

Agreement for Inclusive Teaching and Learning

This agreement articulates the shared understanding and shared responsibility between faculty and students to create an inclusive and productive learning environment, with an explicit desire to dismantle systems of oppression and exclusion while equipping students with the tools that they need to contribute to their learning outcomes.

	Faculty	Student
ASSUMPTIONS	<ul style="list-style-type: none"> • Students are talented, creative and have the ability to be strong creative contributors to the class. • It is my responsibility to hold students to standards that are in line with what will be expected of them as future artists, including timeliness and communicating challenges. • I understand that students needing help or support is a signal of their desire to do their best work, not weakness or inability. 	<ul style="list-style-type: none"> • I belong at CCS for my creative abilities, and I'm capable of creating my best work and being a strong contributor to the class. • I am ultimately responsible for completing my assignments and taking advantage of my learning opportunity at CCS. • There is no shame or embarrassment in asking for help.
ACKNOWLEDGEMENTS	<ul style="list-style-type: none"> • I may have been educated in an institution that had biases or racist practices. No matter how successful <i>I am</i>, repeating those practices may create bias in your classroom. • I will be curious about how my teaching approach affects students and will pay attention to their verbal and non-verbal feedback. • Students come from different backgrounds, skill sets, education backgrounds, family situations, neuro divergence, and cultural heritages with different starting points for their work. I will take that into account when communication, evaluating work and effort. 	<ul style="list-style-type: none"> • Biased practices may show up in my educational experiences and regardless of the intent, the impact is there. • When this happens, I have a right to express my concerns and address the matter in a way that fosters community and asserts my humanity. I will seek resolution while being heard. • I have life experiences that instructors may not be aware of, and it is up to me to communicate when those circumstances impact my learning experience.

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<p>ACT ION S</p>	<ul style="list-style-type: none"> • I will create a classroom environment that will support all students, and that acknowledges and upholds the humanity of each person. • Creativity comes in many forms, and all types of expression will be valued, talked about, and supported. • Failing, taking risks, or missing the mark will be met with support. 	<ul style="list-style-type: none"> • I commit to doing my part at CCS to bring my best work and my whole self to the classroom environment. • I will partner in supporting all forms of creativity and schools of thought -- including those that may be different from my own. • I welcome the opportunity to step out of my comfort zone and try new things.
<p>CRI TIQ UE</p>	<ul style="list-style-type: none"> • Students may desire to be an individual and also identify with whichever group(s) to which I claim membership -- be it a group affiliation based on race, gender, economic class, and/or country of origin. • I will not make assumptions based on race, gender, sexual identity, or country of origin. • I will not avoid talking about or acknowledging areas of difference/identity when they are relevant to the creative output. 	<ul style="list-style-type: none"> • I may desire to be an individual and also identify with whichever group(s) to which I claim membership -- be it a group affiliation based on race, gender, economic class, and/or country of origin. • When assumptions are made in reference to my work based on my group identity, I am empowered to ask clarifying questions and to challenge them in a way that fosters learning for all involved. • When I feel like an area of difference is being silenced or unaddressed, I will ask questions and partner with my classmates and/or faculty members to bring the perspective into the space/discussion.
<p>MIS TAK ES</p>	<ul style="list-style-type: none"> • When I make a mistake, I will do my best to listen to the concern that has been raised with compassion and a sincere desire to learn. • When I am impacted by a mistake, I will do my best to assume good intentions and make it a point to engage in constructive dialog with the individual to make them aware of their error. • If necessary, I will secure support in having this conversation including, but not limited to the Office of Institutional Equity and Engagement. 	<ul style="list-style-type: none"> • When I make a mistake, I will do my best to listen to the concern that has been raised with compassion and a sincere desire to learn. • When I am impacted by a mistake, I will do my best to assume good intentions and make it a point to engage in constructive dialog with the individual to make them aware of their error. • If necessary, I will secure support in having this conversation including, but not limited to the Office of Institutional Equity and Engagement.