

BUILD THE BEAR PLAN

2023-2024

Educational Priority:

Students who live in the residence halls at UMaine know what it means to be a *Black Bear*. As a result of living in our halls, students will learn to live on their own, how to engage with others, and feel like they belong to the *Black Bear* community.

Learning Goals (1-4)/Outcomes (a,b,c, etc.):

1. Living on their own

- a. Students will practice basic self care.
- b. Students will take initiative in their college experience.
- c. Students will develop resiliency.

2. Engaging with others

- a. Students will develop in-person communication skills.
- b. Students will learn to manage interpersonal conflict.
- c. Students will be able to understand and accept differences in themselves and others.

3. Feeling a sense of belonging

- a. Students will be able to express who they are.
- b. Students will get to know those living in their community.
- c. Students will be able to develop connections with campus.

4. Becoming a BLACK BEAR

- a. Students will show respect for the people and spaces in their community.
- b. Students will explore the opportunities for engagement on the UMaine campus.

II. BUILD THE BEAR BLUEPRINT (Curriculum Rubric)

Performance Indicator Scale:

- 1- Languishing:** Students are not showing any/few signs of achieving the skills/abilities described in the learning outcome.
- 2- Living:** Students showing some signs of progress to developing the skills/abilities described in the learning outcome.
- 3- Succeeding:** Students are achieving satisfactory progress to developing the skills/abilities described in the learning outcomes.
- 4- Thriving:** Students are exceeding/ "ahead of schedule" in developing the skills/abilities described in the learning outcomes.
- 5- Leading:** Students are becoming leaders in the Black Bear community and assisting others in their development of skills/abilities.

2023-2024 CURRICULUM

LEARNING GOAL	LEARNING OUTCOME	1- Languishing	2- Living	3- Succeeding	4- Thriving	5- Leading
LIVING ON THEIR OWN	Practice basic self care.	Students display poor personal hygiene, lack of sleep, and eating.	Students demonstrate some commitment to hygiene, unhealthy dietary choices, and inconsistent sleep schedule.	Students demonstrate consistent personal hygiene practices, consistent meal consumption, and a consistent sleep schedule.	Students take active steps to live a healthy lifestyle, utilize resources on campus to continue a healthy lifestyle.	Students are actively encouraging others to utilize resources and acting as referral agents to staff.
	Take initiative on their college experience.	Students rely on parents/guardians to drive college experience and ask questions on their behalf.	Students ask questions on how to get in touch with professors and other resources.	Students plan and take action on their personal and academic lives here at the university.	Students are planning ahead on life beyond their college experience; personally, academically, and professionally.	Students are actively encouraging others to plan and take initiative on their college experience by helping them find experiences.
	Develop resilience.	Students are in crisis and not accepting help.	Students are not yet actively seeking help, but are open and accepting of help when offered.	Students are taking initiative to ask for help and follow through when they feel they are struggling.	Students can explain what they do to manage themselves when facing tough situations and are well versed in resources that can help them.	Students are actively encouraging others to seek help when in crisis by providing resources for them to utilize.

2023-2024 CURRICULUM

ENGAGING WITH OTHERS	Develop in-person communication skills.	Students do not interact with others in their community.	Students communicate limitedly, but rely heavily on social media and technology. Students are also limited in their communication with people that have a shared identity.	Students interact with others in the community and can be observed doing so in-person. Students interact with people cross-culturally.	Students go out of their way to seek out others in-person to solve conflict. Students can understand cultural differences and can help navigate various cultural/social situations.	Students are actively seeking out others to help them feel included in the community. Their community is diverse in perspectives, identities, and cultures.
	Manage interpersonal conflict.	Students practice avoidance or become entangled in major interpersonal strife.	Students only manage interpersonal conflict by involving outside parties.	Students are willing to take steps to solve conflict between themselves before involving outside parties.	Students solve conflict by calm, in-person communication and showing a willingness to compromise.	Students are actively encouraging others to solve conflict with in-person communication by providing resources to utilize.
	Understand and accept differences in themselves and others.	Students lack knowledge/exposure about issues on racial, ethnic, cultural, sexual, gender, and other identity diversity.	Students take responsibility for their lack of exposure and understanding of diverse identities and histories.	Students engage and may attend some educational programs on various DEI topics.	Students acknowledge there are others with diverse experiences and respect that they do not have that lived experience and want to be an ally.	Students can help be a resource and ally to marginalized communities and help promote inclusive efforts.
	Express who they are.	Students do not feel comfortable talking about themselves or their identities.	Students feel slightly more comfortable with their identity but do not share openly with others.	Students can share their personal experiences within their community and create conversations	Students express themselves around others outside of their community and encourage others to talk about their	Students are confident in expressing themselves, engage with multiple communities

2023-2024 CURRICULUM

				about identity.	identity.	outside of their own identities and foster connections with others around them.
FEELING A SENSE OF BELONGING	<i>Get to know those in their community.</i>	Students don't know the names of other residents in their community. Students may be resistant to people from diverse backgrounds (race, ethnicity, culture, sexuality, gender, etc...)	Students develop some friendships in their community. Students may be limited to friends within their same identity.	Students know most of the people on their floor and have developed friendships. These connections exhibit levels of understanding different identities.	Students frequently are seen in the community, attend programs, know most of their floormates and have developed friendships. The friendships are cross-cultural and have intersecting identities.	Students are actively engaged in their community, attend programs with their friends, and encourage others to participate, and contribute to creating an inclusive and engaging community.
	Develop a personal connection with campus.	Students do not want to be on campus.	Students can navigate their way through most of campus and can explain some resources.	Students can point out different resources on campus and understand the importance of various offices and spaces.	Students frequently spend time in various campus spaces and can express their gratitude toward campus.	Students can explain the significance of being on campus and the impact on their personal and academic success.
BECOMING A BLACKBEAR	Show respect for spaces and people.	Students vandalize their community. Students may also say comments that are harmful to various marginalized communities.	Students abide by policies and do not tamper with their buildings and others' property. Students also do not partake in harmful language/behaviors aimed at marginalized communities.	Students abide by policies and do not tamper with their buildings or others' property, and report instances of those who do. Students also report instances of harmful biased language/behaviors in their community.	Students abide by policies and do not tamper with their buildings or others' property, report instances of those who do, and actively encourage others to do so as well. Students offer support to those harmed by biased language/behavior	Students respect the UMaine campus and can explain to others the impact of actions such as vandalism and violations of policy. Students hold each other accountable for biased language and/behaviors in their community.

2023-2024 CURRICULUM

					s in their community.	
	Explore opportunities at UMaine.	Students do not leave their room outside of going to class and eating.	Students are involved in some extracurricular activities outside of their academics.	Students are involved in clubs and activities that both tie into their academics and personal interests.	Students have sought out leadership opportunities on campus.	Students actively participate in various clubs/organizations and have an active leadership role in these groups. By doing so, they encourage their community members to join in these extracurriculars.