

Reinventing Student Leader Training

To Promote Self-Authorship & Transformative Learning

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Who We Are...

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Learning Outcomes for the Session

- Connect the idea of developmental capacities to student leader responsibilities at your institution
- Determine the extent to which your student leader training promotes the capacities required of the student leader roles at your institution
- Learn resources to further align your student leader training with promoting self-authorship and the Learning Partnerships Model
- Name at least 3 next steps toward making your student leader training more learning centered



Overview of Session

- Opening Activity
- Context
- Developmental Foundation
- Gryphon (RA) Training
- Next Steps



Opening Activity

How do you want your students to think, act, and relate differently as a result of your student leader training?

What would your ideal student leader look like, sound like, be like...?



Lehigh University Snapshot

- Located in Bethlehem, Pennsylvania
- 4500 undergraduate students and 2000 graduate students
- Mid-sized residential research institution
- 2500 students living in residence halls
- 900 students living in University owned Greek houses
- 42% of students affiliated with social Greek organizations



LU Residence Life Snapshot

- 2 Year Living Requirement
- Split System
- Office of Residence Life Structure
 - Assistant Dean/Director
 - Director of Student Life Curriculum & Residential Staff Development
 - 5 Assistant Directors oversee 12 residential areas
 - 1 Graduate Assistant
 - 101 Gryphons (Resident Assistants)



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Teaching Centered → Learning Centered Practice

- Appreciative Inquiry Process (2011)
- Traditional Model → Student Life Curriculum Model
 - Creation of Director SLC & RSD position
 - bLUeprint
 - 2013-2014 pilot
 - All residential students exposed to language and learning experiences involved
 - Necessitated recruitment and training changes



Developmental Foundation

- We expect a lot from students... ("Unwritten Curriculum")
 - Gryphons will learn to foster an inclusive community while also holding all community members accountable within their residence hall.
- Competencies AND Capacities
- Self-authorship (Baxter Magolda, 2001)
 - Required to meet these expectations
 - Foundation of bLUeprint



Self-Authorship

- 3 dimensions of development
 - Cognitive (How do I know??)
 - Intrapersonal (Who am I?)
 - Interpersonal (How do I relate to others?)



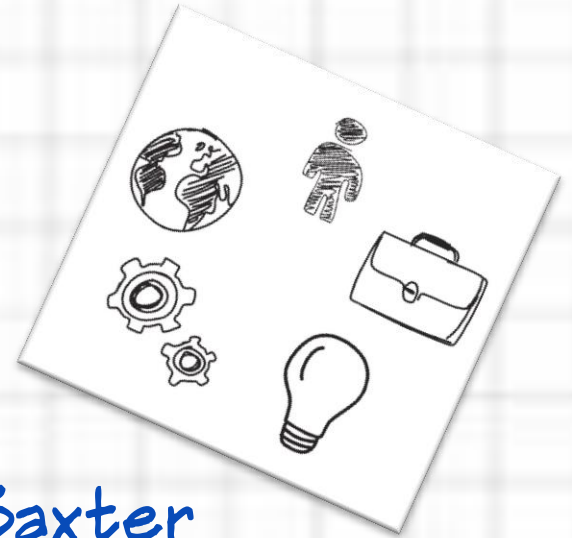
Developmental Practice

- 5 Foundations

- Creative Curiosity (Cognitive)
- Identity Development (Intrapersonal)
- Collaborative Connections (Interpersonal)
- Inclusive Leadership
- Professional Growth & Success

- Learning Partnerships Model (Baxter Magolda & King, 2004)

- Resident Assistants as collaborators in the learning process
- Students taking ownership in educational process



Training Then...

- Information overload
- Talking heads
- Passive participation
- Staff burnout and fatigue
- One size fits all training experience
- Lack of implementing assessment results
- Lack of connection and on the job implementation



Training Reinvention Phase I

- Utilized assessment data to make changes
- Shortened training overall
- Built in a day off
- Created shorter, more professional sessions drawing from professional conferences
- Met with presenters and encouraged them to be more interactive
- Information sessions → Resource Fair



Training Reinvention Phase II: Big Picture

- More focus on learning and discussion than memorizing content during scheduled times
- Online training modules
- Cumulative and connected training experience
- Increased reflection and sharing of personal stories to apply concepts to their roles
- Prepare and engage student leader with new Student Life Curriculum (bLUeprint)



Training

Discover

Informational Content &
Fundamentals

Explore

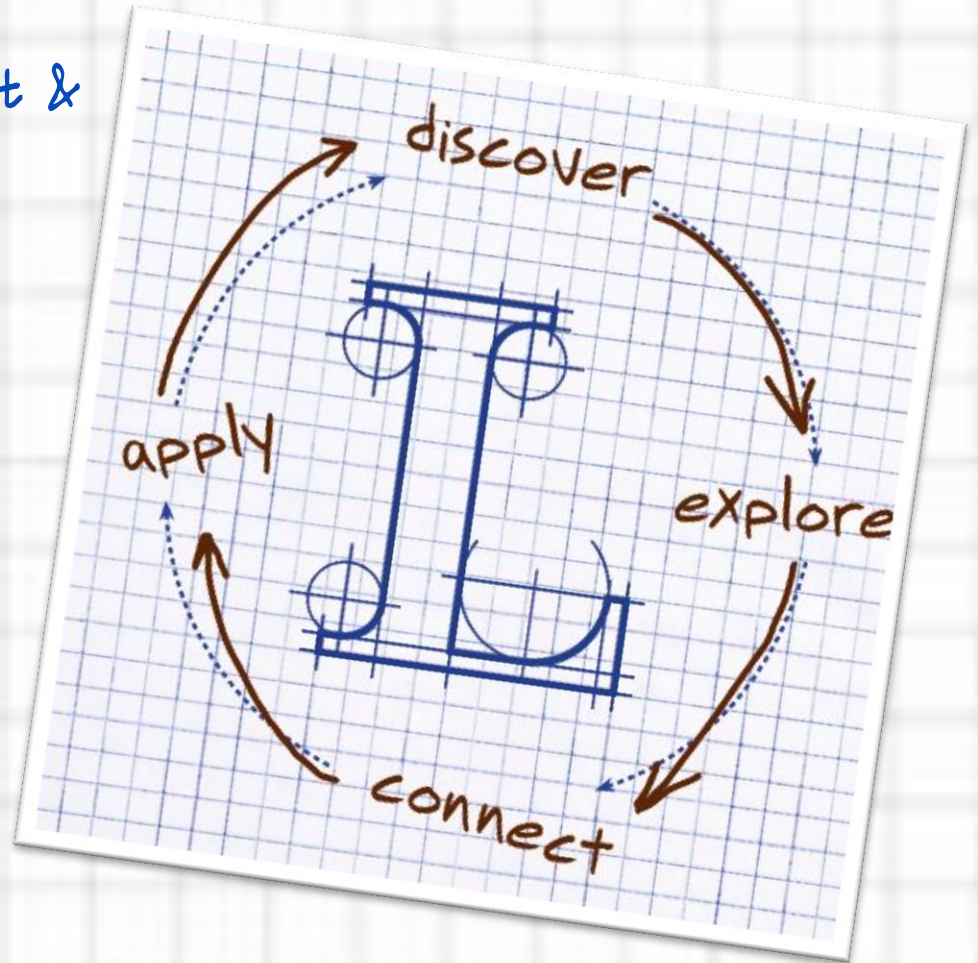
Stories & Discussion

Connect

DIY

Apply

Ongoing Training &
Development



Discover

- Online learning modules
- Introduce bLUeprint philosophy & ORL changes as a result (programming model → community development)
- Content heavy training presentations (protocol information)
- ORL State of the Union
- Beacon, NCHA, Internal ORL Data



Explore

- Sharing personal stories (staff and students)
- Discussions and activities around 5 Foundations
 - Ways of Knowing (Creative Curiosity)
 - Life Values Inventory (Identity Development)
 - True Colors Inventory (Collaborative Connections & Inclusive Leadership)
- Resource Scavenger Hunt



Connect

- Connect Gryphoning to Larger Context
 - Link Gryphon responsibilities to 5 Foundations
 - Student Concern & Resource Panels
 - Museum of Social Justice Activity
- DIY
 - Practice G Chats, CDEs, Summer Reading
 - Create own bLUeprint
 - True Life
 - Pecha Kucha Presentations



Apply

- Online learning modules available all year
- Gryphon Leadership Tracks
- Lunch & Learns
- Experiential Winter Training
- 1:1 and 1:3 Reinvented Supervision Meetings
- Revisit sociograms & bLUeprints (selection processes)



Assessment

- Focus groups
- Gryphon Training Surveys
- Quizzes at the End of Online Modules
- Gryphon License Exam
- ORL End of Year Gryphon Assessment
- 1:1 Meetings with ORL Professional Staff



Actual Data

15%

Prepared to build community on floor

6%

Understand Code of Conduct & can explain to residents

7%

Pacing of Training was appropriate

- 88% prepared to engage in g-chats with residents
- 94% learned how to effectively utilize campus resources
- 92% feel prepared to serve as a role model
- 94% are prepared to execute Community Development Experiences with residents
- 6x more time spent in small group / role play activities



"All this discussion about developing our identity and discovering our own definition of success really hit home. This is a process I have been reflecting on quite a bit lately and it was very interesting to hear how others are going through a similar process."

"I've also become more confident in my leadership abilities and am very excited to help the incoming freshmen on my hall go through this amazing journey."



"My capacity for caring and understanding the many different thoughts behind the first year students initial move-in at Lehigh has increased."

"I am capable of doing things that I never knew I could. I can lead in several different ways."

"Learning takes place in small chunks, often insight is gained as the culmination of hundreds of small conversations."



Benefits to New Model

- More engaged students
- Common language across campus
- Save money, time and resources



Videos



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Next Steps

What are 3 steps your office can take to make student leader training more learning centered?

Question & Answer



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