

## Conversation:

### Mesa Framework Draft & Needs Dialogue:

- Lay-Away: What does that mean for you?
  - Sullivan-We've started, but we've made progress. We are working on what we have. We see something that we want, we can afford it eventually and we work within our means but look forward to getting it.
  - Sundayo-Attitudes and ideas about the movement that would take us to the rest of the way. The consciousness and maybe time.
  - Wendy-Lead the campus to water, but they won't necessarily drink. If people are assigned to their work they might be more likely to engage.
  - Temple-What about if lay-away, I'm using it to purchase a gift for someone else. Especially for the holidays. When I think about our students, do they know what is sorted away in layaway? Do they know about equity? Do they know how the funding process works?
  - Shapiro-The price that we pay is the change that we pay as well. Part of the price of the layaway is that we are going to change also and we don't know what that will be.
  - Velez-For me the price that we have to pay, what we have to pay and to pay for it as the leading college of equity and excellence is getting the administration and community involved in decision making. How is the implementation of distance ed courses impacted by equity? When we are talking about growth? There needs to be a paradigm shift.
  - Fremland-Equity should be the driving force.
  - Cherry-Equity is like the drive machine.
  - Velez-Something that happened recently, the developing distance ed courses and how they are affecting students of color. Data showed that students of color struggle more with distance ed courses. A body coming together to discuss how equity impacts this.
  - Moreno-Ikari-How equity is the engine, I think that time and people are having a conversation in the hallway. It's everywhere. Sometimes we forget that it's going to take time to be sustainable. We are no longer in layaway, it's us. Although we are going to be making changes, we have to go slowly and that all of our conversations and looks we give to people are part of it.
  - Crakes-I think when it comes to equity in the counseling department; you are willing to reflect and take a step back and take the student's perspective. We got all of the personal growth instructors and worked with the campus based

researcher and gathered as a group and came up with ideas about what we wanted to get through the classes. Also, from the counseling department our entire goal was to focus on online classes. Being willing to take an honest look and discuss the difficult topics. It doesn't matter how hard this is for us, but those are the types of things we need to plan for.

- Shimazaki-When we get to our final payment I can see when that becomes institutionalized. What is the next one going to be? Once we make the full investment for that, it is no longer seen as a trend but as something that is here to stay.
- Cherry-The process philosophically is that this is going to benefit me and that this is a gift. You are inviting them to a process of generosity and giving. What are we asking? Maxey-We are creating that environment and everything that we talked about is creating that environment that permeates across the campus. That is when we become a community college. When we see that disproportionate impact close across the campus.  
Cherry-We have seen that in some campuses. Where some students of color excel and the gaps can close. It is important to drill those successes.  
Duckles-Can you be excellent without equity? It would be easy to be equitable and not excellent?

### **Communication Strategies**

- What does excellence mean with equity at heart?
  - Sullivan-Excellence is perfection, it's something that you strive for and it is not a condition that you reach.
  - Fremland-I don't see them as separate things.
  - Larson-I think there is a feeling of being in the midst of excellence. I think there is an experience of that and I think equity is part of our responsibility.
  - Perigo-I think that in terms of the work that we do here is that we don't talk about this framework, but we don't talk about what excellence is or what we are trying to achieve and if that is something you can achieve? What improvements have we done towards excellence? What specific things have we tried to achieve excellence?
  - Sundayo-There is a certain quality in excellence is the quality. It is a high quality. Of course we won't get to, but I think for the college is achieving optimal quality to serving our students and teaching our students. That is what I think of when I think of excellence. For me, equity works hand-in-hand with

excellence. I don't think we could reach that optimal quality.

- Hands-The inclusion of excellence is not... I like to see them together. (See recording)
- The word that keeps coming to me is integrity. There is a lot of integrity in equity and into reaching that goal.
- Maxey-It's setting the standard and not lessening that standard. They have the right to achieve and expect to get there. They should be expected to be treated to the higher standards.
- Perigo-If we are talking about a level of quality in what we are doing that is a much harder thing to point. Many of our sisters work in conflict. What is excellence in the classroom might be hindered by money, online disparity, and resources. Things that can hinder us to get us to excellence. I think we need to discuss what excellence looks like and how do we achieve it? We need to understand what that work is beyond equity.
- Cherry-I would concur. Most campuses use these words as an inoculation of equity. It's a cynical way to look at it, but it is my experience that people are not thoughtful of that. Turning excellence on its head here is that maybe that whole standard is changing the whole standard of mastery. What are the committees doing? What does the research say? How are we getting close to our goals? This leaves room for everyone in the table.
- What takeaway did your table do?
- Maxey-We had a very nice conversation about what roles committees make. There are some areas that work more closely with equity and the dissemination of equity resources so that they are permeating across campus and be innovative among their departments to support their students. Until we get disaggregated data on their departments we are going to continue to struggle. One of our goals is to create a community.
- We started with a question of equity and we discussed who was on the committees and in terms of what role they have on campus and whether or not they are given compensation. Can committees really effect change? We discussed that feeling. We discussed the institutional culture and how instruction can and student services could be more at an equal footing. I like working with people who are not in my field. Overwhelmingly people who work at student services are people of color and they don't receive extra compensation for their work.
- Duckles-I feel like we are missing the important constituency in all of this which is adjunct faculty. We think we need a way to get them more involved in these conversations. One of the big things is how do you fund them? How do you

compensate them for doing this work? We can make committees count for professional development. We need to do a better job at explaining why the committees are important and what their roles on campus are. Making it clear why it's important and why this is beneficial to participate on these committees?

- We were looking more at departmental level and school level of how we could have more effective use of FLEX through the lens of excellence and equity.
- Topham-The committees taking the time to assess itself in their work. What the purpose and intent in the committee. Being able to report and tying in to our outcomes and how is that work guided by the work itself and the institution.
- Our committee talked about how we could evoke more equitable outcomes. We talked about implementing a weekly email with everybody who works here at Mesa. An email that would provide the stats, bullet points, student stories, and this creates a habitual environment. This way you could see how this impacts a student.
- Velez-From this table, first of all we got into a conversation about equity. We jumped into the conversation about how are we defining about equity. I may have a definition of equity that may not necessarily fit with anyone else's definition. Are we collectively defining equity and are we using that perspective to move forward with that. Turning the mirror on ourselves and how are "we" participating in equity and what actions are we implementing in our committees?
- Rogers-I think if we come up with one definition of equity and everyone can have their own definition of equity.
- Eva-We all have so many different departments and committees and I find it important to be a resource and put ourselves as a resource. If I present myself as a resource, I could be used a resource. I think that is important that way we could get to know each other across the departments.
- Cherry-The idea of everyone presenting themselves a resource is a radical idea. We may not get to a shared definition, but that we can operate on our own in the meantime. What is the culture at Mesa? It is important to work at the organizational level and at an individual level. With the idea that each of you expand your leadership around equity so that ideas presented here.
- What do we want to do about communicating with our colleagues? Are folks prepared to answer that question? Telling stories are powerful.
- Hands-If we want to see better communication we as individuals have to communicate better. We all sit on committees and serve and we have a

responsibility to communicate. We should be talking to each other. There are a couple of things we are doing in student services that is important to house those in one place. If we had a place where we are telling our stories it's all in one place.

- Sullivan-Having an honesty club. It is important to have all of that important dialogue. What doubts do you have about your students that you can't open it up and keeping it real conversations?
- Cherry-As you mature as a movement, there has to be room for inclusion. Bring in people who aren't really involved that need to be involved. The focus on nay-sayers. When does someone have an honest question that is grounded on concerns and values? That is a different conversation than that is a bunch of PC garbage.
- Temple commented about the "real talk" conversations next Tuesday at 11:15am.

Cherry- Get people to attend these different events. I would say in this room, could you be there? How else could you support them to tell them? Something to show support? Do we want people to be flexible with students to come in 5 minutes earlier/later to accommodate them to attend? Think about that. The last thing I'm going to say, some of the shininess some of the feel good stuff is going to start to fade away and it's not a bad thing. I want to acknowledge the people who have been carrying the ball. I want you to be ready for that. It actually means you are moving forward when they are asking questions. I think you are ready and you need to brace yourselves as you bring some other people to the table to get to the next place.