to a curricular model. For each model, we created an overall learning goal as a foundation for the module. We then created a narrative that explains the importance of the topic and describes the activities included in the module. After that, we created learning outcomes for each module based on Bloom’s Taxonomy and connected to the overall learning goal. Finally, we suggested some formats for delivering such learning outcomes. Our focus was on the learning outcomes because we wanted the institution or the department to create specific formats that match their context.

Following the recommendations of Kerr and colleagues (2017) about the essential elements of a curricular model, we ensured that all of our modules are based on research and developmental theories. In some modules, the connection to theory is clear and explicit. In others, the theory is embedded in the elements of the modules and is difficult to point out. As educators, we had to make some decisions about our modules and chose to include topics that may not be explicitly based on scholarly assessment, but that we believe would be helpful for RAs in this training. One recurring theory that appears throughout the training modules is Baxter Magolda’s self-authorship (2001.) Connected to emotionally intelligent leadership, self-authorship asks

questions that we found pivotal for the RA role. We wanted the RAs throughout the modules to ask themselves: “Who am I? How do I know what I know? How do I form relationships with others?” We intended to ensure that RAs not only learn about how to do their job but also develop their own knowledge and skills to reach whatever goals they have beyond the RA role. For example, we included modules that incorporated reflection on life beyond the residence halls to ensure that the RA experience is a developmental opportunity first and foremost.

Another pedagogical theory we utilized to approach many of our topics is contemplative pedagogy (Zjonec, 2013) which emphasizes the need for developing the whole learner not just focusing on the subject matter. By situating our online modules within a contemplative pedagogical approach, we were able to appreciate the value of an online component in allowing students to slow down and reflect on their own time about topics and ideas related to their position and their personhood. We incorporated a meditative activity as a way of inviting RAs to reflect deeply on the role that they would like to play as RAs. Each of our modules included some sort of reflection component. By including a short reflective activity in each module, we allow students to pause and acknowledge what they're thinking and feeling and gives us the opportunity (as educators) to assess what students are gaining from the online training. Ensuring the dynamicity of the platform we used (sutori.com) was essential to creating a flexible online curriculum that could be shifted and changed based on student feedback and ever-changing needs of the department.

Assessment

Our intention for assessing the outcomes of the learning modules was for such an assessment to happen gradually as students complete modules. By integrating both qualitative and quantitative assessment throughout the training, we ensure that we examine student development and learning as it happens. For example, following the Privileged Identity Exploration (P.I.E.) model, the RAs would be asked to take a matching quiz to assess their understanding of the model so that more energy could be devoted in-person for the applications of the model to real-life situations. RAs complete the PIE assessment prior to training, which allows supervisors and the committee to understand RAs and their relationship to privilege. Following both the PIE assessment and the intercultural conflict style assessment, RAs will reflect upon the activities in the Sutori forum. Using the Sutori forum empowers the committee to use the responses as qualitative data. The data from the assessments and the reflections can be used for marketing materials. Additionally, the committee can also have RAs retake the assessment at the end of the year to examine the growth of both the cohort of RAs as well as the individuals.

References

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