

CLEMSON UNIVERSITY

Clemson University is a large, public, land-grant institution located in the Upstate of South Carolina. It has an enrollment of 18,599 undergraduate students with approximately 6,500 living on campus in traditional, suite, and apartment-style housing. Founded as a “seminary of higher learning,” Clemson University has a rich military and agricultural history and is steeped in tradition. Clemson Forward focuses on four key foundations: Research, Engagement, Academic Core, and Living.

Clemson University Student Affairs Mission: To prepare and empower students to make a difference as global citizens.

University Housing & Dining Mission: We create supportive and challenging environments that enrich and nourish lives.

Values: University Housing & Dining is a student-focused community that values integrity, courage, and excellence.

#1 Directly connected to institutional mission

EDUCATIONAL PRIORITY

Living on campus at Clemson University is a transformative experience that will prepare and empower students to explore who they are, connect meaningfully with others, engage intellectually, and lead as global citizens.



EXPLORE

Demonstrate congruence between personal values and actions

Examine the impact of their own social identities

Respectfully discuss expectation of self and others in a community environment

CONNECT

Actively address language and actions that negatively affect the community

Engage with people who hold social identities different from their own

Competently interact with faculty and staff

ENGAGE

Utilize appropriate campus resources to enhance academic success

Solve problems using knowledge and information

Practice strategies for effective leadership through learning and action

LEAD

Recognize the ways social justice issues impact the Clemson campus community

Engage in sustainable behaviors to contribute to positive social change



#2 Learning goals and outcomes are derived from a defined educational priority

THEORETICAL FRAMEWORK

Partner Learning Model

(Baxter Magolda)

Frames how we, as educators, can validate our students’ lived experiences and allow them to be drivers of their own learning while supporting with resources

Self-Authorship Theory

(Baxter Magolda)

Structures the contextual journey that students are experiencing in interacting with new social identities, values, and concepts to support the emergence and cultivation of an ‘inner voice’

Intergroup Dialogue

(Dessel & Rogge)

Situates learning as a reciprocal, shared, and sustained experience that occurs through facilitated open dialogue across social identities and lived experiences

#3 Based on research and developmental theory

EDUCATIONAL STRATEGIES

Educational Strategies employed include intentional conversations (**Tiger Talks**), **Events**, and **Newsletters**. We keep in mind the traditional programming model vs. a curricular approach in order to provide clearly defined goals and strategies for student success, as well as to professionally assess students’ needs ahead of time. Professionals serve as subject matter experts by implementing topics and providing lesson plans for RAs with an emphasis on individual learning through diverse, multiple, highly intentional interactions.

#4 Departmental learning outcomes drive development of educational strategies

#5 Traditional programs may be one type of strategy—but not the only one

COMMUNITY PLANS

Community plans are developed in each area to address the needs of a specific community and student population, while working to achieve learning goals and outcomes through designed educational strategies.

REM Community Plans include:

- REM Website with Monthly guides and Lesson Plans
- Sociograms of each floor/apartment area (completed by RAs)
- Integration of feedback from faculty and campus partners
- Strengths/Weaknesses/Opportunities/Threats Analysis (facilitated by professional staff)
- Guided analysis of first Tiger Talk and Monthly Reports

#6 Student leaders and staff members play key roles in implementation but are not expected to be educational experts

#7 Represents developmentally sequenced learning

COLLABORATIONS ACROSS CAMPUS

REM works in collaboration with a number of internal and external partnership across Clemson University, including:

External partners: Living-Learning Communities (17 on campus), Honors Residential College, Faculty in Residence and Faculty Friends Programs, Office of Community & Ethical Standards, Counseling and Psychological Services, Clemson University Police Department, Gantt Multicultural Center, Community Achievement & Student Empowerment, Healthy Campus, Center for Career & Professional Development, Center for Student Leadership & Engagement

Internal programs and initiatives: REM Committees, Residential Living Committees, Residential Learning Assessment, Communities of Inclusion Initiative, RA Peer Dialogue Facilitator program, Sustainability & Eco Reps Program, Residence Hall Association and Community Council, Resident Assistant Training, and Resident Assistant Development.

#8 Campus partners are identified and integrated into plans

#9 Plan is developed through a review process

ASSESSMENT

Assessment in REM is designed to seek evidence for student learning through direct observation, self-reporting, rubric implementation, and artifact analysis. Staff are encouraged to use Classroom Assessment Techniques (CATs) to collect data. Summaries and analyses of Tiger Talks, Monthly Reports, and Learning Experiences are distributed monthly to staff to identify trends, highlight strong demonstrations of learning, and recommend steps moving forward.

Examples of assessment that is used in REM include:

	Tiger Talk Reports	Monthly Reports	Event/Newsletter CATs
Data Collected	Frequency of Resident Interactions Achievement of Learning Outcome through Rubrics	Qualitative observations of learning in communities Resource Referrals to Campus Partners and Offices & Hashtag Trending Data	Interaction with events & newsletters related to learning outcomes Digital artifacts of learning submitted after strategies are completed

#10 Cycle of assessment for student learning and educational strategies