



UNIVERSITY  
*of* VIRGINIA

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# MEET THE TEAM



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*the*  
OFFICE *of*  
RESIDENCE LIFE

***PRESENTS***



Office of Residence Life



FUN | TOKENS | PRIZES

# R.A.D! TRAINING

Bronson University RA Training  
Summer Session & Fall Semester

AT YOUR OWN PACE + CHOSE YOUR OWN  
ADVENTURE + WIN BIG!



Office of Residence Life

# MEET BRONSON UNIVERSITY

Bend, OR

FIND YOUR **PACK**

4<sup>YEAR</sup> **public**

**11,861** STUDENTS

MIDSIZE **comprehensive** UNIVERSITY

CARNEGIE CLASSIFICATION:

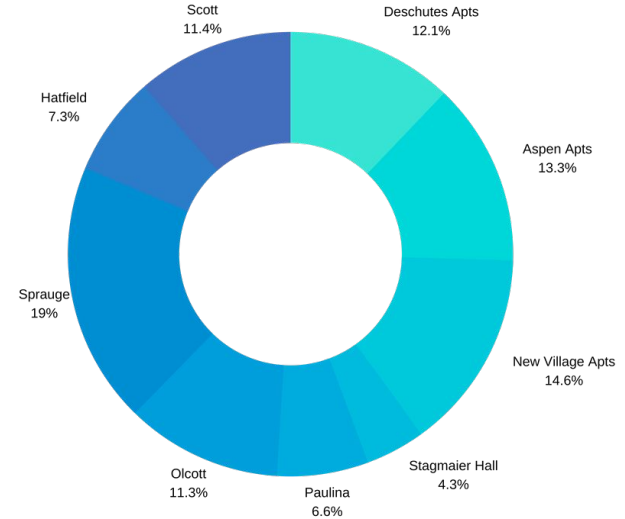
Master's Colleges and Universities: Larger Programs



Office of Residence Life

# MEET RESIDENCE LIFE

2,999 RESIDENTS  
9 RESIDENCE HALLS  
60 RESIDENT ASSISTANTS  
9 RESIDENT DIRECTORS  
3 AREA COORDINATORS



*Residence Hall Occupancy Breakdown*



# What is R.A.D!?

RA Development (R.A.D!) is an online, asynchronous training that engages Resident Assistants (RAs) at Bronson University in ongoing professional development. To access the game, RAs login to Canvas, Bronson University's learning management system (LMS), where they are enrolled in the R.A.D! course. Beginning before they arrive for summer training and continuing through the fall semester, RAs work in Canvas to complete 8 of 10 Stages, each focused on a different professional development topic. While there are 4 due dates, students can complete Stages at their own pace. For each Stage they complete, students receive up to 10 tokens. Tokens are awarded by professional staff based on grades for the assessments embedded in each Stage. RAs can "level up" and earn extra tokens by completing all 10 Stages. At the fall end-of-semester banquet, RAs can redeem their tokens for prizes or use them to enter raffles.

R.A.D! counts as a 1 credit professional development course, listed under the School of Education.



# R.A.D! Mission

RA Development! provides Resident Assistant staff with programs, resources, services, trainings, and opportunities to facilitate personal and professional development.

## R.A.D! Learning Objectives

- **Rreal:** Encourages transparency, fairness, and consistency that translates into practice for all students.
- **Empowering:** Invites students to take ownership of their personal and professional development.
- **Sincere:** Provides spaces for honest and genuine identity exploration.
- **Learning:** Acquisition of diverse knowledge and skills.
- **Innovative:** Features new methods for thinking that are both advanced and original.
- **Fascinating:** Creates an engagement for lifelong learning and development.
- **Encouraging:** Promise a positive outlook and give hope for future success.





## LEVEL 1:

### Summer Training

All RAs, new and returning, must complete Stage 1 prior to the start of RA Summer Training. This engagement gives students insight into the professional lives of the Residence Life staff.

The summer engagement allows RAs to feel more connected to the professional staff and experience mentorship before beginning the in-person training.

## LEVEL 2:

### Fall Level Up

#### *Timeline*

All RAs are required to complete 8 of the 10 Stages offered. Stages 2-4 are due by the end of September, 5-7 by the end of October, and 8-10 by the end of November.

#### *Grading*

Each assignment will be graded on a 10 point scale. The number of points received for each assignment translates into how many tokens the RAs receives for that Stage.

#### *Incentivising*

All RAs receive the following:

1. **R.A.D!** T-shirts
2. Magnets with Stage due date reminders

## LEVEL 3:

### Final Challenge

#### *Compete for the Prize!*

The 4 RAs with the most tokens at the end of the semester will compete in **R.A.D!** Jeopardy! during the end-of-semester banquet.

#### *Ultimate Prize*

The winning RA will receive

1. \$500 Amazon gift card,
2. **R.A.D!** Jeopardy! trophy, and
3. Opportunity to be the Dean of Students for a day!

#### *Raffle Prizes*

RAs can redeem tokens for prizes or entry in raffles at the end-of-semester banquet. Example prizes include:

1. White water rafting trip for 6
2. iPad
3. 1 year Netflix subscription
4. \$25 Starbucks gift card





# Rationale

## Gamification

**R.A.D!** is gamified—framed, presented, and structured—at all possible points. Students earn tokens for each of the Stages they complete. These tokens and an Ultimate Prize incentivize students to complete Stages, do well on the graded components, and engage in discussion.

## Timeline

To ensure **R.A.D!**'s success, the due dates of Stages do not conflict with busy times of the semester. Stages are due beginning of August and on the last days of September, October, and November. Online training is limited in August and avoided in December. However, Stage I is due prior to arriving to campus for RA Training. This allows for in-person continuation of exploration on the topic.

## Topics

Topics were selected based on:

- Research and theories with an emphasis on the work of Chickering and Reisser (1993) as an overarching framework;
- Ability to engage students in intentional personal and professional development;
- Pertinence to student experiences living on campus; and
- Relevance to national current events and trends.



# Sample Rubric

Each assessment or assignment assigned to RAs is graded by Resident Directors and Area Coordinators using a rubric.

Each assessment or assignment in every Stage has its own rubric that reflects the distinct learning outcomes of each assignment.

The rubrics are based on a 10 point scale that translates directly into how many tokens an RA receives when they complete the Stage. RAs can redeem their tokens at the fall end-of-semester banquet for prizes or entry for raffles.

Criteria	Ratings					Pts
Budget Completion	<b>3 pts Exemplary</b> The budget is clear and concise, addresses all essential needs of a budget, and effectively communicates the overall purpose the assignment	<b>2 pts Accomplished</b> Addresses all 4 essential questions of a mission statement, but is less clear and/or does not clearly convey the overall purpose of the division.	<b>1 pts Developing</b> Addresses fewer than 4 essential questions and thus is not clear about the overall purpose of the division.	<b>0 pts Absent</b> Assignment is missing.		3 pts
Calculations	<b>3 pts Exemplary</b> All calculations and formulas are done with complete accuracy.	<b>2 pts Accomplished</b> Calculations were completed carefully with few mistakes.	<b>1 pts Developing</b> Calculations and formulas are done with many errors making the budget inaccurate.	<b>0 pts Absent</b> Assignment is missing		3 pts
Effort	<b>4 pts Exemplary</b> Full effort put into the creation of this assignment	<b>3 pts Accomplished</b> Effort put in to cover the basic responsibilities assigned	<b>2 pts Developing</b> Lack of effort and failed to fully complete the assignment fully	<b>1 pts Little to no effort</b> Little effort was put into this assignment and failed to complete the assignment	<b>0 pts No effort</b> No effort put into the assignment	4 pts
Total Points: 10						

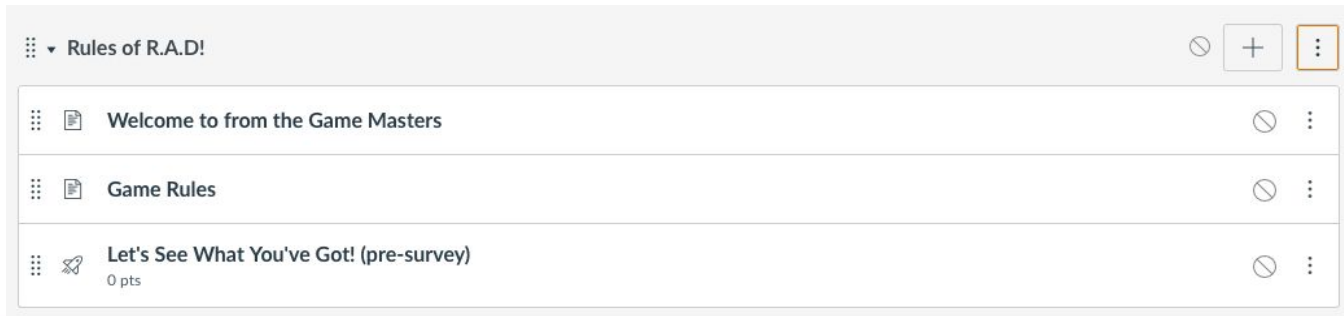


# Take a Peek at R.A.D.!

What follows are mock-ups of [R.A.D.!](#)'s Canvas site. In the live site, all elements are clickable and take RAs directly to the page, quiz, discussion, website, survey, forum, and/or article. For detailed information on each Stage, please refer to the supporting document which outlines the due date, description, rationale, resources, theory, and research for each Stage.

Each Stage has an orientation document outlining the challenge of the Stage and the instructions to address it. Additionally, each Stage has either an assignment or an assessment, which will be graded by the professional staff. Finally, all Stages have a Forum where students reflect on their learning and engage in conversation with their peers.

The Rules of [R.A.D.!](#) (below) introduces RAs to the extended training format. It includes a page with in-depth description of the rules, token system, and grading. This introduction also includes a pre-survey to assess each participants' abilities and knowledge on the topics explored in the Stages.



# Stage 1

# Due: Before Move In

Stage 1: Planet TEDTalks (Summer)			⊙	+	⋮
⋮	📄	Stage 1 Challenge & Rules-2	⊙	⋮	
⋮	🔗	TEDTalk: Get to Know Our Resident Directors	⊙	⋮	
⋮	🔗	TEDTalk: Our Director of Residence Life	⊙	⋮	
⋮	📄	Research Says "Mentoring Relations: A Definition to Advance Research and Practice."	⊙	⋮	
⋮	📄	Research Says "Leaving College: Rethinking the Causes and Cures of Student Attrition"	⊙	⋮	
⋮	📄	Upload: Your TEDTalk!	⊙	⋮	
⋮	💬	Stage 1 Forum: Considering the research, describe what you believe to the two most important aspects of your job as RA.	⊙	⋮	



Refer to page 1 in the supporting document for an in depth description of this Stage.

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# Stage 2

Due: September 30

⋮	▼ Stage 2: Intentional Space	⊘	+	⋮
⋮	📄 Stage 2 Challenge & Rules-2	⊘	⋮	
⋮	🔗 Reading: "Small Ways to Help Students"	⊘	⋮	
⋮	🔗 Toolkit: The Kon Mari Method	⊘	⋮	
⋮	📄 Research Says "Make Way for Millennials!"	⊘	⋮	
⋮	💬 Stage 2 Forum: How do you make your building feel smaller?	⊘	⋮	
⋮	🚀 Test Your Knowledge!	⊘	⋮	



Refer to pages 1-2 in the supporting document for an in depth description of this Stage.

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# Stage 3

Due: September 30

## Stage 3: Relationship Building



### Stage 3 Challenge & Rules



Reading: The Flip Side of Engagement: Battling the Loneliness Epidemic on College Campuses [↗](#)



Toolkit: Motivational Interviewing [↗](#)



Toolkit: Restorative Justice Circles [↗](#)



Upload: Audio Recording of Your Circle



Stage 3 Forum: How was your experience facilitating a restorative justice circle or using motivational interviewing?



Refer to page 2 in the supporting document for an in depth description of this Stage.

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# Stage 4

# Due: September 30

Stage 4: Weather! DUN DUN DUN!

Stage 4 Challenge & Rules

Video: Severe Weather Preparedness Checklist

Toolkit: Hurricanes

Toolkit: Tornadoes

Toolkit: Snow Storms

Toolkit: Wildfires

Can You Survive? Severe Weather Simulation  
0 pts

Stage 4 Forum: Reflect on how prepared you feel to handle severe weather.



Refer to pages 2-3 in the supporting document for an in depth description of this Stage.

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# Stage 5

Due: October 31

Stage 5: Peace of Mind		⊖	+	⋮
⋮	📄 Stage 5 Challenge & Rules	⊖	⋮	
⋮	🔗 Podcast: Mindfulness in Eight Weeks/Days <a href="#">↗</a>	⊖	⋮	
⋮	📄 Research Says "Mindfulness-Based Meditation to Decrease Stress and Anxiety in College Students"	⊖	⋮	
⋮	📄 Research Says "Meditation Lowers Stress and Supports Forgiveness Among College Students"	⊖	⋮	
⋮	📄 Toolkit: What is Mindfulness?	⊖	⋮	
⋮	📄 Upload: My Peace of Mind Playlist	⊖	⋮	
⋮	📄 Just How Mindful Are You?	⊖	⋮	
⋮	💬 Stage 5 Forum: Describe a time when you used mindfulness to change your outlook.	⊖	⋮	



Refer to page 3 in the supporting document for an in depth description of this Stage.

# Stage 6

Due: October 31

Stage 6: Exploring Special Populations	⊖	+	⋮
Stage 6 Challenge & Rules	⊖	⋮	
Get to Know: Students Experiencing Food or Housing Insecurity	⊖	⋮	
Test Your Knowledge: Food and Housing Insecurity	⊖	⋮	
Get to Know: Students Who are Pregnant or Lactating	⊖	⋮	
Test Your Knowledge: Students Who are Pregnant or Lactating	⊖	⋮	
Get to Know: Student-Athletes	⊖	⋮	
Test Your Knowledge: Student-Athletes	⊖	⋮	
Get to Know: Students with Mental Health Issues	⊖	⋮	
Test Your Knowledge: Students with Mental Health Issues	⊖	⋮	
Upload: Information on a Special Population of Your Choice	⊖	⋮	
Stage 6 Forum: Identify 3 specific ways you can support students from one of the special populations.	⊖	⋮	



Refer to pages 3-4 in the supporting document for an in depth description of this Stage.

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# Stage 7

Due: October 31

Stage 7: Money Matters					
		Stage 7 Challenge & Rules			
		Toolkit: 5 Awesome Apps for Setting a College Student Budget			
		Toolkit: College Student Budget Worksheet			
		Toolkit: Budgeting for College Students: Where to Start			
		MythBusting: Paying for College			
		Upload: Your Personal Budget 10 pts			
		Stage 7 Forum: What tips and strategies do you have for staying on budget?			



Refer to page 4 in the supporting document for an in depth description of this Stage.

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# Stage 8

Due: November 30

## Stage 8: Focusing on You

Stage 8 Challenge & Rules

Take: Myers Briggs Personality Assessment

Take: Strong Interest Inventory

Upload: Career Scavenger Hunt Worksheet

Stage 8 Forum: How do these assessments help you explore yourself and your professional development?



Refer to page 4-5 in the supporting document for an in depth description of this Stage.

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# Stage 9

Due: November 30

⋮ ▾ Stage 9: Navigating Political Environments: Current Trends in Higher Ed

⋮

Stage 9 Challenge & Rules

⊘ ⋮

⋮

[The Chronicle of Higher Education](#) ↗

⊘ ⋮

⋮

[Inside Higher Ed](#) ↗

⊘ ⋮

⋮

Stage 9 Forum: How are these current trends in higher education reflected on our campus?

⊘ ⋮



Refer to page 5 in the supporting document for an in depth description of this Stage.

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# Stage 10

Due: November 30

## Stage 10: P.O.P. -- Professional Online Presence

Stage 10 Challenge & Rules

Toolkit: Guide to Creating an Effective LinkedIn

Toolkit: Developing your online presence

Upload: Link to Your LinkedIn Profile

Stage 10 Forum: How does being an RA influence your digital identity and online presence?



Refer to page 5 in the supporting document for an in depth description of this Stage.

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# Final Challenge

# R.A.D! JEOPARDY!

- ⋮ 🚀 RSVP to the Residence Life Banquet!  
0 pts
- ⋮ 📁 Upload: Video Reflection
- ⋮ 🚀 Let's See What You've Learned! (post-survey)  
0 pts
- ⋮ 🗝️ The Final Challenge: Jeopardy!

Stage 1	Stages 2-4	Stages 5-7	Stages 8-10	Random
<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>
<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>
<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>
<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>	<u>500</u>



# Benefits of R.A.D!

1. Asynchronous format of R.A.D! allows for students to work at their own pace.
2. Leverages LMS technology already in use at Bronson University.
  - a. Exciting implications for incorporation of additional technology, such as apps.
3. Easily adaptable to a wide scope of departments at Bronson and other universities:
  - a. Stages can be updated or replaced to respond to emerging issues or campus need;
  - b. Implementation is minimal and the budget is flexible;
  - c. Can be hosted in any LMS in use at other institutions; and
  - d. Easy to engage a large number of students without draining staffing resources.
4. R.A.D! counts as a 1 credit professional development class:
  - a. Encourages collaboration between faculty and staff educators;
  - b. Validates the content and pedagogy of R.A.D!; and
  - c. Acknowledges students' time and effort.
5. Builds community among the RA and professional staff through semester-long engagement.
6. R.A.D! is grounded in Higher Education theory and research.
7. Gamification and incentives make R.A.D! fun and engaging for student staff!





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## R.A.D! Supporting Document

### Overarching Theory & Pedagogy

R.A.D! is grounded in Chickering and Reisser's (1993) Seven Vectors theory. The training is designed to provide professional and personal development for the Resident Assistants at Bronson University. Developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity serve as the touchpoints each of the stages are built upon. R.A.D! utilizes pre- and post-assessments to measure changes in knowledge and abilities rooted in the topics covered in the training.

### Stage 1: Planet TED Talks

**Due Date:** August 5, prior to arrival at RA summer training.

**Description:** Stage 1 provides insight into the professional lives of the Residence Life Professional Staff. Each Resident Director will record a short 10 minute TED Talk about a professional topic of their choice that they have experienced. The Director of Residence Life will also record a TED Talk about the importance of leadership and mentorship in residence life. This will allow for all the RAs to feel more connected to the Professional staff and to experience mentorship.

**Rationale:** Healy and Welchert (1990) emphasize that mentoring functions, such as getting to know professional staff or learning from their experiences, are conducive to developmental transformation in students. Stage 1 allows RAs to begin to develop mentoring relationships with the Bronson Residence Life staff. Asking students to engage with mentors early and often reflects Tinto's (1993) theory of retention through social integration. By experiencing the importance of mentors, RAs can begin serving as mentors to their residents.

**Chickering's Vectors Addressed:** Moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, and developing purpose.

**Discussion:** Considering the research, describe what you believe are the two most important aspects of your job as RA.

**Research:**

Healy, C. C., & Welchert, A. J. (1990). Mentoring Relations: A Definition to Advance Research and Practice.

*Educational Researcher*, 19(9), 17–21. Retrieved from <https://doi.org/10.3102/0013189X019009017>

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. (2nd.ed.). Chicago, IL: The University of Chicago Press.

### Stage 2: Intentional Space

**Due Date:** September 30

**Description:** Stage 2 focuses on the importance of space and making students feel noticed. There are two articles for RAs to read—one on making students feel noticed and the other is on zero waste. Through the Stage 2 Forum, RAs will explore and share ways to implement what they learned into their residence halls. There is a short 5 question quiz to ensure readings were done with care.

**Rationale:** It is important that students feel comfortable and safe in a welcoming space. Rickes (2009) noted that students want more spaces to call their own—single rooms, contemplative spaces, and study spaces. Stage 2 invites RAs to consider how the space of their residence halls is intentionally used to shape their lives and to welcome residents. By leveraging space, we can make the Residence Hall feel like a close-knit community where students feel at home.

**Chickering's Vectors Addressed:** Establishing identity, developing purpose, and developing integrity.

**Links to readings:** [Kon Mari Method](#), [Small Ways to Help Students](#)

**Research:**

Rickes, Persis C. "Make way for Millennials! How today's students are shaping higher education space: from generations in perspectives, through generational cycles, and on to the influence of Millennials on-campus space." *Planning for Higher Education*, vol. 37, no. 2, 2009, p. 7+. *Academic OneFile*.

### Stage 3: Relationship Building

**Due Date:** September 30

**Description:** Stage 3 helps RAs develop skills for building relationships with their residents and develop skills with techniques such as motivational interviewing and restorative justice circles, as well as completing a webinar entitled *The Flip Side of Engagement: Battling the Loneliness Epidemic on College Campuses*. This webinar provides context and definition to the concept of engagement to inform RAs in support of their residents who may be experiencing loneliness or difficulty engaging. RAs will read articles about motivational interviewing and restorative justice circles to enhance their knowledge. To successfully complete Stage 3, RAs will facilitate a restorative justice circle in their residence hall or employ motivational interviewing techniques in conversations with their residents. Students will reflect on their experiences in the Stage 3 Forum.

**Rationale:** In order for RAs to be successful in their position, they must be able to build a trusting relationship with their residents. Motivational interviewing not only helps RAs build these relationships with their residents, but it also has been shown to have benefits such as increased academic motivation when used appropriately (Gutierrez, Foxx, & Kondili, 2018). Additionally, residents will approach the RAs seeking advice about problem solving and conflict resolution, among many other things. Restorative justice practices have been shown to foster student development and an educational community, both of which are important to a thriving residence hall (Clark, 2014). These two practices combined will help create a supportive community within each residence hall that fosters student development and achievement.

**Chickering's Vectors Addressed:** Developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity.

**Resources:** [Webinar](#), [Restorative Justice](#), [Motivational Interviewing](#)

**Research:**

Clark, K. L. (2014). A Call for Restorative Justice in Higher Education Judicial Affairs. *College Student Journal*, 48(4), 707–715.

Gutierrez, D., Foxx, S. P., & Kondili, E. (2018). Investigating the Effectiveness of a Motivational Interviewing Group on Academic Motivation. *Journal of School Counseling*, 16(14), 1–25.

### Stage 4: Weather! DUN DUN DUN!

**Due Date:** October 31

**Description:** In Stage 4, RAs learn about preparedness for various inclement weather situations, including hurricanes, tornados, snow storms, and wildfires. Once they have finished reviewing the resources provided, they will test their learning in a virtual simulation of an inclement weather scenario which is randomly generated. In the simulation, RAs will make decisions about preparing for and responding to severe weather. If a decision or series of decisions the RA makes contradict the resources provided, they will be forced to restart. Once they have completed the simulation, RAs will debrief in the Stage 4 Forum.

**Rationale:** Having a prepared and well-trained RA staff is crucial in times of weather-related crisis. Stage 4 prepares RAs for a variety of severe weather situations so that they can assist their residents, no matter the weather! Successful leadership in emergencies, such as severe weather, is only possible if the leaders are adequately prepared to make good decisions in these situations (Useem, Cook, & Sutton, 2005).

**Chickering's Vectors Addressed:** Developing competence, managing emotions, and moving through autonomy toward interdependence.

**Resources:** [Severe Weather Preparedness Checklist](#), [Hurricane Safety](#), [Tornado Safety](#), [Snow Storm Safety](#), [Wildfire Safety](#)

**Research:**

Useem, M., Cook, J., & Sutton, L. (2005). Developing Leaders for Decision Making Under Stress: Wildland Firefighters in the South Canyon Fire and Its Aftermath. *Academy of Management Learning & Education*, 4(4), 461–485.

## Stage 5: Peace of Mind

**Due Date:** October 31

**Description:** Stage 5 engages students in the exploration of mindfulness meditation. Students begin by listening to all eight episodes of the *Mindfulness in 8 Weeks* podcast. This foundation of experience is enhanced with two academic articles (see below) that add to student's understanding of the benefits of mindfulness practice. Then students are provided with *Greater Good* magazine's mindfulness definitions as a resource. Students assess their own mindfulness using the *Greater Good's* mindfulness quiz!

**Rationale:** Evidence presented by Oman, et al. (2008) and Bamber and Schneider (2016) suggests that developing a mindfulness practice lowers anxiety and stress while increasing forgiveness. Considering the myriad of pressures faced by college students, providing them with ways to reduce anxiety and stress is important to maintaining a safe and healthy residential environment for all.

**Chickering's Vectors Addressed:** Developing competence, managing emotions, establishing identity, and developing integrity.

**Resources:** [Mindfulness Quiz](#), [Mindfulness Resources](#)

**Research:**

Bamber, M. D., & Schneider, J. K. (2016). Mindfulness-based meditation to decrease stress and anxiety in college students: A narrative synthesis of the research. *Educational Research Review*, 18, 1-32.

Oman, D., Shapiro, S. L., Thoresen, C. E., Plante, T. G., & Flinders, T. (2008). Meditation lowers stress and supports forgiveness among college students: A randomized controlled trial. *Journal of American College Health*, 56(5), 569-578.

## Stage 6: Exploring Special Populations

**Due Date:** October 31

**Description:** In Stage 6, RAs have the opportunity to explore populations of students with increasing presences on college campuses. RAs are presented with 4 populations—students experiencing food or housing insecurity, who are pregnant or lactating, who are student-athletes, or who live with mental health challenges. RAs are required to engaged with 3 of the presented populations and do research on a special population of their choice. To demonstrate learning, RAs describe specific ways they can support these populations in the Stage 6 Forum.

**Rationale:** As students begin to explore their positionality in the world, developing understanding of people with different lived experiences is crucial to maturation (Chickering and Reisser, 1993). Stage 6 invites students to unpack their positionality while attempting to understand the positionality, privilege, and oppression of others (McIntosh, 2013).

**Chickering's Vectors Addressed:** Developing competence, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity.

**Resources:** [Food Insecurity on College Campuses](#), [College Student Hunger](#), [Know Your Rights: Breastfeeding](#), [Normalizing Breastfeeding](#), [Engaging the Student-Athlete Identity](#), [Student-Athlete Skills & Strategies](#), [Being Proactive about Mental Health in College](#), [NASPA's Mental Health Focus Area](#)

**Research:**

Bostick, M. W., Albrecht, S. A., Baghdadi, N., Haley, C., & Spatz, D. L. (2016). Do American colleges and universities support the lactation needs of students?. *Breastfeeding Medicine*, 11(7), 376-379.

Goldrick-Rab, S., Richardson, J., Schneider, J., Hernandez, A., & Cady, C. (2018). *Still hungry and homeless in*

college. Madison, WI: Wisconsin Hope Lab.

Hodes, J. S., James, T., Martin, G., & Milliner, K. (2015). Go for the win: A collaborative model for supporting student-athletes. *Learning Assistance Review*, 20(1), 47-60.

McIntosh, P. (2013). Teaching about privilege: Transforming learned ignorance into usable knowledge. *Deconstructing privilege: Teaching and learning as allies in the classroom*, xi-xvi. New York: Routledge.

Pedrelli, P., Nyer, M., Yeung, A., Zulauf, C., & Wilens, T. (2015). College students: mental health problems and treatment considerations. *Academic Psychiatry*, 39(5), 503-511.

## Stage 7: Money Matters

**Due Date:** October 31

**Description:** In Stage 7, RAs access three tools to engage them establish a budget. RAs will take a money management quiz to help them place themselves on the spectrum of financial wellness. Using the wisdom provided in the budgeting worksheet, RAs upload a personal budget for review by professional staff. RAs synthesize their learning and experience through conversation in the Stage 7 Forum.

**Rationale:** As highlighted in Montalto, et al. (2018), over 50% of students have taken out a student loan, nearly 60% have credit cards, and nearly 70% report being stressed about their finances. These findings indicate a need for education regarding finances and budgeting. Stage 7 aims to help students develop their financial literacy by engaging RAs with direct practice in budgeting to benefit themselves and to share with their residents.

**Chickering's Vectors Addressed:** Developing competence, moving through autonomy toward interdependence, establishing identity, and developing integrity

**Resources:** [Budgeting for College Students: Where to Start](#), [College Student Budget Worksheet](#), [5 Awesome Apps for Setting a College Student Budget](#)

**Research:**

Montalto, C. P., Phillips, E. L., McDaniel, A., & Baker, A. R. (2018). College student financial wellness: Student loans and beyond. *Journal of Family and Economic Issues*, 1-19.

## Stage 8: Focusing on You

**Due Date:** November 30

**Description:** Stage 8 shifts the students' focus to themselves on an individual level. The Office of Residence Life, in partnership with the Office of Career Services, asks each RA to take both the Strong Interest Inventory and the Myers-Briggs Assessment. Afterward, each RA meets with a Career Counselor to review the results. By taking these assessments and reflecting on the results, the student staff will develop their understanding of themselves. In turn, the RAs will be able to help residents understand themselves more fully. RAs will complete a Career Scavenger Hunt to locate job posting that suits them in light of the results of these two assessments.

**Rationale:** Holland's Theory of Career Choice (RIASEC) (1997) maintains that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that allow them use their skills and abilities and to express their attitudes and values while taking on enjoyable problems and roles. Behavior is determined by an interaction between personality and environment. The Strong Interest Inventory and Myers-Briggs, which is grounded in the Holland Theory, provides RAs opportunities to explore themselves and possible careers - matching the mission of Resident Assistant Development (R.A.D!) training. The Holland Theory is important for our students to increase the likelihood of career satisfaction and academic success.

**Chickering's Vectors Addressed:** Managing emotions, moving through autonomy toward interdependence, establishing identity, and developing purpose.

**Resources:** [Myers-Briggs Assessment](#), [Strong Interest Inventory](#)

**Research:**

Holland, J. L. (1997). Making vocational choices: A theory of vocational personalities and work environments



(3rd ed.). Odessa, FL, US: Psychological Assessment Resources.

Walsh, B. W., & Holland, J. L. (1992). A theory of personality types and work environments. In W. B. Walsh, K. H. Craik, & R. H. Price (Eds.), *Person–environment psychology: Models and perspectives* (pp. 35-69). Hillsdale, NJ, US: Lawrence Erlbaum Associates, Inc.

## Stage 9: Navigating Political Climates: Current Trends in Higher Ed

**Due Date:** November 30

**Description:** In Stage 9, students are tasked with finding two articles related to current trends in higher education. RAs will post the article, their synopsis of it, and a brief description of how they believe it relates to our campus in the Stage 9 Forum. RAs will then comment on three other RA's submissions engaging in dialogue about how these articles relate to the Bronson community. Students are encouraged to use resources such as *Inside Higher Ed* or *The Chronicle of Higher Education*, and other reputable news outlets.

**Rationale:** In an increasingly polarized nation, it is vital that students understand how to navigate difficult topics and discussions. Studying current events not only helps students conceptualize abstract historical, social, economic, and political concepts, but it illustrates the ways in which these issues are present in our current society (Haas & Laughlin, 2002). The study of current events has also been shown to teach inquiry as a process, which helps students develop critical thinking skills and general competence (Haas & Laughlin, 2002).

**Chickering's Vectors Addressed:** Developing competence, moving through autonomy toward interdependence, and developing integrity.

**Resources:** [Inside Higher Ed](#), [The Chronicle of Higher Education](#)

**Research:**

Haas, M. E., & Laughlin, M. A. (2002). *Multiple Strategies for Teaching Current Events*. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED482208&site=ehost-live>

## Stage 10: P.O.P. - Professional Online Presence

**Due Date:** November 30

**Description:** Stage 10 walks students through how to shape their digital identity as young professionals in the 21st Century. The LinkedIn guide will help students navigate building an effective profile and professional presence online. The guide also provides tips and tools on how to utilize LinkedIn to best network and begin developing their career trajectories. Each RA will upload their LinkedIn profile for the professional staff to review and provide feedback.

**Rationale:** Martinez-Aleman and Wartman (2008) investigate how college students use online sites to explore and make sense of their identities. Using their work as a foundation, Stage 10 examines how digital identity is an emerging topic of discussion for students and higher education researchers. Stage 10 guides RAs in reviewing their digital identity in the context of a changing world.

**Chickering's Vectors Addressed:** Developing competence, moving through autonomy toward interdependence, and establishing identity vectors

**Resources:** [Developing Your Online Image](#), [How to Craft the Perfect LinkedIn Profile](#)

**Research:**

Martinez-Aleman, A.M., & Wartman, K.L. (2008). *Online social networking on campus: Understanding what matters in student culture*. New York: Routledge

## Final Challenge

**Due Date:** November 30

**Description:** The Final Challenge asks students to reflect on the totality of their learning during R.A.D! Reflection happens through a variety of means: video narrative, post-assessment, and R.A.D! Jeopardy! Additionally, the Final Challenge captures student's RSVP to the end-of-semester banquet.