



# A Call to Action


SCHOOLS OF ARTS, LANGUAGES, AND HUMANITIES

# Why?

- ▶ Equity gaps
- ▶ Goal: The Leading College of Equity and Excellence
- ▶ Mesa's 2030 Strategic Plan, and Mesa's Equity Plan
- ▶ The Dean's AUO: *The Schools of Arts and Languages/Humanities will promote an environment that is encouraging of equity-based discussion and practices in our office, our classrooms and in general practice*
- ▶ Mesa's definition of equity: "...We work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College..."

# Phase I Projects

1. Choose one activity
2. Implement over semester
3. Meet with others twice
4. Provide feedback in end-of-semester survey

<h2>CALL TO ACTION</h2> <h3>FIVE AREAS OF FOCUS &amp; SUPPORTING ACTIVITIES</h3> 	
Five Areas of Focus	Activities to Support Five Areas of Focus (Choose One and Have Fun!)
1. Implement multiple options to assess student understanding/competency	<ul style="list-style-type: none"><li>• Develop one assignment/assessment that allows 2-3 different options for students to demonstrate understanding (i.e. a paper, a video, an art project, a presentation, etc.)</li></ul>
2. Integrate diverse representation in curriculum/instructional materials	<ul style="list-style-type: none"><li>• Select or create materials with diverse imagery/names in 1-3 units/lessons.</li><li>• Search for and integrate information on diverse people from your discipline in 1-3 units/lessons.</li></ul>
3. Connect students to student services/supports	<ul style="list-style-type: none"><li>• Include a link to the "Helpful Resources for Students" document in your syllabus and review with students during first 2 weeks of class.</li><li>• Take students on a field trip to the Student Services building and show them the different departments/supports.</li><li>• Invite your discipline counselor to come speak to your class.</li></ul>
4. Create connections with students/create a welcoming classroom environment	<ul style="list-style-type: none"><li>• Make a personal connection by referring to all students by name.</li><li>• Rename your "Office Hours" to something more inviting such as "Student Visiting Hours".</li><li>• Give extra credit for students to visit your office hours during the first month. Allow time for a social check-in and/or opportunity to share your efficacy/support.</li><li>• Bring snacks to class and provide an intentional break for students to check phones, use the restroom, and talk with each other.</li><li>• Start class with a 1-2 minute timeframe for an unspoken intention and invite anyone to share.</li><li>• Conduct a mid-semester check-in with each student just to "see how things are going".</li></ul>
5. Modify a classroom rule/expectation.	<ul style="list-style-type: none"><li>• Unlock weekly modules in Canvas (but keep assignments locked).</li><li>• Make due dates consistent (i.e. everything due on Sunday).</li><li>• Exercise (more) flexibility with due dates.</li></ul>

# End-of-Semester Survey

Do you feel like your activity made a difference? If yes, please describe.

- ▶ Yes - Solidified student to teacher connection and encouraged students to seek support when needed
- ▶ Yes, the new images and content prompted student discussion and further interaction.
- ▶ Yes, but it requires many activities to be modified. Long ways to go.

# End-of-Semester Survey

If you did not implement an activity, please share the reason.

- ▶ I'm too busy.
- ▶ I'm already implementing my own strategies.
- ▶ Equity work is not a priority for me.

# Phase II, Spring 2023 – What?

- ▶ Activities based on survey feedback
- ▶ Dive a little deeper with the strategy that you implemented from the fall semester, or select to engage in one of 3 NEW AND SPECIAL PROJECTS.
- ▶ Meet with others from your selected project at the first Brown Bag Kick-Off to discuss and share implementation ideas.
- ▶ Meet again at the second Brown Bag Check-In to share what's working and what isn't.
- ▶ Summarize your impressions and student feedback in a survey at end of semester.



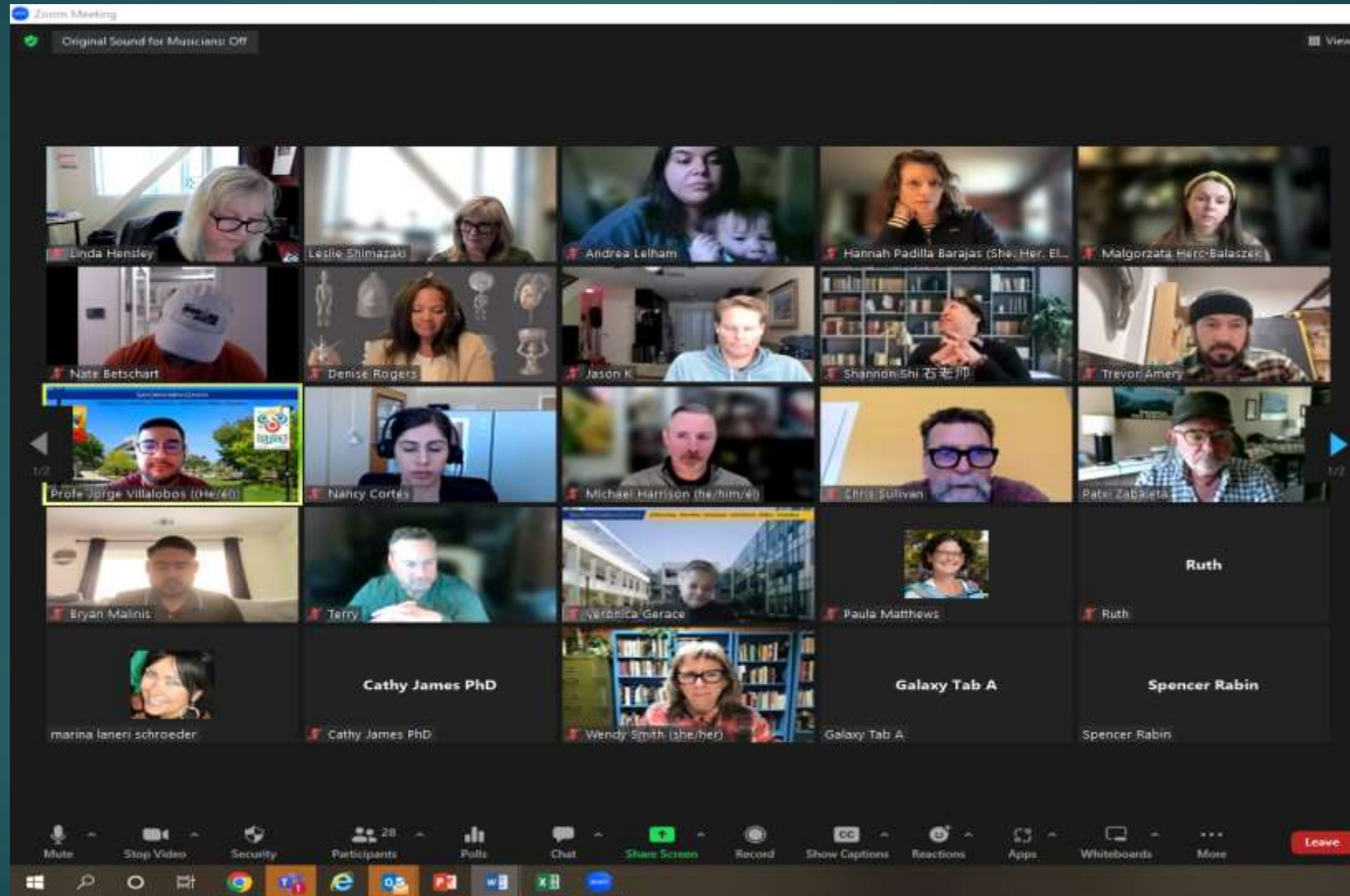
# Phase II Projects

1. Activities based on survey feedback
2. Dive a little deeper with the strategy from Phase I, or select to engage in one of 3 NEW AND SPECIAL PROJECTS.
3. Same meeting structure.
4. Provide feedback in end-of-semester survey

CALL TO ACTION - PHASE II	
Project	What to Expect?
Classroom Equity Data Dive	<ul style="list-style-type: none"><li>- Analyze your personalized classroom equity data</li><li>- Set goals based on your own classroom equity data</li><li>- Brainstorm actions to achieve the goals</li><li>- Data provided by Institutional Effectiveness</li></ul>
Developing Assignments with Equity in Mind (AEM)	<ul style="list-style-type: none"><li>- Join our AEM initiative through the LOFT</li><li>- Meet with team on Friday, March 3 for an introduction to project</li><li>- Develop one new assignment designed to promote equity and assess outcomes in creative and efficient ways</li></ul>
World Cultures Collection	<ul style="list-style-type: none"><li>- Visit and learn about Mesa's World Cultures Collection</li><li>- Work with Professor Denise Rogers (Art History, WCC Director) to brainstorm a plan to integrate the World Cultures Collection into your instructional lessons and classroom experience</li></ul>
Conscious on Campus Follow Up	<ul style="list-style-type: none"><li>- A follow-up to Dr. Rachel Hastings, Conscious on Campus Culture Camp presentation</li><li>- Engage in dialogue centered around questions developed by Dr. Hastings</li><li>- Attendance at the Culture Camp presentation not required</li></ul>
Activity from Phase I - Call to Action: Five Areas of Focus List	<ul style="list-style-type: none"><li>- Implement your activity from fall semester again and/or select another strategy from the list to try in your classroom</li></ul>



# Phase II – Brown Bag #1

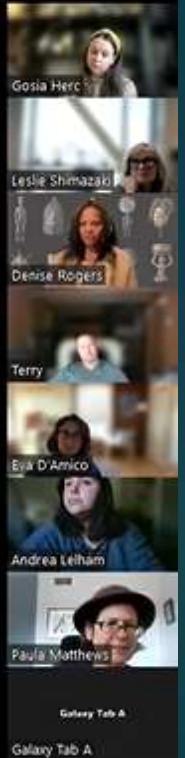




# Phase II – Brown Bag #1, WCC

## World Cultures Collection Cross-Disciplinary Student Collaboration

- Research Projects
  - Exhibition Skills, Cataloging, Research, Modernist Connections, Sketching, Study of performance, music, song, dance, language, etc.
- Honors Contracts
- Check out market pieces for Classes
- Fashion Program Collaboration
- STEM Exhibit in Math and Science Building
- Internships
- Class Tours
- Student Study/Research Space (coming soon)



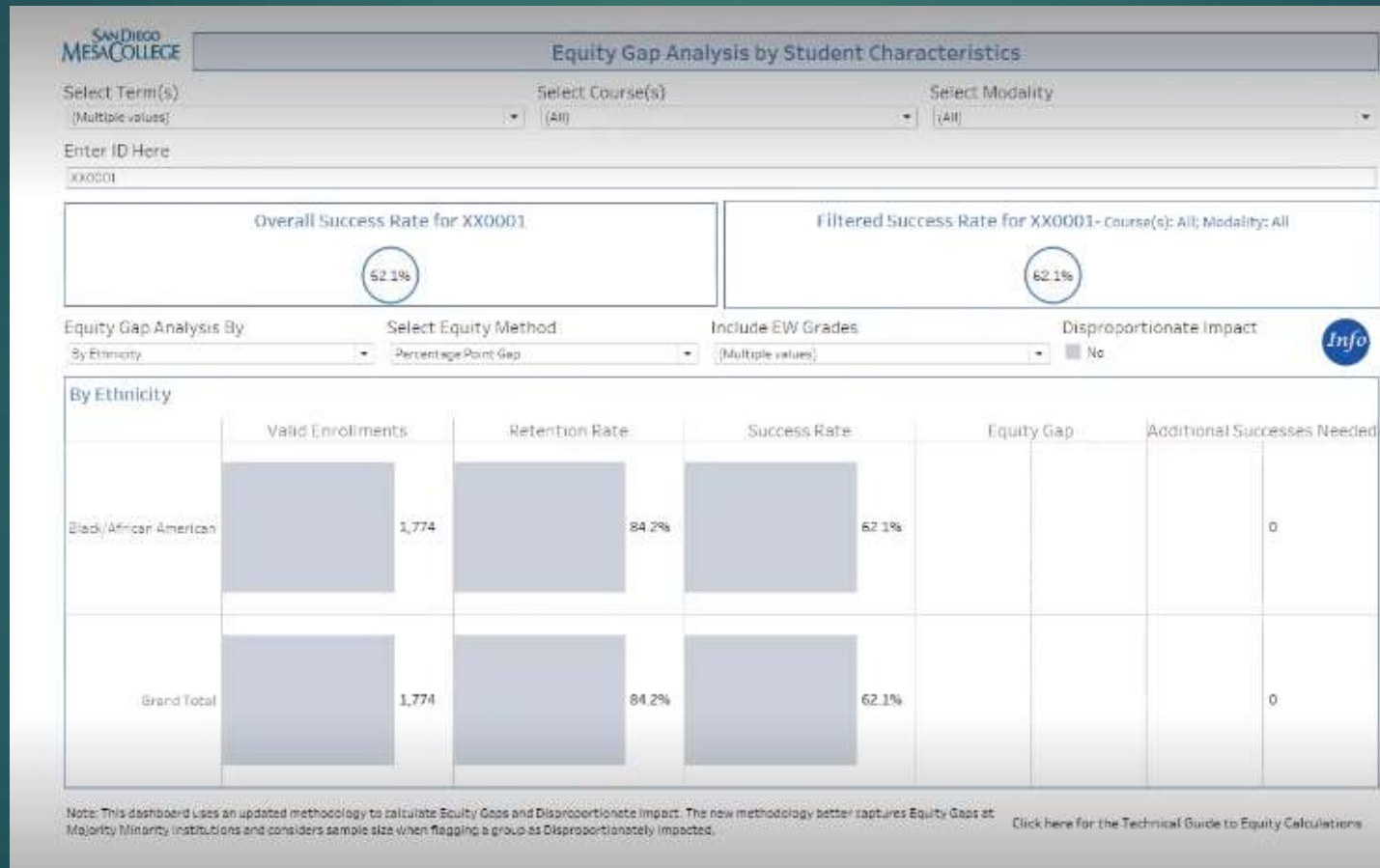
# Sculpture Class Assignment–

Construct a Human figure



# Phase II – Brown Bag #1

## Data Dive





# Phase II – Brown Bag #1

## Activity from Phase I



# Quote from ILT, Fine Art

- ▶ Our group talked a lot about being open with our students and not trying to be an authority, but a steward who is also learning and growing. I think a lot about that in how I interact with my students, facilitating a safe space while empowering them to share and grow together. I often share mistakes I have made in shops and how I am learning every week, new tools, new tricks, and new skills to grow. Thank you for facilitating these events!