

EDUCATIONAL PRIORITY

As a result of living on campus at Smith College, students will become **global neighbors**.

LEARNING GOALS & OUTCOMES

1. Critical Awareness

Students in residence will become critically aware global neighbors. A critically aware global neighbor explores their self-identity through living in community, reflection, and challenging their own beliefs. Global neighbors listen, ask questions, take initiative, adapt, manage their emotional and physical health, are empathetic, and take responsibility for themselves and their actions. A global neighbor understands who they are, and has the ability to advocate for themselves and others.

Each student will be able to:

1. Articulate their identities.
2. Demonstrate self-management.
3. Integrate wellness into regular practices.
4. Engage in appreciative curiosity.



**critical
awareness**

2. Social Responsibility

Students in residence will become socially responsible global neighbors. A socially responsible global neighbor understands self and others' identities as they relate to each other and community. Understanding one another will help develop tolerance, acceptance, and respect, which are necessary so students from diverse identities can work toward one goal, collectively. Global neighbors understand their own power and privilege so they can better advocate, work towards equity, and understand their impact on their global communities.

Each student will be able to:

1. Articulate social group identities of self and others.
2. Describe systems of power, privilege, and oppression.
3. Effectively demonstrate cross-cultural communication.
4. Work toward greater justice and equity.
5. Evaluate their impact on communities and environments.



**social
responsibility**

3. Engagement

Students in residence will become engaged global neighbors. An engaged global neighbor recognizes the value of interacting with others across differences. A global neighbor knows that this requires the ability to understand the challenges of the world, both in their residential community and into the world beyond it. In understanding and communicating within multiple contexts, a global neighbor also recognizes that conflict is a natural and unavoidable component of community and will advocate for self and others in order to advance their global communities.

Each student will be able to:

1. Communicate effectively across multiple contexts
2. Demonstrate multiple methods to productively address conflict.



engagement

3. Positively contribute to their communities.
4. Engage globally (locally, nationally, and internationally).

STRATEGIES

Every single strategy that is part of the COMPASS includes a facilitation guide (please see attached example) that outlines every single detail of the meeting. This is to help anyone who is implementing the strategy to be able to guide it with intention and purpose. In addition, this allows every single student who lives on campus to have the opportunity to have a similar experience with developmental learning outcomes. Each strategy facilitation guide includes a plan of assessment.

1. Self-Directed Learning (SDL)
 - a. These are opportunities for residents to take control of their own learning through interactions with department facilitated bulletin boards, social media, and newsletters.
2. Community Meetings
 - a. Community meetings provide an opportunity for residents to get to know each other and themselves through engaging in community activities and conversations. Most house meetings will be topical, however, there will be open-ended meetings to discuss any issues which may arise in the within house communities. These meetings will be facilitated by a trained student staff who has had specific training around group facilitation and conflict mediation. Topics may include anything from welcoming members to the community, policies & procedures, or cultural appropriation.
3. Intentional Conversations (ICs)
 - a. Intentional Conversations provide a framework for one-on-one meetings between student staff and their residents guided by a suggested set of questions and prompts that are developmentally appropriate and situated within the context of a resident's experience.
4. Dinner & Dialogue (D&D)
 - a. There are two to three scheduled Dinner & Dialogues per semester which use the framework of Intergroup Dialogue to facilitate conversations around a series of difficult topics. This is not used as a form of mediation, but rather as a platform to discuss issues around race, class, religion, etc.