

**Residence Life Educational Priority:** Residents who live on campus will thrive by engaging in and creating just communities

**Background of theory:** The residential curricular model is grounded in the Theory of Marginality and Mattering developed by Nancy Schlossberg. The theory states that there are five aspects of mattering: attention (feeling that one is noticed), importance (a belief that one is cared about), ego extension (the feeling that someone else will be proud of what one does or will sympathize with one's failure), dependence (a feeling of being needed), and appreciation (the feeling that one's efforts are appreciated by others). The theory also states that when someone feels marginalized, they feel like they do not matter and this can lead to disconnection, depression, etc. Students will learn to be able to create just communities, so they not only feel like they matter and belong but help ensure that others do as well.

**Just Communities:** By living on campus, we intend all residents will thrive by engaging in and creating a just community. We endeavor all to create just communities where students feel they matter. When someone feels they matter, they feel noticed and appreciated. Conversely, those who do not feel they matter, can feel marginalized, potentially leading to a sense of disconnection and exacerbating further mental health concerns. At predominately white institutions (PWI), this marginalization is a particularly pronounced phenomenon for Black and Indigenous students, first generation students, as well as students who hold other minoritized identities, or identities for which they experience exclusion; these include race, ethnicity, gender identity, sexuality, socioeconomic status, ability status, religion, etc.

Our main goals are to construct spaces where students feel they matter and that they belong. We understand that mattering is especially vital for those historically and intentionally excluded (including race, ethnicity, gender identity, sexuality, socioeconomic status, ability status, religion, etc.). As we build just communities, staff should construct environments where students from historically and intentionally excluded communities are centered in outputs and brought to the forefront of decisions and ways one builds community.

**1. Cultural Competence:** Residents will understand how their social identities relate to difference, power and agency

Students who contribute to just communities are aware of their own identities and their role in creating spaces where others feel like they matter. They are able to define their social identities (race, ethnicity, gender identity, sexuality, socioeconomic status, ability status, religion, etc.) and understand systems of oppression and how these systems have and continue to inform their lived experience. They are able to recognize and describe the different perspectives people have within a community, communicate with people whose perspectives are different than theirs, and actively contribute to just communities.

Learning Outcomes - Residents will be able to:

- 1.1 describe their social identities
- 1.2 articulate the values of different perspectives within communities
- 1.3 communicate across differing perspectives within communities
- 1.4 contribute to developing more just communities

**2. Wellbeing:** Residents will develop skills to promote personal wellbeing

Students will understand their wellbeing across the eight dimensions of wellness (environmental, emotional, financial, social, spiritual, occupational, physical, and intellectual) and identify and access resources to support their wellbeing. They will develop self-awareness to recognize their state of wellbeing as well as self-efficacy to maintain wellbeing in their everyday life.

Learning Outcomes - Residents will be able to:

- 2.1 describe what wellbeing means to them
- 2.2 identify resources to support their wellbeing
- 2.3 apply strategies for wellbeing in everyday life

**3. Integrated Learning:** Residents will integrate learning into their lives

Integrated learning is a reflective and connected process for students. Students will recognize learning that is occurring in all aspects of their life. They will identify resources and strategies to maximize their learning, recognize and apply transferable knowledge and skills, and embody a desire for continuous learning.

Learning Outcomes - Residents will be able to:

- 3.1 identify resources to support their learning
- 3.2 describe interconnections between different areas of learning
- 3.3 apply learning personally and professionally
- 3.4 translate learning into action

**4. Relationships in Communities:** Residents will develop inclusive and dynamic connections

Students will discover elements of and build healthy relationships as well as engage in and identify with communities. Students will increase their awareness of living in and being accountable to shared communities, and not only describe how they can better the community they are involved in, but also actively contribute to doing so.

Learning Outcomes - Residents will be able to:

- 4.1 identify components of a healthy relationship
- 4.2 build healthy relationships
- 4.3 identify with a community
- 4.4 describe and implement actions to improve communities

**5. Responsibility:** Residents will contribute to bettering their communities

Students will be responsible community members acting in alignment with their values. They will dialogue about their active and passive behaviors and the corresponding impact on others. They will take responsibility for their impact, respond in a restorative way, and adapt their behaviors to contribute to more just communities of mattering.

Learning Outcomes - Residents will be able to:

- 5.1 define their personal values
- 5.2 act in alignment with their values
- 5.3 describe how their behaviors impact others
- 5.4 contribute to advancing justice within communities