

2019 Alliance Summer Institute
SOCIAL JUSTICE THRU THE ARTS
JUNE 2 - 8

FINAL REPORT



THE PROJECT

SOCIAL JUSTICE THRU THE ARTS (SJTA) was part of the 2019 summer institutes hosted by the CSU Alliance Partnership.

Funding was provided by the **CSU College of Liberal Arts** and the **CSU Alliance Partnership**.

Additional support and space use was provided by **CSU Women's Studies and Gender Research**, the **University Center for the Arts**, the **School of Music Theatre and Dance**, and the **Gregory Allicar Museum of Art**.

SJTA FACILITATORS:

Dr. Caridad Souza, Director of Women's Studies and Gender Research

Lisa Morgan, CSU Dance Faculty, School of Music, Theatre & Dance

Silvia Minguzzi, Feature artist Designer and Communications Manager, Gregory Allicar Museum of Art

Dr. Patricia Vigil, Director of University Partnerships and Student Success & Director of the Alliance and University Partnership Relations.

CSU STUDENT MENTORS/ARTISTS:

Maxtalen Villalobos, Eisen Tamkum, and Dani Diaz

Student participants were from four different Alliance schools:

Adams City High School, Commerce City, CO

Fort Lupton High School, Fort Lupton, CO

Hinkley High School, Aurora, CO

Pueblo Central High School, Pueblo, CO

35 students applied and 10 were selected to participate in the SJTA Summer Institute:

Sierra Gordy, Blodsoe Kalynn, Keiran Cardenas, Maria Cisneros Herrera, Demaris Mota, Angie Dominguez, Jacqueline Garcia, Viviana Retana, Sergio Sinaloa.

CSU Alliance Partnership works with ten Colorado high schools promoting a collegegoing culture. These schools are the least resourced high schools in Colorado composed of First Generation, racially and ethnically diverse students and high numbers of students who are on free and reduced lunch.



EMBRACING YOUR IDENTITY THRU THE STUDY OF SELFIES

Through the collaboration with feature artist Silvia Minguzzi, as well as CSU faculty and staff, the SJTA Institute presents students with an art project that celebrates diversity and researches identity through the study of selfies.

The students explored the summer's theme of "self and community" through a variety of interdisciplinary activities, including poetry, theater of the oppressed, dance, music, creative writing, journaling, talking circles, and mindfulness. Diversity can be as simple and as rich as a different point of view.

SJTA engaged our students with an art project that researched and celebrated diversity, but especially encouraged them to embrace their own identity through the study of selfies. Questions asked of the students included:

- Do we define ourselves by our beauty or our uniqueness?
- Is our uniqueness also our beauty?
- What if we learned to take selfies that emphasized our creativity, our uniqueness, and also our beauty?

We meet the world with our face. We are face to face with the surroundings. We are initially recognized by our face. We also learn how to manipulate our faces, to put on masks: literally or metaphorically.

Through an arts integrated curriculum, including visual art, dance/movement, writing and music, the students explore social justice concepts, nurture individual and collective voice, find common ground, celebrate community, and foster communication across differences.



SJTA OVERVIEW

This summer institute teaches basic social justice concepts and advocacy through integrated work and exploration in the arts. Participants engage in hands-on learning in storytelling, movement and dance, image theatre, designing and painting, creative writing, social and digital media, and film/video. We use the arts to emphasize concepts learned in dialogue and reflection that culminate in a group art project. Our social justice framework uses power, privilege, and difference to engage participants about their identities, histories, and communities. We emphasize collaborative learning among community educators, students, and faculty through team building, intercultural dialogue, nurturing individual and collective voice, and fostering communication across differences.

LEARNING OUTCOMES

- Understand the role of art in social justice advocacy through intercultural dialogue.
- Recognize and see each other in various roles as individuals and creators of community.
- Nurture individual and collective voice through the creative process while teambuilding and problem solving.
- Encourage open exploration of identity and community to support belonging and trust.
- Build relationships and empathetic connections to feel heard and understood.
- Understand the importance of social capital - equity, access, and justice within and across communities.
- Envision, create and design a community art project and present about the work and the process.

PROCESS OF THE WEEK

- A welcome luncheon was provided for students and families to meet everyone, review the schedule and discuss the focus and topics of the institute.
- Students stayed in campus residence halls and ate meals in the dining halls. Each participant received CSU t-shirts, Alliance water bottles and journals for them to document their experience at the institute.
- Three CSU student mentors were with the students throughout their stay, accompanying them to all activities, as well as facilitating debrief sessions in the evening. They were excellent role models who offered support, facilitated team-building activities and shared personal experiences of their journey to college and success at Colorado State University. Their academic paths at CSU were very beneficial for this institute.



- The CSU Admissions office worked with the students to help them better understand the path to college, including the application process, financial support and timelines.
- Sessions were from 9:00 – 4:30 each day in the following spaces on campus: Robert Hoffert Learning Center in the Gregory Allcar Museum of art; Dance Theatre, in the University Center for the Arts.
- The final presentation took place in the Dance Theater and in Gregory Allcar Museum of Art in the University Center for the Arts at CSU.

The Parking Space: The Parking Space is an area in the room where participants can anonymously vent, share ideas, rant, comment, quote, share insight, jokes, or other musings.

Social Media Station: A computer will be set up in the classroom for participants to post blogs, photos, videos, doodles, sketches, poems, and other uploads to our website.

Artifacts table: Items brought from home (may want to keep with them), stones, clay, books, magazines and newspaper, fabric, other: gears, tree ring disks, nature's stories.



CURRICULUM/CONTENT

All curriculum was presented through a lens of social justice, socially engaged art, individual story/narrative, self-expression, creativity and collaboration. Topic areas included:

- Team building and establishing a community charter
- Activism - power, privilege, difference, systemic oppression
- Dance/Movement exploring themes of body awareness & physical language, pathway, intersection, overlap, meetings/partings, design, shape
- Visual Art – Art as Voice - why this work is important, how generations of peoples have used creative expression to celebrate, process trauma, create community, tell stories, etc
- Art History of Selfies: embracing your identity thru the study of selfies
- Poetry/Writing
- Activism in Social Media - gender equity & intersectional perspectives
- Drumming and dance classes including Capoeira: Afro-Brazilian Martial Art and Dance with Mestre Lucas Corvo and Sweet Africa Dance with Godwin Ebotsy
- Documentation of the process with photographs and videos
- Work together to develop final performance and selfies exhibition in the Gregory Allicar Museum of Art for invited guests and family

The institute was successful on many levels. Some of the highlights were:

- Interactions with the participants through the social justice topics and the arts
- Quick transformations and deep processing of personal stories for all involved
- Collaboration and integration of varying activities involving visual arts, movement/dance and discussions around social justice issues
- The CSU student mentors provided a crucial role in facilitating the work.
- The students were very aware and passionate about social issues
- Evening debrief time with mentors and students was essential.
- The closing reception/presentation was a wonderful way to share the work.
- Given the short amount of time allotted for coordination, and the fact that the facilitators had not worked together before, the logistics and outcomes were very positive – we look forward to future institutes.

BUDGET

Social Justice Through the Arts Preliminary Budget 2019

Total Budget:	\$20,000.00
Total Salaries:	\$ 8,000.00
Silvia Minguzzi (Artist Fee)	\$ 3,000.00
Lisa Morgan	\$ 2,000.00
Caridad Souza	\$ 2,000.00
Zora Satchell (staff support)	\$ 1,000.00
Mentor Stipends	\$ 3,000.00
Dani Diaz	\$ 1,000.00
Brandon Gonzalez	\$ 1,000.00
Eisen Tamkun	\$ 1,000.00
Events: Rooms, equipment, food, etc.	\$ 1,160.51
Orientation Food	\$ 380.00
Closing Ceremony refreshments	\$ 250.00
Additional lunch on Friday afternoon	\$ 180.00
Snacks, water, and beverages	\$ 250.51
Supplies/Materials	\$ 315.00
Stickers: 249	\$ 65.00
Posters: 40 @ 13X19	\$ 58.00
Journals: 16 X \$12	\$ 192.00
Ingersoll/Academic Village—Lodging & Meals	\$ 5603.88
Participant Lodging (14)	\$ 2476.68
Mentor Lodging (4)	\$ 640.80
Meals for 14	\$ 2486.40



Rec Center Fee (Day Pass X 15)	\$	189.00
Participant Insurance	\$	78.72
Workshops	\$	1300.00
African Drumming (1 person)	\$	500.00
African Dancing (1 person)	\$	500.00
Capoeira	\$	300.00
TOTAL	\$	19,948.11
Balance:	\$	352.891 ¹

¹Balances will be used for variations in lodging/meals depending on participant attendance/attrition and other miscellaneous items regarding operating costs.

Challenges to consider as we move forward:

- Planning throughout – with more time and a year under our belt
- Working with the Alliance schools on recruitment and deposits for applications
- Build in more down-time for students to process/integrate, rest
- Integrate the media documenting piece more
- More trauma-informed curriculum
- Establish a working system for planning, timelines and communication
- Train mentors further
- Further curriculum/schedule planning and development
- Develop assessment/evaluation to utilize more for grant writing/funding support and curriculum/personnel planning

Support Needed:

- Foundational support - both financial and administrative
- Media/documentation had a great start and we have much to work with in terms of developing support material for funding requests. NOW we need to develop these pieces. CSU PR to report and promote the institute.
- Help with getting the word out to schools and follow-up successes.



Next steps:

- CSU Diversity Symposium presentation – October 2-4, 2019
- CSU Professional Development presentation - January 13, 2020
- Personnel and curriculum planning for 2020 including schedule/calendar – set a timeline.
- Meet with Alliance Partnership for collaborative goals/wishes for future
- Propose 2020 Institute with budget and funding requests
- Developing Mentor Training
- Developing the Curriculum
- Connecting with individuals at Alliance Schools to build recruitment plan
- Outreach to Alliance schools and locations – hoping for fall, 2020

Ideas for Future:

- Returning to Alliance schools to extend summer institute learning and recruit, involve previous year's participants in this process
- Revisiting curriculum/partner with Alliance schools teachers to collaborate/promote material to a wider student population
- Collaboration ideas for integrated projects in Alliance schools, ie. Workshop with arts/civic/social studies . . . teachers or whomever is interested in incorporating these principles into their work
- Capitalize on the value of this practicum experience for our CSU student mentors, applying skills and concepts through hands on co-teaching

SOCIAL JUSTICE THRU THE ARTS 2019

LEST WE FORGET

*Angie Dominguez, Damaris Valencia Mota, Jacqueline Garcia,
Kalynn Bledsoe, Keiran Cardenas, Lauren Martinez,
Maria Cisneros-Herrera, Sierra Gordy,
Sergio Sinaloa, Viviana Retana*

Selfies are usually viewed as all about the individual but when you see our selfies you see our true community. In our communities there are many differences, but within these we find strength and promote unity.

This work challenges the conventions of society, our careless interactions with the earth, and the toxic mindsets that persists within it. We will continue to challenge society and to promote unity to cultivate a new world.

Through this work we are united.

We are the change.

I am respect.

I am an independent woman.

I am more than my body.

I am unique.

I am humanity.

I am mother nature.

I am my true colors.

I am a dreamer.

I am an everlasting memory.

I am unapologetic.

We are the future.



GALLERY



Community Agreements
Social Justice Thru the Arts

Communication & Comprehension
- sharing & receiving @s

EQUALITY
- treat everyone w/ respect, regardless of differences

Kindness
- help each other out

Awareness of Self & Others
- know when to step in and step out

Take RISKS
- don't be afraid

Self Care
Self MOTIVATION
- interact
- seek to know each other
- make commitments

NO STEREOTYPES

- Constructive Language
- use kind words
- Room for Improvement
- Motivate yourself & others

> Don't Baby me.
- Ask Questions

- Don't abuse POWER.
- Integrity

> NO Apologies for mistreatment
- It's OK to voice opinion
- Have courage
- Arm yourself with Knowledge

RESPECT

Accountability
Communication
"I" Statements - taking space and time

Clarifying
Stand up for yourself and others

Stressors
- Professors
- Mentors
- Parents
- Friends
- Roommates
- Teachers
- Classmates
- Mentors
- Unlabeled

OPEN MINDED
- Emptiness, bring joy

Patience
- take space for self
- patience to LEARN

Honesty
- w/ self and others

OUT SPOKEN

CREATIVITY

BOUNDARIES- For yourself and others
- Respect others boundaries
- Motivate don't push

Focus on Strengths

Mistakes are allowed - we ALL make mistakes

Allow for self discovery

DON'T JUDGE be CURIOUS

- Be open & listen

- Actively listen

- Recognize our Humanity

- Mindful of our DIFFERENCES

- **INCLUDE**
- Don't say "Hey Guys"

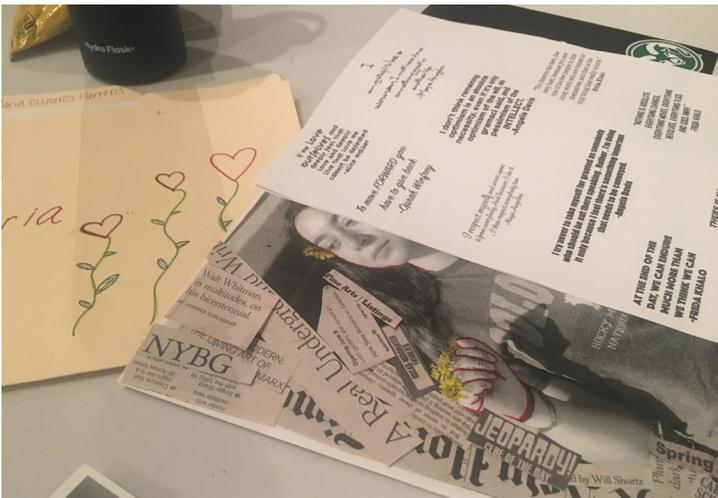
- Respect each others opinions
- Stand for your own spirit opinion

- Be comfortable getting out of your **COMFORT ZONE**
with confidence > Will you stumble with me?

GOLDEN RULE
Treat others how they wanted to be treated











STUDENTS SURVEY



STUDENT EVALUATION FEEDBACK

A Likert scale of fourteen questions was used requesting a rating from 1 – 5, with 1 indicating strongly disagree to 5, indicating strongly agree.

Aggregate scores of 4 and above (Agree) were listed on all statements indicating that that they found the mentors extremely accessible and helpful and the students wanted to pursue a college degree after attending this program. They also felt more informed about career opportunities, leadership roles and educational opportunities in the areas of Social Justice and the Arts and would be willing to participate in similar programs hosted by the Colorado State University Alliance Partnership. They agreed they had gained more confidence after attending this program.

EVALUATION SURVEY – STUDENTS

- **75%** of the students agree that summer SJTA program increase their understanding about careers in Social Justice, Women’s Studies and/or Gender Research
- **100%** of the students agree summer SJTA program increase their understanding about careers in the Visual Arts or Dance
- **100%** of the students agree summer SJTA increase their interest in pursuing a college education in general
- **BEFORE** attending this program , **50%** felt not at all prepared and **50%** somewhat prepared for the process of applying to college . **AFTER** attending this program **12.5%** feel well prepared and **65%** somewhat prepared for the process of applying to college.
- **100%** of the students are now planning on going to a community college or four-year college/university

Some comments

This was an experience of a life time! I got the college feel but also I got the feel STJA!

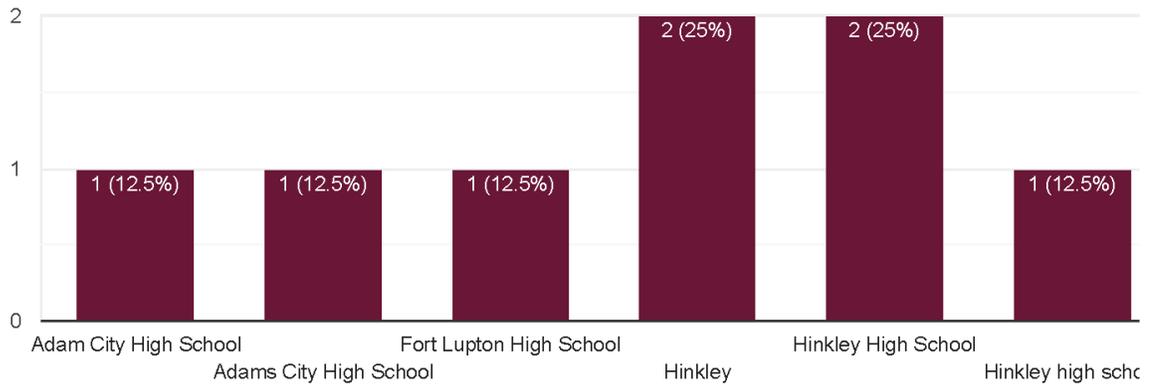
I loved the program and the community we created. I felt like I could just let go and be free.

The energy from everyone was amazing and it didnt make me feel uncomfortable. I wouldn;t really change anything about my experience.

I enjoyed the connection and the help from the mentors. Though this program I got the experience of meeting new people with different ways of thinking about topics.

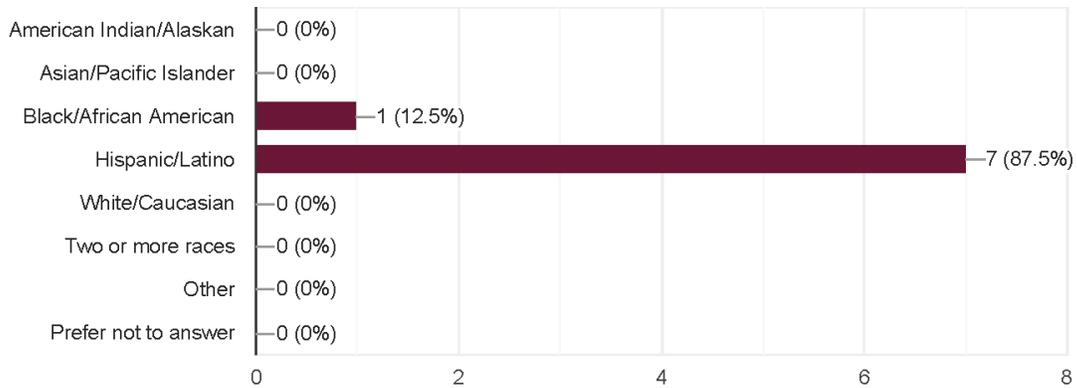
Name of the school that you will attend in Fall 2019

8 responses



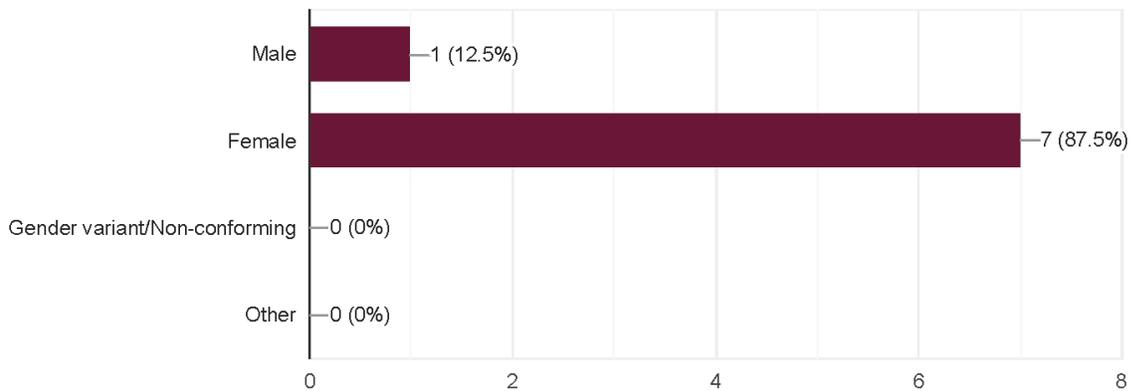
What is your race/ethnicity?

8 responses



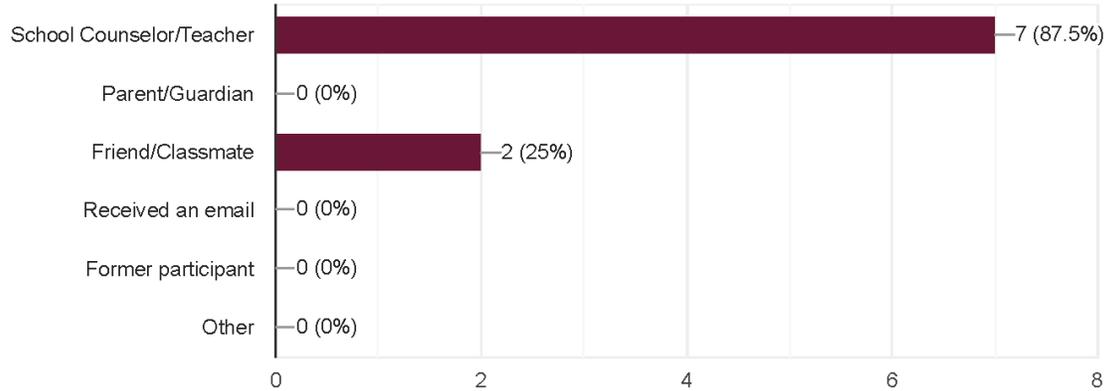
To which gender identity do you most identify?

8 responses



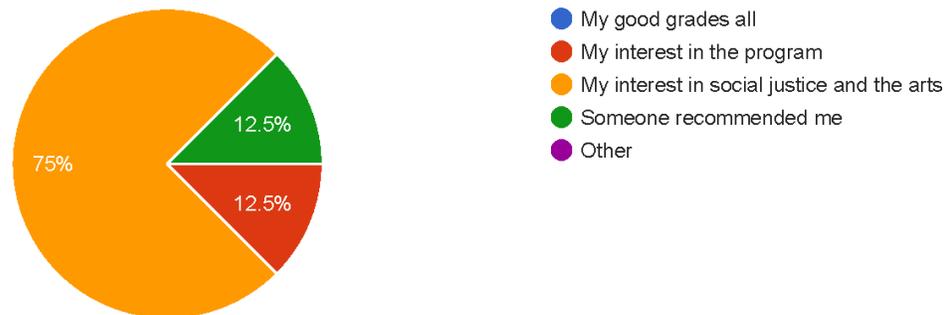
How did you hear about this SJTA summer program?

8 responses



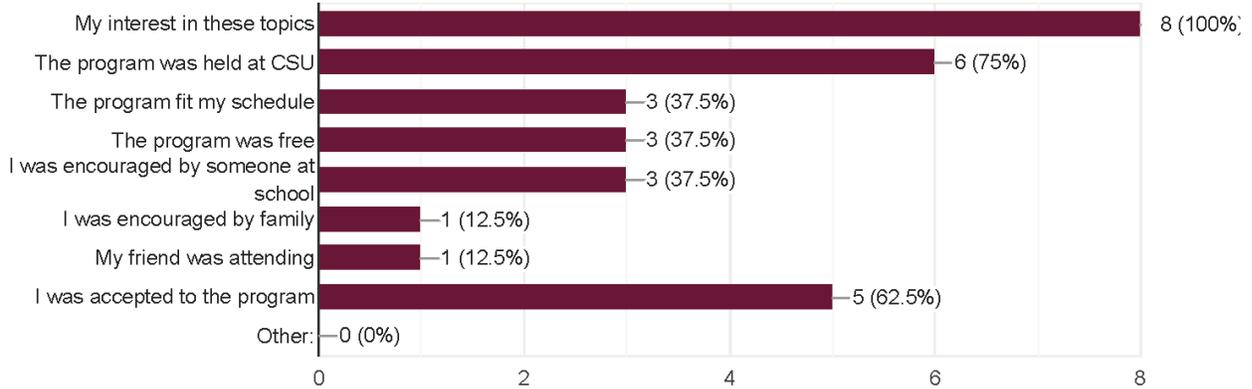
Why do you think you were selected to attend the summer SJTA program? Choose all that apply).

8 responses



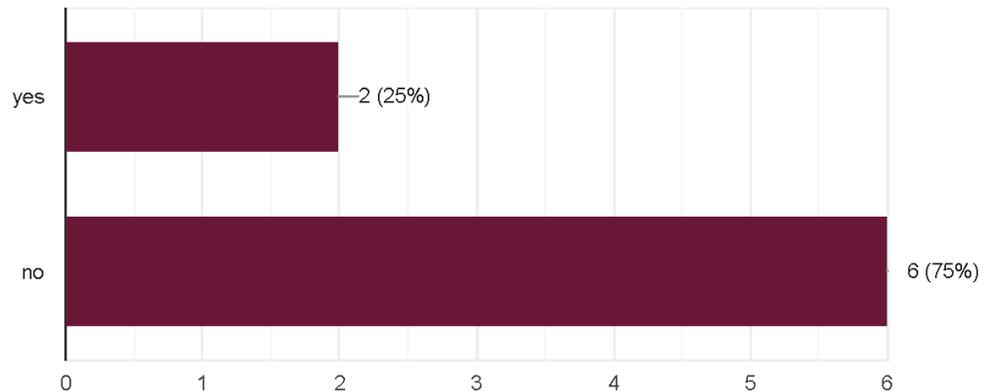
Why did you choose to attend the summer SJTA program? (choose all that apply)

8 responses



Before attending the summer SJTA program had you ever heard of the CSU Alliance Partnership? If yes, can you tell us how you had heard about CSU AP.

8 responses



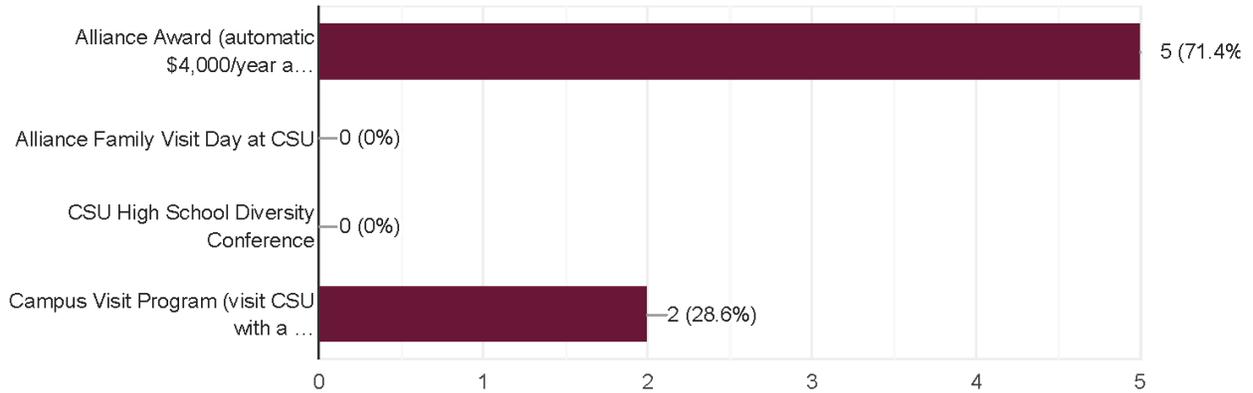
Before attending the summer SJTA program, were you aware that your school is one of 10 Colorado High Schools to belong to the Alliance Partnership at Colorado State University?

8 responses



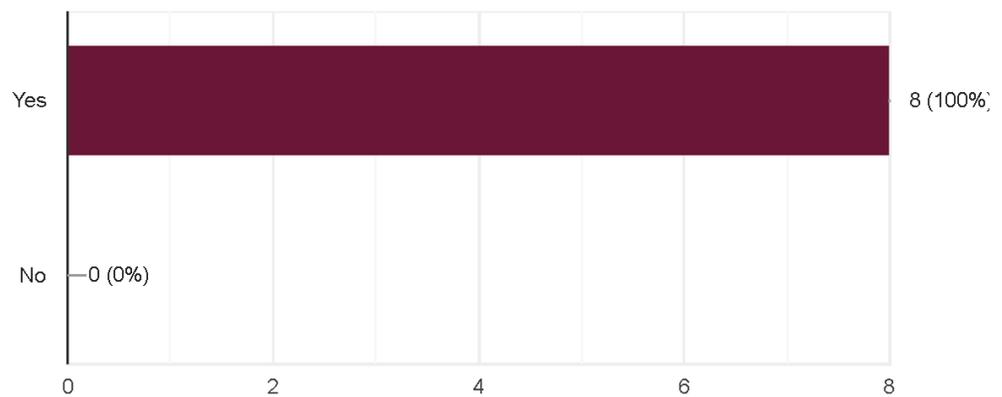
Have you ever heard of the following Alliance programs? (choose all that apply)

7 responses

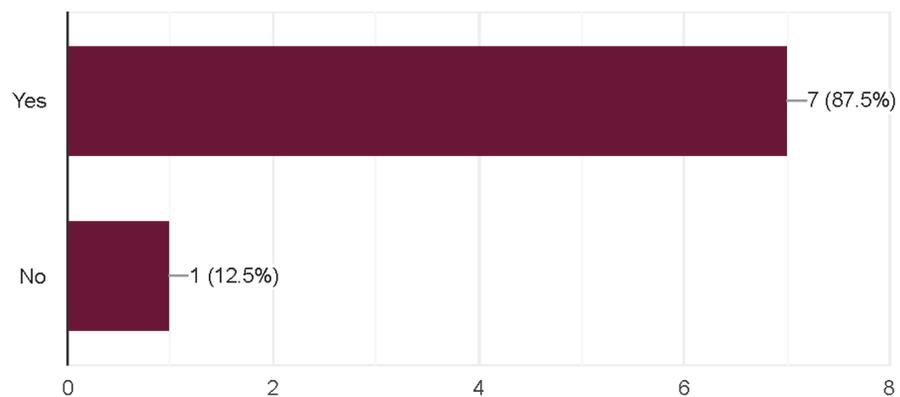


After attending the summer SJTA program, are you able to explain what the CSU Alliance Partnership is and what it offers to students at the 10 CSU Alliance Colorado high schools?

8 responses

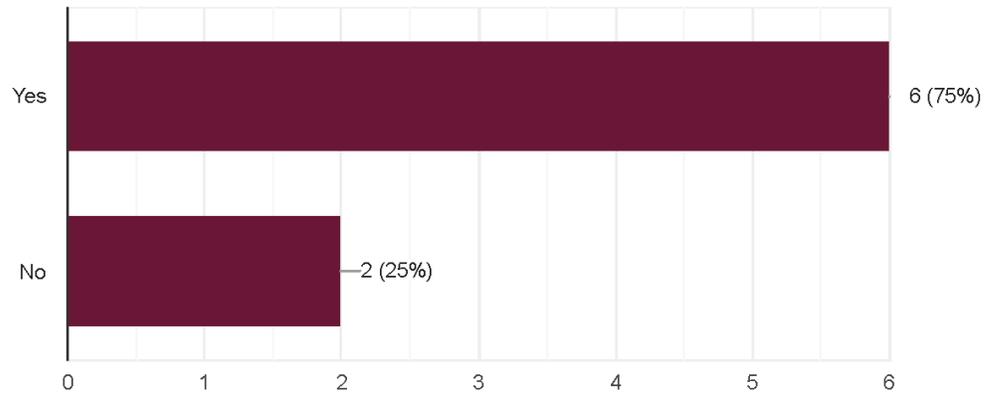


Do you know where to go or who to talk to if you want to learn more about the Alliance Partnership or about Colorado State University?



Did this summer SJTA program increase your understanding about careers in Social Justice, Women's Studies and/or Gender Research?

8 responses



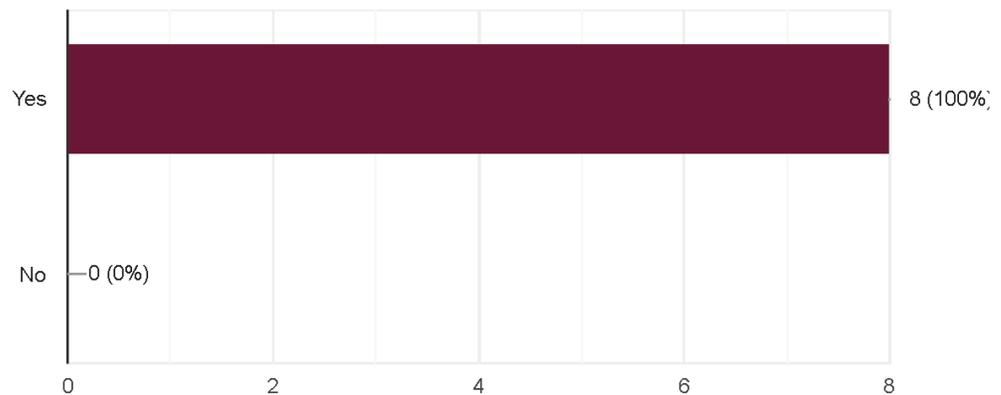
Did this summer SJTA program increase your understanding about careers in the Visual Arts or Dance?

8 responses



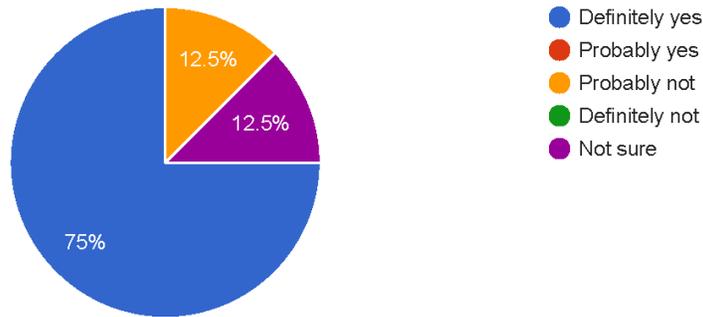
Did this summer SJTA program increase your interest in pursuing a college education in general?

8 responses



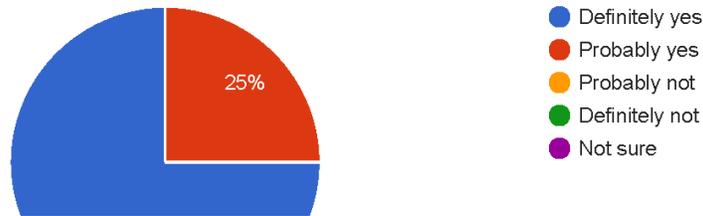
BEFORE attending this summer SJTA program, were you interested in attending college?

8 responses



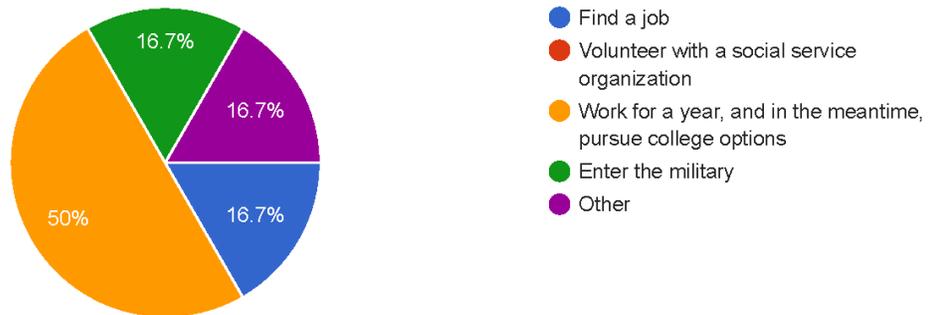
AFTER attending this summer SJTA program, are you interested in attending college?

8 responses



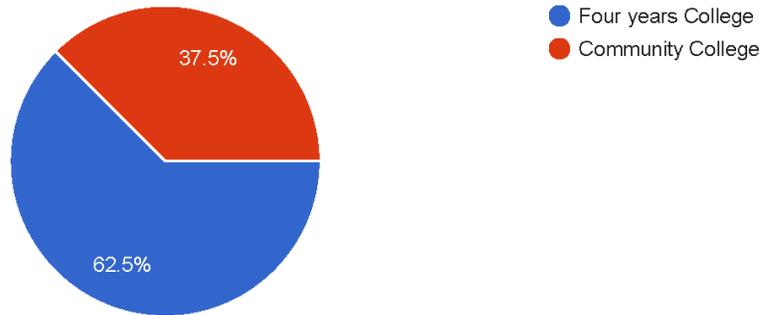
If college isn't in your immediate plans after high school, what might you do instead?

6 responses



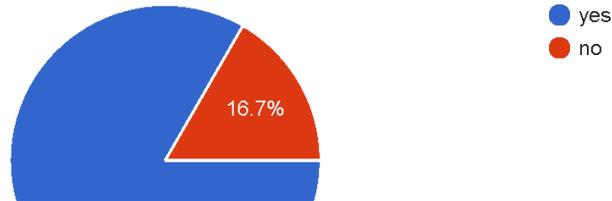
Are you planning on going to a community college or four-year college/university?

8 responses



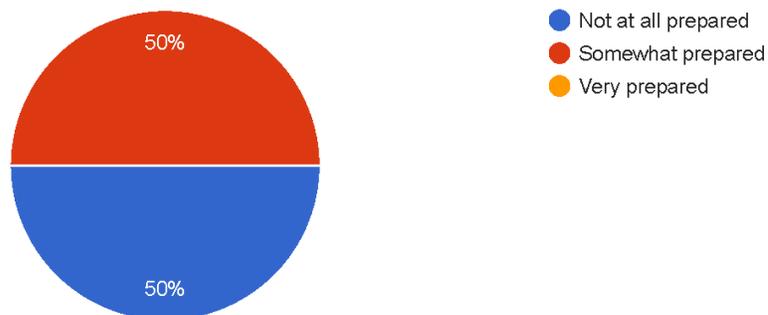
If you go to a community college, would you go on to a four-year college after?

6 responses



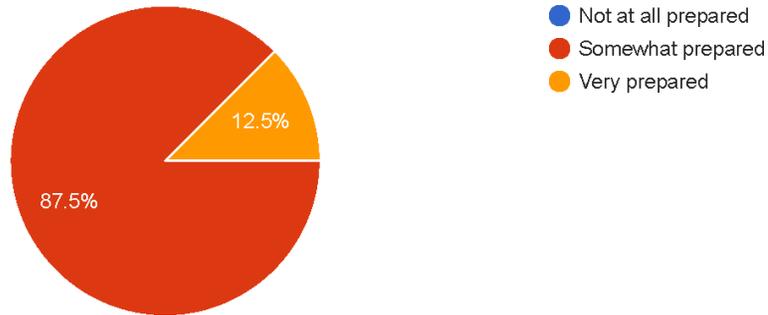
BEFORE attending this program, how prepared did you feel for the process of applying to college?

8 responses



AFTER attending this program, how prepared did you feel for the process of applying to college?

8 responses

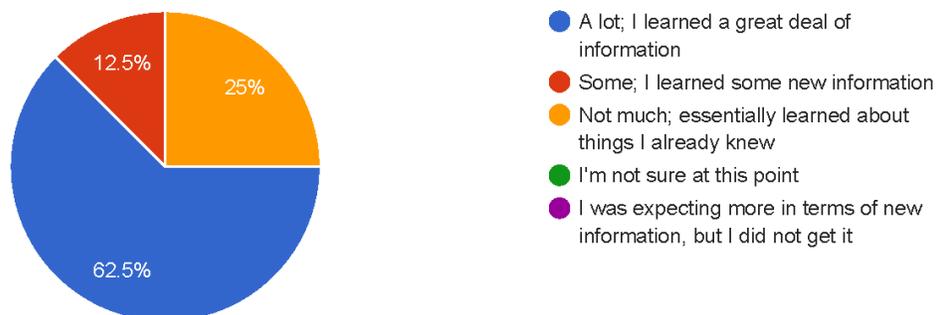


AFTER attending the summer SJTA program, do you have a better understanding about the following topics than you had before attending? (choose all that apply)



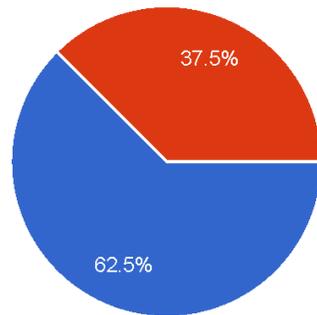
How much did you learn about social justice concepts and advocacy?

8 responses



How much did you learn about visual art and dance/movement as tools to express your ideas, hopes and beliefs around social justice?

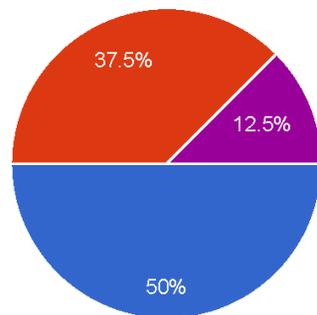
8 responses



- A lot; I learned a great deal of information
- Some; I learned some new information
- Not much; essentially learned about things I already knew
- I'm not sure at this point
- I was expecting more in terms of new information, but I did not get it

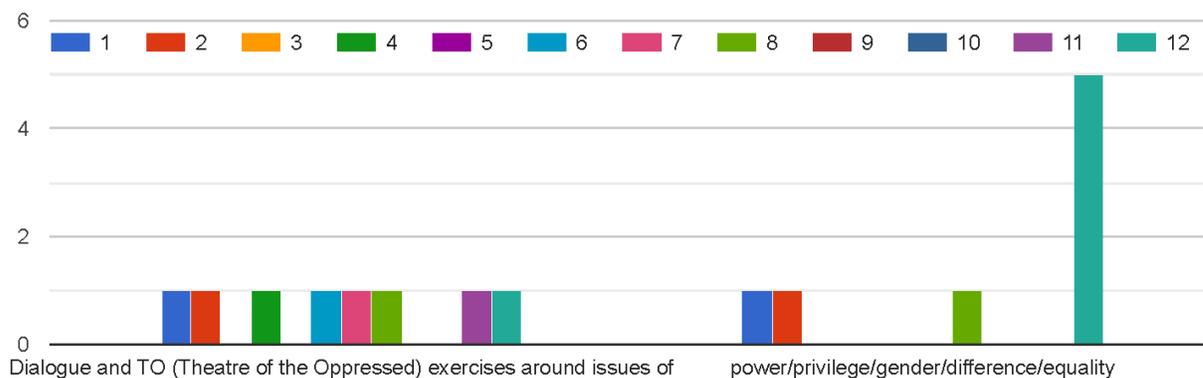
How useful were the hands-on experiences in creating art around social justice issues?

8 responses

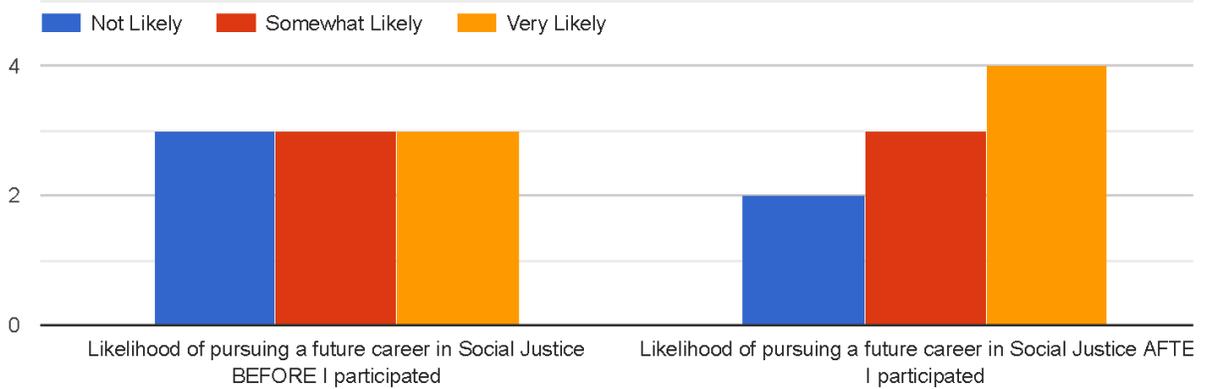


- Quite useful; I was exposed to a lot of new information about social justice a...
- Somewhat useful; I learned a few new things about social justice and the arts.
- Not at all useful; essentially I learned things I already knew
- I'm not sure at this point. I know I gained some new information, but I'm unsure...
- I was expecting more in terms of new information

Rank the following experiences in order of preference (number the experiences you found most interesting from 1-12)

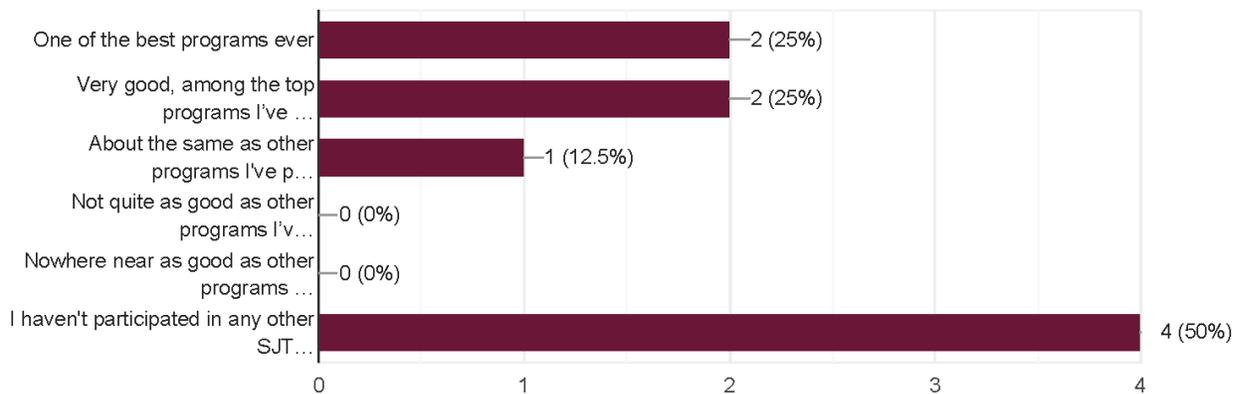


Please rate your likelihood of pursuing Social Justice/Women's Studies and/or Art as a future career both before and after participating in this SJTA program.



Compared to other social justice or arts programs you've done, how would you rate this program overall?

8 responses



If you selected one of the first five choices, can you describe the other programs that you have been involved in?

4 responses

DU Summer Program

I have been involved in Drum Major Academy at UNC.

None

I haven't been any programs yet

Tell us about your experience on the CSU campus. Be specific, it is helpful for future programs with students like you!

8 responses

This was an experience of a life time ! I got the college feel but also I got the feel SJTA!

I wish we could've toured around the campus a little bit more and gotten more of an idea, but overall I love what I did see at the CSU trip.

I love the program and the community we created. I felt like I could just let go and be free. I appreciate what all the mentors did for us. I love the concept of creating our own mural but we should start thinking about it once we get here so we have more time to create a perfect our picture

I loved the college campus. Everything was extremely close and not too far of a walk. The energy from everyone is amazing and it doesnt make me feel uncomfortable. I wouldn't really change anything about my experince. I wish there was more time at the Rec though.

Through this program I got the experience of meeting new people with different ways of thinking about topics . I enjoyed the connecting and help from the mentors and showing us that we can be and do whatever we want .

I enjoyed it! I wish things could have been more explained and less rushed. I also wish there were more

Please write any additional comments you'd like to share about the program

3 responses

I would like if they gave us even more information on how to get into college and more tips on it.

It was a great experience

I think it a way to open people minds and create art out of those experiences and share opinions about society problems like gender and race



MENTORS SURVEY



EVALUATION SURVEY – MENTORS

Mentors felt they were appropriately instructed about their duty 1-2 (in a scale from 1 - excellent to 5 - poor)

- 100% stated that mentoring relationship meet their objectives, needs, expectations
- 100% would recommend this program to their friends or colleagues
- 100% said they were appropriately payed

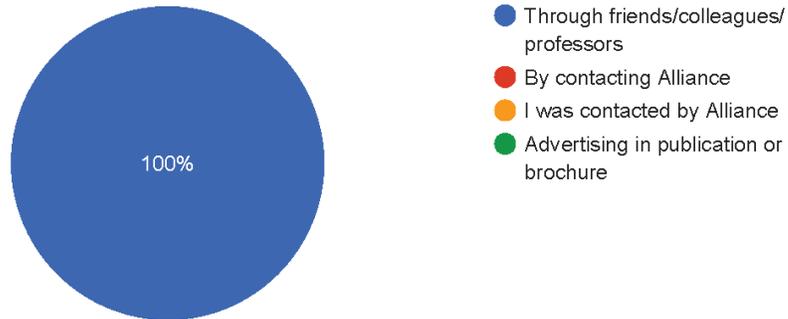
Positive outcome of the program in mentors' words:

- 1) Better understanding of what women and non-white people experience
- 2) Furthered my drive to create a change in my community and as far as I can reach
- 3) Gained a greater appreciation for the power of conversation
- 4) Increased my knowledge on how being a male influences other sexes.
- 5) Found something I really love
- 6) In-progress critic where we discussed the progress they had made on their selfportraits both the strengths and weaknesses.
- 7) Team building

There were numerous positive outcomes that I experienced through my relationship with my mentees. Through karaoke nights, game nights, and movie nights, I was able to create a bond with them as well as help them build a relationship with their peers. My mentees were also able to express their thoughts on higher education and their dreams. This led to them thinking about CSU and other colleges as options rather than something unattainable. The greatest thing that I experienced though, was seeing my mentees find their voice and speak on their opinions. It was inspiring to see my mentees become activists in the short span of a week.

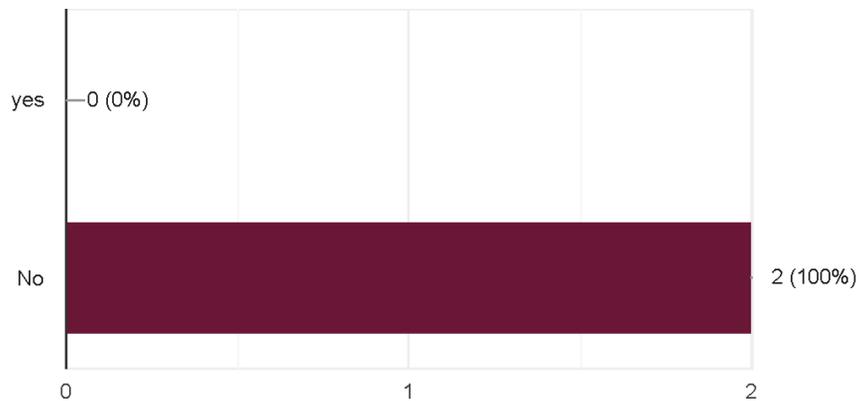
How did you hear about the SJTA Alliance Summer Institute program?

2 responses



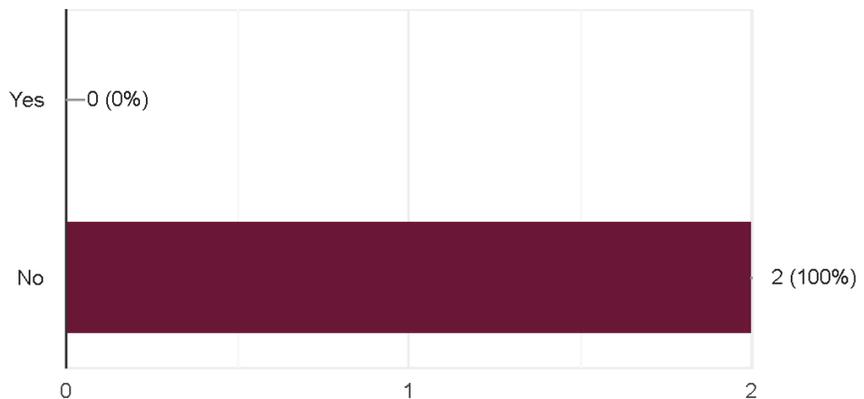
Did you experience any difficulties or challenges in your relationship with your mentee?

2 responses

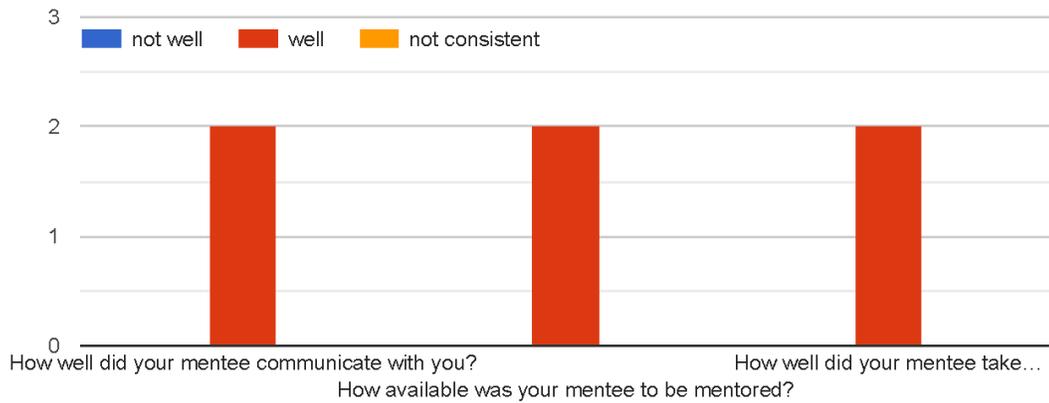


Are you going to maintain contact with your mentee?

2 responses

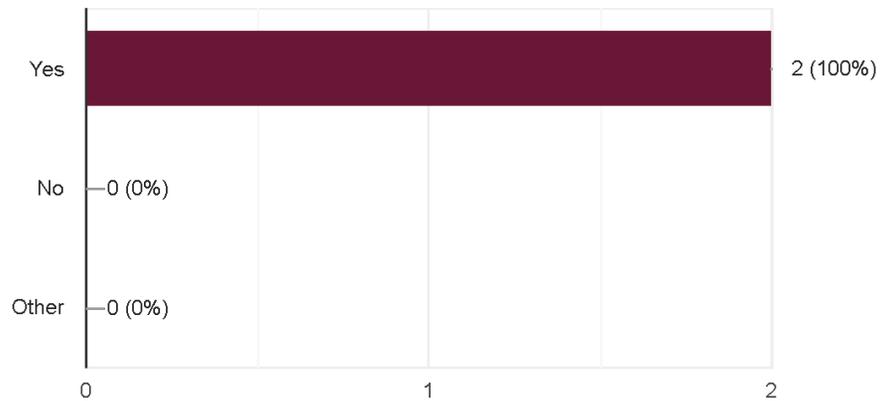


On a scale of 1-3 please rate the following:



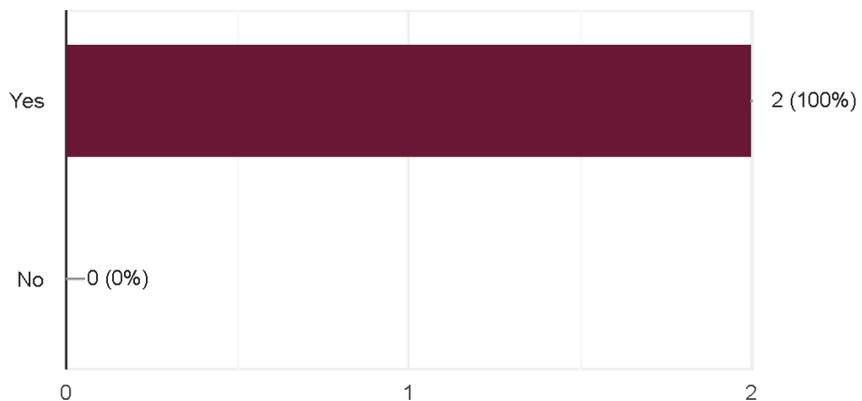
Did the Mentoring relationship meet your objectives, needs, expectations?

2 responses



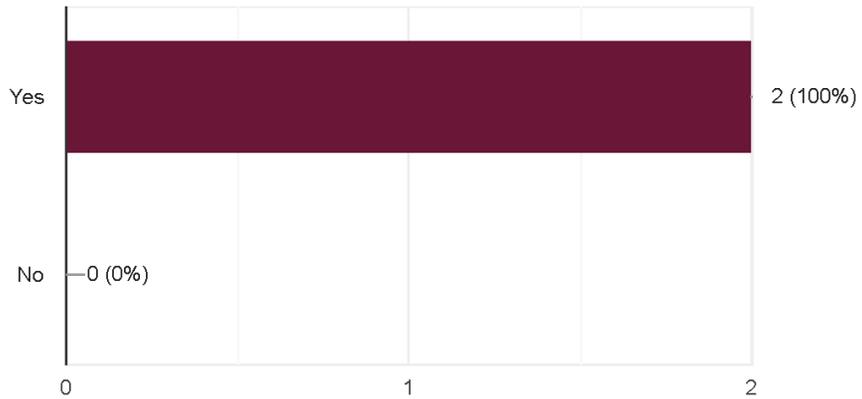
Would you recommend this program to your friends or colleagues?

2 responses



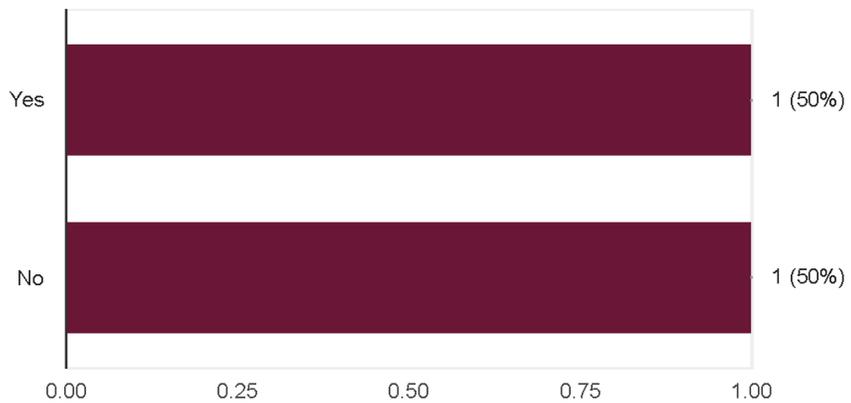
Where you appropriately payed in your opinion?

2 responses



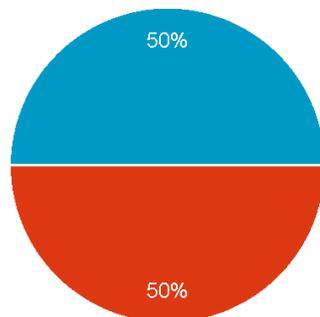
Have you participated in other mentoring programs in the past?

2 responses



What can we improve on?

2 responses



- Better registration forms
- Contact from staff in more timely manner
- More assistance in establishing contact between mentor and mentee
- Better selection of mentees
- Follow-up during mentoring relationship
- Other

