



## University of British Columbia

### Student Leadership

Student Staff: 145

- Residence Advisors, Senior Advisors and Residence Coordinators

#### RHA Executive Board

- Compensated through housing
- 9 members of the RHA

#### Residence Association – Hall Government

- President, Secretary, Treasurer, Sports Reps and House Presidents
- Advised by RLM

#### House Council

- House President and Floor Reps
- Advised by RC

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### Residence Committees:

- Academic, Sustainability, Equity, Rec in Rez, Musical
- Led by an RC and multiple RAs

### Creation of Committee Structure:

- During a summer internship with housing by an RC
- Based on: I. Student Involvement Theory (Astin)
  - **Involvement**
- II. Mattering and Marginality (Schlossberg)
  - **Mattering**

## University of British Columbia

### How to get residents involved in committees:

- Advertised on Housing website during summer
- Part of email sent to all 1<sup>st</sup> year students in residence
- Involvement Fair – Committee booths staffed by RA's ; in September and January

### Unique benefits to committee structure:

- Create partnerships with other groups on campus;  
ex: Equity Ambassadors, Access and Diversity, Sexual Assault Support Centre (SASC), Allies UBC, Pride UBC
- RA's work alongside residents as peer leaders

## What does *Student Leadership* mean?

- Before you create student leadership opportunities in your residence community, it is important to define student leadership.
  - What does it mean to your students, to your staff?
  - Why do students become involved, what are they looking to get out of the experience?

## What does *Student Leadership* mean?

### Activity:

- Divide into groups of 4-5
- Rank the following in order of importance as reasons why you think residents become involved in their residence community
  - Gain or develop skills and experience for resume
  - Make contributions to the community
  - Meet new people
  - Have fun
  - Guaranteed housing
  - Other – please specify

## What does *Student Leadership* mean?

- While completing the exercise, keep the guiding questions in mind
  - What does Student Leadership mean to your residents?
  - What kinds of opportunities are available for your residents to become involved?

## From a UBC Perspective

- **7/12** residents on committees ranked 'gain or develop skills' as their #1 reason for involvement
- **0/9** council members ranked 'gain or develop skills' as their #1 reason for involvement (5 people ranked it as least important)
- **1/12** residents on committees ranked 'have fun' as their #1 reason for involvement
- **4/9** council members ranked 'have fun' as their #1 reason for involvement, 2 more ranked it as their #2 reason.

## From a UBC Perspective - Staff

What does Student Leadership mean to you?

- "Students taking ownership of their experience and making a difference"  
– Residence Life Manager
- "Student leadership is individual responsibility to be the change you want to see"  
– Residence Coordinator
- "It means I am a role model for my peers and am someone who makes choices and decisions to better the community we live in"  
– Residence Advisor
- "Student leadership to me is contributing to the university experience in a non-academic way"  
– Residence Advisor

## From a UBC Perspective - Residents

What does Student Leadership mean to you?

- "Embrace other students opinions and help them be aware of potentials that they did not know of"  
– Resident on the Academic Team
- "Being involved and helping out where you live"  
– Resident on Rec'n Rez
- "Students who take an initiative in assisting their community's development"  
– Totem Park Residence Association Sports Rep
- "Getting involved, making residence the place you want it to be and giving back"  
– Totem Park Residence Association Treasurer

## Impact on the live-in professionals

Multiple Demands:

Priorities vs. Practice

Intangibles of the Job

## Impact on the live-in professional

Multiple Demands:

- Advising different student groups: our experience

## Training for live-in professionals

Training Provided:

- CWU
  - Fall RHC training
    - One and a half hours by Assistant Director and Director
  - Fall retreat with RHLs
    - With student staff advisors
    - Facilitated by RHA advisors (RHC and Assistant Director)
- UBC
  - August training
    - Two hours facilitated by returning staff

## Advisor Recognition Training (ART)

- History: Came out of SAACURH region
- No one is in charge of it nationally
  - PACURH has asked Amanda Rodino and Shelly Clark to ensure this happens at regional conferences
  - Cannot have packets electronically until you have completed the curriculum
- Requirements:
  - 5 Core Courses
    - I – Advisor as an Information Resource
    - II – Student/Group Development Theory and Models
    - III – Recruitment and Retention
    - IV – Working with an Executive Board
    - V – Meetings and Activities

## Advisor Recognition Training (ART)

- Requirements:
  - 3 Elective Courses
    - Legal Issues
    - How Diversity Affects the RHA
    - Conferencing
    - Motivation
    - Working with the NCC
    - Advising NRHH Chapters
    - Bids, Bid Writing, and Presenting
  - Experiential
    - Two years of professional experience advising
    - Attended NACURH Affiliated (not state level) conference
    - Attended a NACURH business meeting (regional or national)

## Group Questions

- Is ART relevant?
- What other trainings are applicable to advising if not called 'advising'?
- How much training is needed and how do we know when it is needed?

## Competencies of Basic Advising

- What are the basic competencies/skills required to be an effective advisor to student groups?
  - Administrative Abilities
  - Communication
  - Conflict Resolution / Mediation
  - Diversity Appreciation
  - Motivation
  - Recognition
  - Life Skills
    - Writing, editing, etc.

## Outcomes Based Planning for Professional Development

- What are the benchmarks?
  - Council for the Advancement of Standards (CAS)
  - Student Leadership Programs Must:
    - Provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership
    - Assist students in gaining varied leadership experience
    - Use Multiple leadership techniques, theories, and models
    - Recognize and reward exemplary leadership behavior
    - Be inclusive and accessible
- Question: As Hall Government or RHA advisors, are we able to impact these?

## Outcomes Based Planning for Professional Development

- Professional Staff Should Possess:
  - Ability to work with diverse students
  - Knowledge of the history and current trends in leadership theories, models, and philosophies
  - Leadership experiences
  - Followership experiences
  - Knowledge of organizational development, group dynamics, strategies for change and principles of community
  - Knowledge of diversity issues related to leadership
  - Ability to evaluate leadership programs and assess outcomes
  - Effective oral and written communication skills
  - Ability to effectively organize learning opportunities that are consistent with students' stages of development
  - Ability to use reflection in helping students understand leadership concepts by processing critical incidents with students

## Outcomes Based Planning for Professional Development

- *Learning Reconsidered*
  - Foster cognitive complexity
  - Enhance knowledge acquisition and application
  - Advance humanitarianism
  - Help students become engaged citizens
  - Assist students in development of interpersonal and intrapersonal competence
  - Assist students to develop practical competence
  - Support student persistence and academic achievement
- Other benchmarks?

## Impact on Hiring New Professionals

- As it pertains to "Leadership" what qualities do we look for when attracting candidates?
  - Examples:
    - Knowledge of Leadership Development Theory
    - Effective Meeting Management
- How do we identify what skills are flexible in relation to the "other duties as assigned?"
  - What needs to give?
  - What can we train upon arrival to campus?
  - What does your community need?

## Questions?

Please contact us!

Shelly Clark – [shelly.clark@oregonstate.edu](mailto:shelly.clark@oregonstate.edu)

Emma Hale – [emma.hale@ubc.ca](mailto:emma.hale@ubc.ca)

Dennis Hall – [hallde@cwu.edu](mailto:hallde@cwu.edu)

Evan Hilchey – [evan.hilchey@ubc.ca](mailto:evan.hilchey@ubc.ca)