

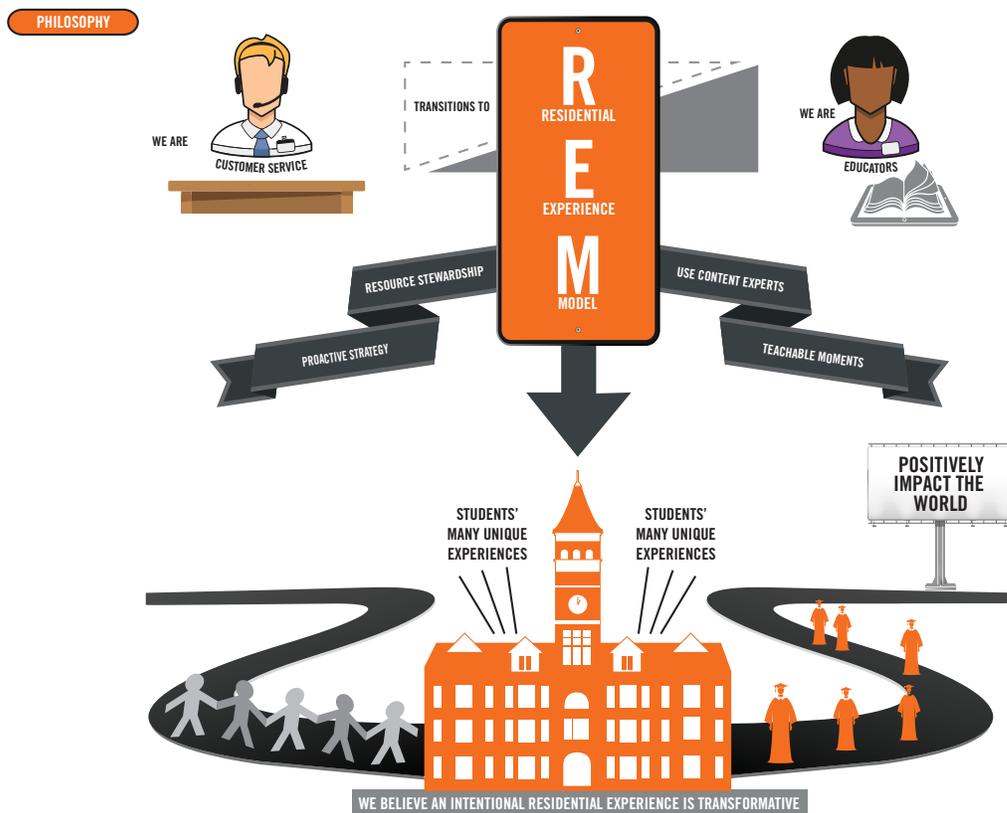


THE RESIDENTIAL EXPERIENCE MODEL

Residential Curriculum at Clemson University

We believe that an INTENTIONAL residential experience is TRANSFORMATIVE

On their way to positively impacting the world, we know that students will learn while living in the residence halls. Our role in housing is to develop an educational experience that respects the many unique experiences, viewpoints, and hopes of our individual students while promoting student learning in a few core areas that we feel equipped to enhance. We plan educational strategies and create environments where our students can learn and grow. Our educational priority is at the core of every decision we make: We believe that an intentional residential experience is transformative. When staff come to work at Clemson, we do not ask them to do things radically different, we ask them to approach their work in a radically different way.



IN THEORY...

Our focus as practitioners moves us away from the perspective that we are customer service representatives and instead focuses on engaging with our students from an educational perspective. Our philosophical values align to support practical decision-making through...



Proactive Strategies:

futuristic and intentional planning rather than reactionary decision making.

- Professional staff and RAs receive assessment reports that help them develop short and long-term plans.
- RAs take note of trends while on community walks, during intentional interactions, and while building a floor sociogram.



Use of Content Experts:

recognizing experts on campus whose knowledge can benefit our students.

- Campus partners are faculty, academic, and student affairs staff who are trained on our curriculum and how they can play a role in supporting student learning in residential environments.
- Campus partners receive assessment reports that help them understand how to collaborate with housing staff better.



Resource Stewardship:

ensuring our financial decisions are sound and in the best interest of our students.

- Communities create budget proposals that align their finances with their student learning goals.
- Residential Living Staff are asked to connect floor event funding to learning outcomes and goals.



Teachable Moments:

equipping our staff to capitalize on learning opportunities in the residence halls.

- Campus Community Dialogues through the Gantt Multicultural Center and in community dialogues encourage meaningful opportunities for growth.
- We encourage creative educational strategies so that learning is not only unique to the student but also to the educator.
- RAs and professional staff are trained to see residential experiences through the lens of student learning opportunities.

IN THEORY...



EXPLORE



CONNECT



ENGAGE



LEAD

EXPLORE.

Self Exploration: Identify a sense of purpose through exploration of interests and abilities as well as establish individual values, ethics and beliefs.

CONNECT.

Living in Community: Meaningfully interact and form positive relationships with different individuals to create authentic, respectful and supportive communities.

ENGAGE.

Intellectual Engagement: Find value in becoming a lifelong learning through utilizing resources and applying knowledge in meaningful interactions with faculty, staff and peers.

LEAD.

Global Citizenship: Recognize capacity for leadership and action to create positive, sustainable change that impacts the community and the world.

Our learning goals start with exploring one's own values and identities. We believe that before our residents go out into the world as citizens, they must first know who they are as individuals.

Our curriculum starts internally and builds outward, helping residents learn to connect to others and the external world.



IN PRACTICE...

ACHIEVED THROUGH CAPITALIZATION OF TEACHABLE MOMENTS



SEQUENCED LEARNING IN THE RESIDENCE HALLS

We selected these learning goals by asking professional staff, campus partners, Resident Assistants, and students that live on campus what they believe they learn while living on campus. Utilizing a curriculum does not necessarily mean creating additional experiences, but rather taking advantage of the learning experiences we already know our students have access to.

Each of the goals have multiple experiences that are integrated into yearly campus events. In addition, RAs and professional staff are expected to utilize educational strategies, such as billboard creating, event planning, or intentional interactions.

Beyond each of the learning goals, we have sequence learning outcomes that address how to proactively plan educational strategies based on time of year. Because of the sequenced learning outcomes, first year communities focus heavily on Self-Exploration and Living in Community, while upper class communities spend more time engaging their students around Intellectual Engagement and Global Citizenship.

Residential Experience Model Sequenced Learning Outcomes

Freshman Year Experience		Sophomore Year Experience		
Semester One	Semester Two	Semester Three	Semester Four	Semester Five and Up
 <p>Identify their own social identities</p> <p>Examine personal values</p>	<p>Engage in dialogue with others about social identity</p>	<p>Recognize which social identities are given privilege in society</p> <p>Demonstrate congruence with values that they personally espouse</p>		<p>Articulate personal life passion</p>
 <p>Respectfully discuss expectation of self and others in a shared living environment</p> <p>Recognize the impact of actions on the community</p> <p>Engage in dialogue with each other about behaviors that impact the community</p>	<p>Articulate the value of interacting with people with diverse identities</p>			<p>Challenge instances of oppression in the community</p>
 <p>Utilize appropriate campus resources to enhance learning</p> <p>Utilize problem-solving skills to generate solutions</p>		<p>Demonstrate competence in interacting with faculty, staff and peers</p>	<p>Confirm a chosen major through a reflective process</p> <p>Engage in career development opportunities</p>	<p>Recognize the benefit of learning as a process</p>
 <p>Recognize that leadership is a process</p>		<p>Identify social justice issues impacting society</p>	<p>Articulate personal leadership philosophy</p> <p>Identify actions that contribute to positive, sustainable change in the global community</p>	<p>Engage in actions that contribute to a socially just society</p>



IN PRACTICE...

THROUGH THE LENS OF REM

We encourage RAs and full time staff, to always think of opportunities “through the lens of REM.” Teachable moments are everywhere, even seemingly trivial interactions. Learning can occur in a variety of places including:

- Helping a resident with a lost key
- Talking to a student about getting involved on campus
- Having a conversations about high school experiences
- Picking up trash in the hallway

Beyond teachable moments, we encourage staff to take a curricular approach to event planning. Social and educational events start with what we want our students to learn, and then focus on the strategies that support that kind of learning.



Curricular Approach to Planning Events

What do I want my student to learn?

WHY?

Oops, let me add a learning outcome!

What situations/environments would help my students learn this?

HOW?

What will my student experience by participating?

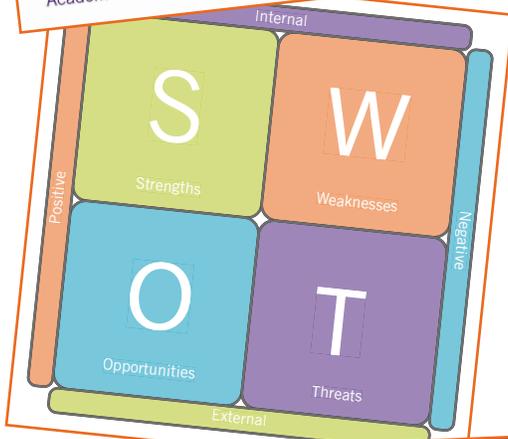
What event do I want to have?

WHAT?

What event do I have to have?

Traditional Approach to Planning Events

IN PRACTICE...



COMMUNITY PLANS

Our RAs use intentional interactions called Tiger Talks to help professional staff track learning opportunities and building and campus wide trends.

Professionals utilize data to plan proactively to meet the communities' needs.

After the first eight weeks of school, RAs build a Sociogram that highlights semester-long trends and relationships between their residents. Together, communities use a SWOT analysis that examines where the unique students living in that unique community are at with their learning. They use a Sociogram and SWOT information to plan for the rest of the year.

After the SWOT Analysis, professional staff have the opportunity to present community trends and their planned educational strategies for their community for the rest of the year to housing and campus partners.

IN PRACTICE...

Organizational Structure

Clemson Home houses two departments that both prioritize student learning within their roles. Residential Living manages the community spaces and works directly with RAs. Residential Learning manages learning initiatives and student leadership. Having two departments gives our staff more time to focus on what matters.

Faculty in Residence and Faculty Friends

Many of our communities have Faculty in Residence that work with the students in that residential space. Those that don't have a Faculty in Residence may have Faculty Friends, where faculty or student affairs can "adopt a floor" to help promote academic engagement throughout the year.

EDC 3900 Student Development Theory, Leadership, and Counseling Skills for Student Leaders

Our staff cares about the development of our RAs as leaders. Before they begin their year as an RA, students are expected to complete a three credit course on leadership in order to appropriately equip them with the skills they need to be successful RAs.

Resident Assistant Peer Dialogue Facilitator partnership with the Gantt Multicultural Center

Some RAs choose to hold a joint position with the Gantt Multicultural Center where they are responsible for creating and contributing in dialogue opportunities. Exploring identities and values is a key part of our residential curriculum.

Communities of Inclusion Initiative (COI)

COI is a group of volunteers dedicated to improving inclusive practices in residential environments and beyond through educational initiatives and collaborative efforts.

Resident Assistant Leadership Institute & Resident Assistant Orientation

Furthering the belief that our residential assistants are leaders, RAs not only go through Resident Assistant Orientation to learn and apply tangible skills necessary for the RA role, but they also go through a Leadership Institute that builds on what they have learned as part of the EDC 3900 class.

Living-Learning Communities

Across campus, Clemson currently has many operating Living-Learning Communities. These vary in size, from just a few students to entire buildings, but each provide a unique and impactful academically enhanced program for our students.

IN PRACTICE...

WHY CLEMSON?

In addition to the unique opportunities provided by our organizational structure, Clemson Home is a great place to gain skills that are important to your development as a practitioner.

Through our residential curriculum, graduate and full-time staff have the opportunity to...

- **Apply student development theory on a micro and macro level to practice in an environment**
- **Build a learning plan for your residential students and spaces autonomously**
- **Gain skills in generating, interpreting, and reporting assessment**
- **Collaborate with departments across campus**
- **Develop and implement creative educational strategies**
- **Teach Resident Assistants in an academic environment**