

Winter 1995

Koinonia

Marcia B. Baxter Magolda

Rob Thompson

Becky Leithold

Follow this and additional works at: https://pillars.taylor.edu/acsd_koinonia



Part of the [Higher Education Commons](#)

Recommended Citation

Baxter Magolda, Marcia B.; Thompson, Rob; and Leithold, Becky, "Koinonia" (1995). *Koinonia*. 42.
https://pillars.taylor.edu/acsd_koinonia/42

This Book is brought to you for free and open access by the Association of Christians in Student Development at Pillars at Taylor University. It has been accepted for inclusion in Koinonia by an authorized administrator of Pillars at Taylor University. For more information, please contact pillars@taylor.edu.

Winter
1995

KOINONIA

ASSOCIATION FOR CHRISTIANS IN STUDENT DEVELOPMENT

INSIDE

President's Corner,
The Editor's Disk •
page 2

CoCCA: Marketing
Your Student
Leadership
Experience & Hot
Ideas! • page 4

Making Your Own
RA Manual • page 7

Great Lakes
Regional Conference
• page 7

The Epistemological Development of College Students

by Marcia B. Baxter Magolda Ph.D.

While examining previous findings relating to epistemological development a need was demonstrated for research that includes both genders and intentionally separates their development. Such an approach would determine the nature of gender differences in students' epistemological development.

It was with this consideration in mind that I began a longitudinal study of women's and men's epistemological development from college entrance to graduation. The model of epistemological development that emerged suggests that gender differences do not exist in students' sets of assumptions about knowing, but rather in gender-related patterns inherent within these sets of assumptions (Baxter Magolda, 1990a). This model dispels notions that women's development is less complex than men's and illustrates that equally valid, albeit different, pathways lead to the same sequence of epistemological assumptions. The data also reveal that these pathways are gender related rather than gender exclusive. In other words, each pattern was used predominantly, but not exclusively, by one gender.

This model is labeled the Epistemological Reflection (ER) model because it was constructed from students' own reflections on their ways of

knowing. Analysis of individual student change over the five years as well as the percentage of students in each level each year supports viewing the levels as evolving in hierarchical and sequential order (Baxter Magolda, 1992). Absolute knowing was most prevalent in the first two years of college. Absolute knowers view knowledge as certain, so that learning is a straightforward process of obtaining information from the instructor. Instructors are responsible for communicating knowledge appropriately and ensuring that students understand it. Peers are expected to share notes and explain to each other what they have learned, but they are not purveyors of

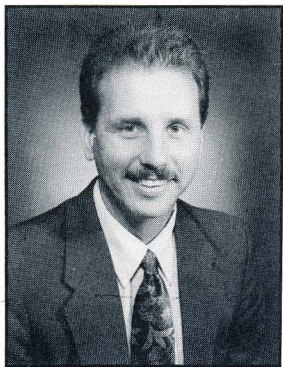
knowledge beyond repeating what they have heard. Tests are viewed as means of showing teachers what students have learned. Discrepancies in knowledge claims are interpreted as differences in the way people view a particular situation, not in the truth of the matter per se.

Despite sharing these assumptions, absolute knowers exhibited two distinct patterns. (1) The receiving patterns, used more often by women than by men, involved collecting knowledge. Students using this pattern described listening and recording as their primary role in class, did

The model of epistemological development that emerged suggests that gender differences do not exist in students' sets of assumptions about knowing, but rather in gender-related patterns inherent within these sets of assumptions

continued on page 3

The President's Corner



I hope that the holidays were a time of rest and relaxation for each of you. If you are like me, they were not only a welcome relief from the schedules and pressures of a busy semester but an opportunity to sit back and "take inventory." It is helpful to have time to reflect on how well we are doing with our priorities and how closely we are

adhering to our calling. These exercises are valuable and can provide motivation and direction. However, when such assessment reveals that our performance is less than it could be (and it usually is) how do we respond? Our tendency seems to be either "work harder" or to "rest in the Lord." There is risk on both of these paths. Eugene Peterson in his wonderful study of the Psalms of Ascents, *A Long Obedience in the Same Direction*, gives us useful counsel when he reminds us that:

"People are at the center of Christian work. In the way of pilgrimage we do not drive cumbersome Conestoga wagons loaded down with baggage over endless prairies. We travel light. The character of our work is shaped not by accomplishments or possessions but in the birth of relationships . . . We invest our energy in people." (p. 106)

He goes on to remind us that scripture calls us to, "a perspective in which our effort is at the periphery and God's work is at the center." We are surely blessed to be involved in work in which our primary responsibilities call us into relationships with people. We must be careful not to allow ourselves to be drawn away from them.

On another note, the executive committee met in Indianapolis in early November. At these meetings the committee had opportunity to work on planning for the upcoming conference at Anderson. The staff at Anderson is working hard to plan the conference and to welcome you to their lovely campus. They have put together an excellent program which will be both challenging and enlightening.

In other news the executive committee asked Taylor University to house the association archives. This site was chosen because the organization began on Taylor's campus back in 1980. Taylor has agreed to do this and to organize and catalog the materials. If you have any items, pictures, literature or materials related to our past please send them to me and I will forward them.

We continue to be reminded of the importance of recruiting and preparing new professionals. The New Professionals Retreat has been an excellent tool for orienting young professionals who are already in the field. This program, now entering its third year, has already established itself as one of the most important services of the association. The association is now working on plans for encouraging our students to consider careers in student development. A brochure is being developed which is designed to introduce interested candidates to opportunities in our field. I would encourage each of you to consider ways that can help students on your campuses to be aware of these opportunities.

As in the past, we will be hosting prayer breakfasts at both NASPA and ACPA. If you are planning to attend either conference or happen to be in the area we would love to have you join us. We will pass on times and locations as soon as they are available. Take care and have a wonderful winter. God bless!

Tim Herrmann



In past issues of the *Koinonia*, there has occasionally been a book review written by one of our colleagues. Usually, the book had been especially helpful to them in their work and they were kind enough to share the information in a useful and condensed written format.

My desire is to have a regular column in the *Koinonia* specifically designated to book reviews. These reviews would be written by our membership on books making significant impact professionally, spiritually, or personally.

I plan to begin this column in the spring issue and make it a regular column in the issues to follow. But to do this, I need your help in two

ways. First, I need to begin compiling a list of books to be reviewed. If you have read a book or have heard of a book that would be a benefit to us if reviewed, please drop me a note with the title. Secondly, if you would be interested in reading a book and writing a review, please drop me a note as well.

An incentive for those of you interested in possibly reviewing is that I will supply the book and it will be yours to keep for supplying the review. Not to mention the benefit this will be to your colleagues. So, I look forward to hearing from those of you interested in this opportunity.

Tim Arens,
Editor

Epistemological Development

not expect interaction with the instructor, viewed peers as a support network to help listen and occasionally ask questions, valued evaluation that offered the best opportunity to demonstrate their knowledge, and relied on their own interpretations of discrepancies in knowledge claims rather than consulting authority. (2) The mastery pattern, used more often by men than by women, involved an active attempt to acquire knowledge. Students using this pattern advocated taking an active role in class to demonstrate their interest to the instructor, expected an interchange with the instructor, viewed peers as partners in argument and quizzing each other to master the material, valued evaluation that helped them improve their mastery, and appealed to authority to resolve discrepancies in knowledge claims.

Transitional knowing was present in the first year of college, became increasingly prevalent the second and third years, and decreased slightly the fourth year. The nature of knowledge shifts to partially certain and partially uncertain in this level. Students accordingly shift their focus from acquiring knowledge to understanding it. Instructors are expected to use methods aimed at understanding, many of which include applying knowledge. Peers take on more active roles because understanding requires more exploration than acquisition of knowledge. Evaluation is expected to focus on understanding of the material rather than memorization.

Within transitional knowing, some students—usually women—used an interpersonal approach, whereas other students—usually men—used an impersonal approach. Interpersonal-pattern students were involved in learning through collection of others' ideas, expected interaction with peers to hear their views and provide exposure to new ideas, wanted a rapport with the instructor to enhance self-expression, valued evaluation that takes individual differences into account, and resolved uncertainty by personal judgment. Impersonal-pattern students wanted to be forced to think, preferred to exchange their views with instructors and peers via debate, expected to be challenged by instructors, valued evaluation that is fair and practical, and resolved uncertainty by logic and research. They also demonstrated a dual focus on certainty and uncertainty and wanted to resolve uncertainty when it existed. Interpersonal-pattern knowers, however, tended to focus on those areas that were uncertain and viewed this as an

opportunity to express their own views for the first time.

The discovery of the student voice hinted at in interpersonal-pattern transitional knowers' expression of their views is at the center of the third level, independent knowing. Independent knowing emerged for a few students in the junior and senior years and was prevalent in the first year after graduation. The nature of knowledge in this level shifts to uncertain, warranting everyone having their own beliefs. This allows learners the freedom to think for themselves and share viewpoints with others. Teaching and evaluation methods that encourage independent thinking and exchange of opinions were valued. Within these shared assumptions, women were more likely than men to use an interindividual pattern and men were more likely than women to use an individual pattern. Interindividual-pattern knowers focused simultaneously on thinking for themselves and engaging others' views. They preferred instructors who promoted this sharing of views and viewed evaluation as a mutual process between student and instructor. Individual-pattern knowers focused primarily on their own independent thinking, with sharing views with peers being secondary. They focused on ways to think independently, expected peers to think independently, wanted instructors to allow students to define their own learning goals, and preferred evaluation based on independent thinking.

A few junior, senior, and fifth-year participants expressed epistemological assumptions beyond those characterizing independent thinking. The small number of students expressing these assumptions warrants caution in describing this level, called contextual knowing. Contextual knowers believe that knowledge is uncertain and one decides what to believe by evaluating the evidence in the context in question. Learning for contextual knowers means thinking through problems, integrating knowledge, and applying knowledge in a context. Contextual knowers preferred instructors who focus on application in a context, emphasize evaluative discussion of perspectives and allow student and instructor to critique each others' ideas. They also wanted this mutual exchange in evaluation, which they defined as working together toward a goal and measuring their progress. The number of contextual knowers was too small to identify gender-related patterns in this level.

Students accordingly shift their focus from acquiring knowledge to understanding it.

[Independent knowing] allows learners the freedom to think for themselves and share viewpoints with others.

Marcia Baxtor Magolda, Ph.D., is a professor in the School of Education and Allied Professions, Miami University.

Source of excerpt: Baxtor Magolda, M.B. (1993). Intellectual, ethical and moral development. In Roger B. Winston, Jr. and Scott Anchors (Eds.), Student housing and residential life (pp. 95-133). San Francisco, CA: Jossey-Bass. (pp. 100-103)

Marketing Your Student Leadership Experience

Often students enter the job market without taking full advantage of the rich and valuable experiences that they have gained.

COCCA
Coalition of Christian College Activities

by Rob Thompson

Remember the first time you tried to explain to your parents, a friend, or loved one just what you do in Student Development? Do you recall the difficulty in finding the words to define what it was that you do? It is in a similar bind that our student leaders are left as they end their reigns on campus and enter the job market.

Student Development professionals continually (and truthfully) inform students leaders that the skills and experiences that they gain are invaluable and marketable. Yet at the end of their college experience, the students are left with a collection of undefined skills and mismatched experiences. Often students enter the job market without taking full advantage of the rich and valuable experiences that they have gained. Rarely do Student Development professionals help students organize their experiences in a cohesive and useful manner.

"Imbeciles and geniuses are rare; most of us are just about equal in intelligence." —Anonymous

What can we do to help our student leaders enter the tough competition of today's job market? Is there anything that we can do to give our students an edge in the job search process? How can we help our student leaders identify and communicate their skills and experiences?

If we could help our students organize their leadership experiences in a cohesive and succinct manner, we might give them the advantage they need in obtaining that first job.

The first step is determining what exactly is a skill. *American Heritage* dictionary defines a skill as: 1. Proficiency, ability, or dexterity: expertness. 2. An art, trade, or technique, particularly one requiring use of the hands or body. In short, a skill is something that one does well. However, most people believe that anything that is not complex and/or technical is not a skill. This is inaccurate! Skills can be as simple as punctuality, time management, organization, decision making, or the ability to improvise.

Employers are interested in two types of skills: job specific and functional/transferable skills.

Job Specific skills are those learned to satisfy the requirements for a job. A truck driver must know how to drive a sixteen wheeler and a lawyer

must be licensed to practice law. These skills would include your college major and minors, technical skills learned from classroom assignments and activities, and specific skills learned in past employment experiences. It is these skills that form the basis for hiring a candidate.

Functional/Transferable skills are skills that can be utilized in nearly every career field and at every level of employment. More often than not, these skills are those that will allow an individual to advance toward career objectives. However, these skills are not as easily obtained or identified. Skills included are public speaking, counseling, crisis management, and prioritizing tasks (among others). These skills in most cases will not gain a student a job in or of themselves; however, functional or transferable skills will make the student much more desirable for an employer.

Employers will evaluate each candidate's ability to contribute to the company both immediately and long term. The functional/transferable skills give a student the ability to meaningfully contribute not only immediately but also long term. This makes the student a profitable addition to the company.

It is within this area that Student Development is making the greatest impact in providing skills and training for students. Through our leadership positions and leadership training, we are providing excellent opportunities for our student leaders to gain valuable life skills.

Putting Action into Words

Yet the challenge for students is not the actual gaining of the skills and experiences; it is to communicate what they have learned to prospective employers. Just as we have difficulty explaining to people what it is that we do, our students are not prepared to communicate to potential employers just what it is they have done.

Skill Inventory

In order to assist in the identification and organization of skills, I used the *Skill Inventory* sheet (portions of which are copied below). Students complete the Skill Inventory sheet, noting the experiences they have gained in their various positions (I suggest that students work through the invento-

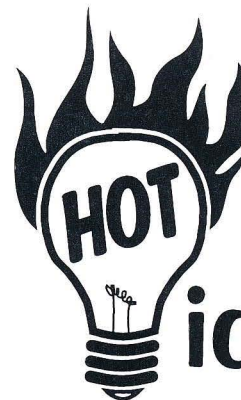
ry a separate time for each position or experience). The student notes areas in which they have gained experience, and then ranks the enjoyment of the item. The ranking of enjoyment is important in selecting careers and positions. Since one may work as many as 100,000 hours during a lifetime, it is important to choose careers and positions that you enjoy.

In this manner, students can identify areas that they have gained little or no experience. Once these are identified, the student can target experiences that will help them gain or supplement skills in the targeted areas.

The student can then use the skill area headlines and short description of skills to order and define their experiences to prospective employers or highlight skills on their resumes. By using the inventory sheet, students can gain a better understanding of their student leadership experience.

By combining the *Skill Inventory* with basic job search information of resumes, cover letters, and interview etiquette, the student can leave their college experience with a clearer perspective of their leadership experience.

Rob Thompson is Associate Dean for Residence Life, Indiana Wesleyan University



ideas!

PSYCHO SHAKE NIGHT

PURPOSE: Creative way to start an activity or spice up your snack shop menu

DESCRIPTION: We created several recipes of milk shakes that we called Psycho-Shakes. We invited key faculty and staff members to act as “mixers” and kitchen help. We gave them famous psychologists name tags such as Pavlov, Rollo May, Carl Jung, etc. Our Menu consisted of “The Schizoid,” “The Pavlovian,” “The Paranoia,” “The Bi-polar” and others. We used ingredients that made the shakes unique yet kept the shakes true to their name.

RESOURCES: Purchased 5 blenders at a local discount store and the food supplies at a local grocery. Menus, name tags typed up. Small cups were used so that people could try other flavors without a lot of waste.

PROMOTION: None, since this was a mixer prior to and during a large event.

STUDENT REACTION: Great

STRENGTHS: Novelty! Students had something to converse around. Students were swapping tastes and coming back to try other flavors.

WEAKNESSES: None

CONTACT PERSON: Ron Coffey, Assistant Dean for Student Development, Huntington College, Huntington, IN (219)356-1029

Skill Inventory						
SKILL AREA	DESCRIPTION	RATING				
		Enjoy	Do	Not	Enjoy	
Finance	Maintained Financial Records	5	4	3	2	1
	Developed Budget(s)	5	4	3	2	1
	Administers, Adjusts, Reviews, Analysis of Budget	5	4	3	2	1
	Prepared Financial Reports	5	4	3	2	1
	Maintains, Administers, Reviews Inventory	5	4	3	2	1
	Makes Estimates, Projections	5	4	3	2	1
	Other	5	4	3	2	1
Creativity	Ability to Improvise	5	4	3	2	1
	Open to New/Different Approaches	5	4	3	2	1
	Self-Motivated, Self-Starter	5	4	3	2	1
	Committed to Continual Personal Growth	5	4	3	2	1
	Able to Assess People's Needs & Public Moods	5	4	3	2	1
	Anticipates Situations Before They are Problems	5	4	3	2	1
	Can Assess and Identify Others' Skills	5	4	3	2	1
	Organize Information/Materials in Systematic Way	5	4	3	2	1
	Possesses Problem Solving Skills	5	4	3	2	1
	Possesses Decision Making Skills	5	4	3	2	1
	Ability to Trace Problems, Ideas to Source	5	4	3	2	1
Other	5	4	3	2	1	
Communication	Understands Own Body Language	5	4	3	2	1
	Is Aware of & Understands Others' Body Language	5	4	3	2	1
	Can Gather Important Information in Conversation	5	4	3	2	1
	Speaks Clearly & Effectively	5	4	3	2	1
	Encourages Others to Speak	5	4	3	2	1
	Able to Develop and Make Presentations	5	4	3	2	1
	Able to Compose Professional Correspondence	5	4	3	2	1
	Other	5	4	3	2	1
Management	Ability to Set Goals	5	4	3	2	1
	Can Prioritize Tasks	5	4	3	2	1
	Sets Criteria or Standards	5	4	3	2	1
	Designs Projects/Programs	5	4	3	2	1
	Makes & Interprets Policy	5	4	3	2	1
	Organizes & Runs Meetings/Workshops	5	4	3	2	1
	Facilitates "TEAM" Concept	5	4	3	2	1
	Recognizes and Utilizes Others' Skills	5	4	3	2	1
	Delegates Tasks to Others	5	4	3	2	1
	Hires & Trains Staff	5	4	3	2	1
	Supervises Others' Work	5	4	3	2	1
	Manages/Is Responsible for Others' Output	5	4	3	2	1
	Schedules and Maintains Work Schedule	5	4	3	2	1
	Solicits Assistance from Outside Sources	5	4	3	2	1
	Manages Facilities	5	4	3	2	1
	Maintains Atmosphere Conducive to Feedback	5	4	3	2	1
	Evaluates Performance of Others	5	4	3	2	1
	Other	5	4	3	2	1

Annual Conference
Association for Christians in Student Development
Anderson University
Anderson, Indiana
June 5-8, 1995



LIFESTORIES

MILESTONES TO MILESTONES

*"Blessed are those whose strength is in you, who have set their hearts on pilgrimage."
Psalms 84:5*

Making Your Own RA Manual

by **Becky Leithold, Northwest Regional Director**

The idea of having a Resident Assistant Training Manual on Computer Disk originated with Palmer Muntz, currently Director of Financial Aid at Western Baptist College, when he was a Resident Director at Whitworth College. He could not find a RA text that met the needs of his staff. For example, when a student committed suicide, the RAs ran to their textbooks, but found no "practical help", only philosophy. He also had difficulty finding a text that was specific to his campus and written from a Christian perspective. Palmer's goal became to somehow streamline the process for Christians in student development to create quality RA training materials without reinventing the wheel.

Palmer submitted a grant proposal to ACSD requesting funding for creating a RA manual on computer disk. In 1992, ACSD provided partial funding to underwrite the production costs. Palmer then publicized the project resulting in several dozen institutions and individuals offering their current RA manuals or help in writing portions of the manual.

It was at this point in the project that I joined the project. We collected 24 RA manuals from across the United States. Palmer and I reviewed each one and selected topics that seemed to be of broad interest. We found that there were not many "great" manuals. Often manuals only touched on philosophy and discipline and seldom had much written on rape or suicide, for example.

It was interesting to see that many manuals seemed to have "stolen" material from the same original, unidentified sources (i.e. how to learn names, use of master keys, programming, wellness). We took the "best" sections and adapted them.

We and many other student development professionals wrote on certain specific topics where we could not find good material already. The last stage of the process involved editing and piecing together the sections. At the ACSD National Conference in June 1994, we presented the finished product by means of a workshop titled, "Short Cuts: The Automated Way to Write an RA Manual."

The manual is designed to be freely edited and adapted by any institution of higher education for use in the training of residence educators. There are no limitations on its use except that the acknowledgement page must be included in the final document. Approximately 50 individuals and institutions contributed.

Topics addressed include: abuse, academic counseling, alcohol, eating disorders, creating a bulletin board, burnout, co-dependency, building community, confidentiality, conflict resolution, confrontation, counseling, death, depression, discipline, door signs, drugs, procedures for dealing with severe emotional conditions, staff ethics, faith development, medical emergencies, problems freshmen may face, getting to know your residents, helping relationships, homesickness, legal issues in residence halls, leading meetings, missing person, relationship

with the physical plant department, police involvement, creative poster ideas, pranks, dealing with problems, programming, working relationships between RA and RD, RA's self-esteem, rape and sexual assault, counseling referrals, the RA as role model, roommate relations, rumors, relationships, suspicious persons, suicide, public showing of copyrighted videos, and wellness. We tried to keep sections short and practical.

The manual does not address policies and procedures specific to a particular campus (i.e., check out procedures, fines, specific rules), philosophy/mission of the residence life department, or discuss "public displays of affection" or similar types of issues that are campus specific. However, it does make the assumption that alcohol and tobacco use is frowned on, and that pre-marital sex is discouraged. Specific emergency responses to natural disasters such as fire, earthquakes, and tornadoes are also not addressed. We tried to choose the most inclusive wording. We also tried to be gender inclusive and to write directly to the RA, using "you" as much as possible.

The Resident Assistant Training Manual on Computer disk is compatible with a variety of word processing programs and costs vary depending on the program requested. Sample printed copies of text are also available. To obtain an order form, write to Palmer Muntz c/o Western Baptist College, 5000 Deer Park Dr. SE Salem, OR 97301-9392 or call (503)581-8600 and ask for Palmer or Becky Leithold.

Great Lakes Regional Conference

On November 4-5, 1994 Moody Bible Institute hosted the Great Lakes Regional Conference in Chicago. The conference was attended by 260 paraprofessionals and 90 professional staff from colleges throughout the region.

The Conference theme was "Celebrating Student Development"

and Dr. Cliff Schimmels, Professor of Education at Lee College, was the speaker for the weekend. Dr. Schimmels used his excellent story telling abilities to encourage and exhort the conferees in their task as Student Development workers. In addition to the general sessions, 26 workshops were conducted by profes-

sionals and Resident Assistants on a variety of pertinent and useful topics.

Thank you to each college who sent staff from their institutions. Your support is vital in sustaining the strong regional conference among the colleges of the Great Lakes.

ACSD Executive Committee

PRESIDENT

Tim Herrmann
Assoc. Dean of Students
Taylor University
Upland, IN 46989-1001
317-998-5344

PRESIDENT ELECT

Judith Moseman
Vice Pres. for Student Life
Bethel College
St. Paul, MN 55112-6999
612-638-6300

VICE PRESIDENT

Teri Bradford
Assoc. Dean of Students
Westmont College
Santa Barbara, CA 93108
805-565-6029

SECRETARY

Skip Trudeau
Assoc. Dean of Students
Anderson University
Anderson, IN 46012-3462
317-641-4214

EDITOR

Tim Arens
Moody Bible Institute
820 N. LaSalle Blvd.
Chicago, IL 60610-3284
312-329-4191

TREASURER AND MEMBERSHIP CHAIRPERSON

Barry Loy
Dean of Students
Gordon College
255 Grapevine Rd.
Wenham, MA 01984-1899
508-927-2300

Annual Conference
Association for Christians in Student Development
Anderson University
Anderson, Indiana
June 5-8, 1995



LIFESTORIES

MILESTONE TO MILESTONES

"Blessed are those whose strength is in you, who have set their hearts on pilgrimage."
Psalms 84:5

KOINONIA

c/o Tim Arens
Moody Bible Institute
820 N. LaSalle Blvd.
Chicago, IL 60610-3284

KOINONIA is the official publication of ACSD (Association of Christians in Student Development). The purpose of the publication is to provide interchange, discussion, and communication among Christian professionals in the field of Student Development. It is published three times per year, in early fall, winter, and spring. Both solicited and unsolicited manuscripts and letters may be submitted to the editor for possible publication.

The *KOINONIA* is mailed to all members of the Association. Annual ACSD membership dues are \$25.00 per year. Information on membership may be obtained by contacting Barry Loy, ACSD Membership Chairperson, Gordon College, 255 Grapevine Rd., Wenham, MA 01984-1899, telephone (508)927-2300. Address changes may also be sent to Membership Chairperson.

The ideas and opinions published in the *Koinonia* are not necessarily the views of the executive officers, or the organization of ACSD, and are solely those of the individual authors or book reviewers.

EDITOR Tim Arens

LAYOUT DESIGN Sharie Schwell

Non-Prof. Org.
U.S. Postage
PAID
Moody Bible
Institute