

Estrella Mountain Community College
Innovation of the Year Proposal
Spring 2011

***The Humannequin Project:
Social Awareness Meets Academic Rigor***

Executive Summary:

The Humannequin Project provides an active learning experience inside and outside of the classroom for faculty, students and staff. It reaches out to the campus community and surrounding community as it educates all of us on gender issues locally and internationally. For the past three years, faculty and students collaborated on creating an academically rigorous project which touches on the general education abilities matrix. The Humannequin project engages students and falls in line with EMCC's vision of "providing exceptional and creative learning experiences that prepare all learners to achieve their dreams and transform their lives" and values of integrity, diversity, collaboration, innovation and sustainability. We hope that other campuses will replicate this project and provide the "social awareness meets academic rigor" learning experience for their students.

Submitted by:

Erin Blomstrand, English Faculty

Dr. Christina Van Puymbroeck, Psychology Faculty

Dr. Olga Tsoudis, Sociology Faculty

Quality: It is evident that the innovation increases "quality" in the course, program, office, or institution.

The Humannequin project was created by students to depict women's rights and gender equality issues locally and internationally. In 2009, students focused on women's rights issues/gender issues across the globe. In 2010, students focused on women's rights issues/gender issues in the United States. For the 2011 project, students are focusing on gender issues specific to intimate relationships and family. Each student group is given a humannequin (mannequin in gender neutral terms) as a blank canvas to create a project of social awareness utilizing academic research.

The Humannequin Project is a teaching and learning opportunity for faculty, students, campus and community. Multiple disciplines participate in this project each year: Developmental English, English, Art, Sociology, Psychology and Religious Studies have participated in creating humannequins to date, and many more students have completed assignments related to the displays. Faculty members work closely with students in their courses to design the humannequin with information on women's

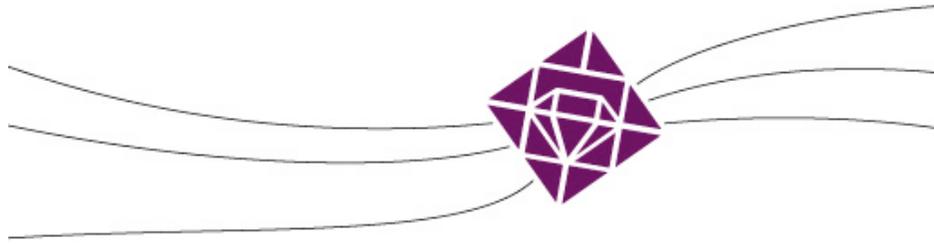
3000 North Dysart Road ■ Avondale, Arizona 85392

estrellamountain.edu

623 935 8888

CHANDLER-GILBERT | ESTRELLA MOUNTAIN | GATEWAY | GLENDALE | MESA | PARADISE VALLEY | PHOENIX | RIO SALADO | SCOTTSDALE | SOUTH MOUNTAIN





issues/gender issues as related to their respective disciplines. The humannequins give the faculty and students the opportunity to learn in a creative and active learning environment. Students express their ideas in an artistic manner through the humannequins and by creating educational posters which accompany the humannequin display sharing the in depth analytical research completed for the project.

The project is then displayed on campus so that the students' work can be experienced with others. The display of the project creates a learning opportunity and discussion for the rest of the campus and the community. As topics covered are social issues, the project is political art which engages the viewer immediately. Instructors bring their students to the display and have them discuss and write about it. A worksheet is provided to the instructors for use with their courses. As a learning college, the Humannequin Project provides a learning opportunity for all: students, employees and community members.

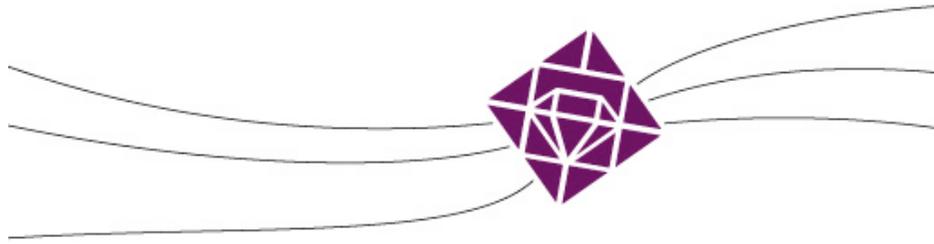
Students learn about social issues through a creative research based learning opportunity. They express themselves through political art and make a statement to be shared with the campus and community. The project gives them the opportunity to think critically, communicate their learning through a visual argument and in writing, as well as demonstrate social awareness on various social issues. EMCC enhances student success through the systematic integration of identified students' abilities via the EMCC Dynamic General Education Abilities Matrix: (1) Critical & Creative Thinking; (2) Communication; (3) Composition/Writing; (4) Numeracy; (5) Scientific Inquiry; (6) Information Literacy; (7) Technological Literacy; and (9) Social, Civic, & Global Responsibility. The Humannequin Project touches *all* the abilities demonstrating that this assignment not only engages students but increases the skills known to bring them success. This project also falls in line with EMCC's vision of "providing exceptional and creative learning experiences that prepare all learners to achieve their dreams and transform their lives" and values of integrity, diversity, collaboration, innovation and sustainability.

Efficiency: There is evidence that the innovation contributes to a more efficient way of doing things.

The Humannequin Project is efficient in that the following are included in one project:

1. The project focuses on all our general abilities matrix: (1) Critical & Creative Thinking; (2) Communication; (3) Composition/Writing; (4) Numeracy; (5) Scientific Inquiry; (6) Information Literacy; (7) Technological Literacy; and (9) Social, Civic, & Global Responsibility.
2. The project includes several disciplines to participate in this one project.
3. The project is an example of sustainability on our campus. Items used for this project tend to be recycled as are the humannequins (2011 is the third year.)
4. The project encompasses our mission and values such as lifelong learning in addition to academic research, political art, social responsibility and social awareness.
5. The project focuses on the learning college model in that we are all learning-students, staff, faculty, and the community.

We are able to incorporate all of these learning opportunities into one project.



Cost Effectiveness: There is evidence that the innovation adds a value to the institution while at the same time containing or reducing costs.

The Humannequin Project is cost efficient. This is the third year that the humannequins have been used along with supplies. Each year the humannequin project has focused on a different issue related to gender issues nationally and internationally, so that the one-time cost for the models has given three years of educational opportunities. Next year, our residential art instructor will create a project specific to art. This will result in the same humannequins being used for four years. The cost of the humannequins with a running life of four years is \$16.67 per humannequin per year. The supplies needed for each humannequin is approximately \$10-15 per year. Due to our campus' focus on sustainability, most of the supplies are recycled materials from previous years as well as items donated by employees from items they have at home. The Humannequin Project has become a much anticipated event on campus so we intend to replace these models with new ones after their last appearance.

Replication: The innovation selected can be replicated in other institutions with a minimum of difficulty.

This project can easily be replicated on other campuses. The Humannequin Project has guidelines, timelines, assessments, and poster templates which can be used on any campus. At this time, employees at SCC are interested in creating the same project at their campus.

Creativity: The innovation should be as original as possible or the adaptation should be creative.

The Humannequin Project was originally created by Dr. Olga Tsoudis and has expanded through discussion and collaboration between Dr. Christina Van Puymbroeck and Erin Blomstrand. It is an original project. We do not know of any project similar to this one.

Timeliness: The innovation should not be more than five years old in the institution, but it must have been around long enough to be tested so that it meets most of the criteria.

The project started in 2009. This is the third year of the Humannequin Project. We have two years of assessment for the project and are about to collect our third year assessment in March 2011.

Learning: The results of the innovation have been shared with others for the benefit of students throughout Maricopa.

Assessment results have been archived in the Office of Planning and Institutional Effectiveness. The project has also been included in collection of evidence of the EMCC Self Study in preparation for the Higher Learning Commission Accreditation.

Collaboration: The innovation successfully demonstrates collaboration, teamwork, and cooperation to ensure continuous process improvement efforts on behalf of students throughout Maricopa.

As previously stated, this project focuses on teamwork, collaboration and cooperation across disciplines, faculty (residential and adjunct) and students. The assessment tool and conversations with the participants assist with improvement efforts.