Illinois Residential Experience: Multicultural Advocate Continuing Education Plan (MACE)

Educational Priority:

As a result of living in University Housing, each resident will be able to intellectually engage as members of an inclusive community.

Inclusiveness Statement:

In Residential Life, we commit ourselves individually and collectively to respecting and honoring each member of the communities in which we work and live, inclusive of all aspects of individual and group identity and experience. We respect and honor individuals, inclusive of, but not limited to their:

- Age
- Ability
- Culture
- Educational level
- Ethnicity
- First Language
- Gender
- Gender Expression
- Geographic Origin
- Learning Style
- Marital Status
- Parental Status
- Political Affiliation
- Race
- Sexual Orientation
- Size
- Religion
- Socio-Economic Status
- Veteran Status
Each resident will understand their approach to learning, how to analyze and make connections, and apply that learning in their lives. Each resident will be able to ...

- **AS1** – Identity and evaluate resources and sources of information.
- **AS2** – Explore and utilize effective learning styles and approaches.
- **AS3** – Investigate connections between experiences and formal learning.
- **AS4** – Analyze career aspirations.
- **AS5** – Engage in intellectual discussions with peers.

Each resident will understand how to create a realistic self-appraisal and understanding; establish and maintain productive relationships; set personal goals; and make healthy choices. Each resident will be able to ...

- **IIC1** – Identity the available resources to support mental and physical health.
- **IIC2** – Develop skills to negotiate expectations and resolve conflicts.
- **IIC3** – Develop realistic and measurable goals within a personal wellness plan.
- **IIC4** – Recognize the basic dimensions of personal wellness.
- **IIC5** – Explore and utilize stress management techniques.

Each resident will understand the identities of self and others, how the interaction between identities influences community, and the promotion of allyship and advocacy. Each resident will be able to ...

- **SJE1** – Define and explore the concepts of social, relational, and core identities.
- **SJE2** – Analyze social identities in the context of privilege and oppression.
- **SJE3** – Engage in dialogue about social justice.
- **SJE4** – Examine their personal values and identities.

Each resident will understand how to be a responsible and positive contributing member of their communities. Each resident will be able to ...

- **EC1** – Recognize the purpose of community values and expectations.
- **EC2** – Develop an understanding of social responsibility and their individual and collective impact within a larger community.
- **EC3** – Integrate within a community through intellectual, personal, and social interests.
- **EC4** – Consider ways that engagement fosters involvement and leadership.
- **EC5** – Demonstrate the ability to engage in civil discourse.
Educational Strategies

The details on how we provide student learning and engagement opportunities.

COMMUNITY CONVERSATIONS

- Community Conversations will be scheduled weekly on a particular day at a recurring time.
- Community Conversations encourage open and respectful curiosity and allow residents to engage in dialogue, story sharing, and personal reflection.
- Community Conversations will occur weekly at the same day and time to ensure:
  - Consistency
  - MA visibility
  - Resident engagement
  - Clarity with marketing
- Community Conversations do not need to be or feel like a formal, highly facilitated dialogue EVERY week, but should regularly reach that level.
- Your topics and style should reflect the needs of you and your residents, while maintaining a regular focus on identity, inclusion, privilege, and oppression.
- Community Conversations should be a space that generates assessment of residents’ needs and passion areas, guiding future initiatives.
- Four common Community Conversations will parallel designated bulletin boards (see below), while mirroring Resident Assistant’s I-Convos.
  - Fall Week 1 – 4: Who Are You? What is Identity?
  - Fall Week 8 – 12: Illinois Intervenes Bystander Intervention
  - Spring Week 1 – 4: Get Involved, Get Connected
  - Spring Week 8 – 12: Social Justice in Action
- Other topic areas could include:
  - Who are you? What’s your story?
  - Current events on campus or in the world
  - Spotlight on a particular identity, country, or culture
  - Social justice success stories and change movements
  - Stories of discrimination, privilege, bullying, or oppressing
COMMUNITY INITIATIVES

- Community Initiatives will be guided by assessment from Community Conversations, I-Convos, team observation, and other tactics to meet the needs of the community.
- Community Initiatives should be collaborative in nature, connecting to the work of the RAs, RD, LLC (if applicable), Housing student organizations, or campus and community partners.
- Everything the MAs do will occur with Social Justice Exploration as a focus, but Community Initiatives can draw connections to the other learning goals throughout the year.
- Developing Community Initiatives that highlight Engaged Citizenship and Social Justice Exploration will allow residents to take direct action on campus or in the community.
- While Community Initiatives are focused on the Learning Goals and community needs, social initiatives and other opportunities are still encouraged.
- Passive initiatives like poster campaigns, tabling, or social media movements can provide dynamic experiences when paired with an active component.

BULLETIN BOARDS

- Serve as visual educational resources for residents that can offer information over the course of an extended time period.
- Deadlines and visual requirements are set by the RD to maintain consistency throughout the hall.
- Topics are up to your discretion (except for the four designated boards highlighted below), but should focus on themes of identity, inclusion, culture, and social justice.
- The following boards will provide consistent resources to residents across University Housing:
  - Fall Week 1 – 4: Who Are You? What is Identity?
  - Fall Week 8 – 12: Illinois Intervenes Bystander Intervention
  - Spring Week 1 – 4: Get Involved, Get Connected
  - Spring Week 8 – 12: Social Justice in Action

THE MINGLE

- The purpose of The Mingle is to address campus-wide challenges, bringing people together across groups and identities.
- Topic, collaborator, and activity ideas will be brainstormed as an entire MA team, while maintaining the goal of cross-group interaction at the forefront.
- The Mingle will be planned as a Mentor/Mentee team to develop collaboration skills while taking advantage of team members’ unique passions, strengths, and identities to strengthen the effort.
- Teams will learn how to best communicate, work through challenges, and schedule meetings given team members’ individual styles and needs.
- Each team will facilitate their iteration of The Mingle during one of the following timeframes:
  - Fall Semester
    - Weeks 4 – 6
    - Weeks 7 – 9
    - Weeks 10 – 12
  - Spring Semester
    - Weeks 4 – 6
    - Weeks 7 – 9
    - Weeks 10 – 12

MA MOMENTS

- MA Moments offer MAs an opportunity during Wednesday Community Staff Development meetings to facilitate an activity or dialogue with their hall team. MA Moments serve to:
  - Increase knowledge, skills, and awareness of entire hall team
  - Create intentional connections between social justice concepts and work in the halls
  - Provide space to discuss current campus and world events, identity, inclusion, and bias
  - Role model dialogue and activities to be completed with community residents
  - Provide facilitation practice experiences
- MA Moment scheduling will be determined between the MA and the Resident Director based on needs for Staff Development meetings, but will occur for 30 – 40 minutes bi-weekly.
- MA Moments should highlight connections to other strategies and to community needs.
- MAs will also have an opportunity to share an MA Moment with the MA team during the year.
Team, Personal, and Professional Development

Experiences that build MA connections, awareness, knowledge, and skills.

STAFF DEVELOPMENT MEETINGS

- Provide opportunities for ongoing training, resource-sharing, team-building, and support.
- Multicultural Advocate Team: Mondays from 7pm – 9pm
- Residence Hall Team: Wednesdays from 7pm – 9pm

1:1 MEETING WITH SJLE SUPERVISOR & 1:1 MEETING WITH RESIDENT DIRECTOR

- Discuss community dynamics and needs.
- Explore resources and opportunities for continued growth and development.

MENTOR / MENTEE ENGAGEMENT

- All returning MAs serve as Mentors to new MA Mentees, serving as an additional resource to talk about initiative ideas, community needs, team dynamics, and personal development.
- Mentors and Mentees should check in regularly, but may also attend one another’s strategies.

JOURNAL

- A written entry promoting the critical importance of intrapersonal reflection and processing.
- Due on the final Friday of every month.

TEAM AND CAMPUS ENGAGEMENT

- Participation in team events like The Mingle or campus initiatives is important for MAs’ ongoing professional and personal development, while showing team support.
- Connecting across campus and in the community can create opportunities for collaboration.
- Encouraging resident engagement enhances their learning while building your relationships.
- Supporting SJLE collaborations and initiatives like conferences, workshops, service experiences, and retreats further highlights these opportunities for Housing residents.

DOOR DECORATIONS

- Enhance spaces visually while ideally providing additional passive education connected to SJE.
- Required once per semester for fellow staff members, but could extend to others if desired.
Administrative Tasks
Requirements that enable the successful completion of Educational Strategies.

LESSON PLANS
- Each Educational Strategy will be guided by a Lesson Plan.
- Ultimately, Lesson Plans are under the purview of the Program Directors and Resident Directors, but may be created in collaboration with the MAs depending on the Educational Strategy.

ASSESSMENT
- All Educational Strategies require an intentional assessment based on the Learning Outcomes.
- Some assessments will be provided, while others may take on unique forms based on the Educational Strategy at hand.

THINK TANK
- Think Tank is an online database used to plan, track, and report on all Educational Strategies occurring in University Housing.
- Entries for all initiatives with the exception of MA Moments and Community Conversations should be entered two weeks in advance of the initiative occurring.
- Think Tank should be updated at least once per week.
- Cloning can be an effective way to manage multiple entries of a similar type, but the title and content needs to change with each entry.
- Format: Type of Educational Strategy – Title of Educational Strategy.

FINANCIAL REQUESTS & RECEIPTS
- As caretakers of your residents’ money, the utmost responsibility is required; this requires timely requests for and submission of necessary paperwork and receipts.
- Requests for SJLE funding must be made at least one week in advance, and it is also critical to be aware of and meet deadlines for requests from hall councils and funding boards.
- Utilizing funds requires the successful completion of a Think Tank submission.

COMMUNICATION & E-MAIL
- Your Illinois e-mail account will be the most utilized form of communication between you, your supervisor, and your Resident Director.
- You need to check your e-mail at least once daily for important updates and potential deadlines.
MARKETING

- Effective and timely marketing is crucial to ensuring residents are aware of your own Educational Strategies and the others occurring in your community and across campus.
- Initiatives must be marketed at least a week in advance, but the most effective strategy will involve multiple types of marketing at varying times.
- Types of marketing can include:
  - Fliers & Posters
  - E-mail
  - Social Media
  - Digital Signs
  - Word of Mouth
  - Creative Connections to the Program

INCIDENT REPORTS

- Although duty rounds and responding to incidents are predominantly the responsibility of RAs, there may be incidents to which you are a key responder.
- It is crucial that you write incident reports in the proper format in a timely fashion.
- When responding to incidents, your first inclination should always be to reach out to additional resources, whether that be the RA on duty, the RD on call, or 911 as the situation demands.

Additional Resources

Tools that may prove helpful in implementing the Illinois Residential Experience.

MONTHLY THEMES

- September
  - National Hispanic Heritage Month
- October
  - LGBT History Month
  - Bullying Prevention Month
  - Domestic Violence Awareness Month
- November
  - Native American Heritage Month
  - Veterans Day
- December
  - National AIDS Awareness Month
- January
  - Slavery and Human Trafficking Prevention Month
  - MLK Day
- February
  - Black History Month
- March
  - Women’s History Month
- April
  - National Volunteer Month
  - Earth Day
  - Sexual Assault Awareness Month
- May
  - Asian Pacific American Heritage Month
  - Mental Health Awareness Month

*This is not an all-encompassing list so please do your own research as well!

ONLINE RESOURCES

- housing.illinois.edu/inclusive
- facebook.com/SJLEIllinois
- Twitter: @SJEIllinois
- Listserv & E-Mail Lists
  - AACC
  - BNAACC
  - La Casa
  - NAH
  - Diversity Ed.
  - Multi-Racial / Multi-Ethnic Student Initiative
  - Illinois Interfaith
  - Illinois International
  - University Y

CENTRAL HOUSING ORGANIZATIONS

- Asian American Student Housing Organization
- Central Black Student Union
- Latin@ Student Association
- Queer Housing Coalition
- Men of Impact
- Creating Opportunities, Recognizing Excellence
- National Residence Hall Honorary
- Eco-Mmunity