

## **IDEA COUNCIL MEETING**

**March 23, 2022**

### **In attendance**

Dana Bjorklund  
Alex Burrage  
Michael C. Butz  
Connie Gilbert  
Jesse Grant  
Delores Hall  
Kevin Kautenberger  
Scott Lax  
Elisaida Mendez  
Charise Reid  
Luis Rodriguez  
Amanda Shelnut

### **Cabinet**

Grafton  
Malou  
Yvette  
John  
Kathryn

### **Absent**

Davon Brantley '18  
Dan Cuffaro '91 (sabbatical)

*NOTE: Meeting started at 11:30am, but due to confusion over the correct Zoom link, several members didn't join until 11:40 — including Mike Butz, who records meeting minutes.*

11:40

## **MYCIA SUBCOMMITTEE**

KATHRYN: Has there been an audit of complaint processes?

ELISIADA: Supposed to be a way to express mistreatment. Less formal than an official complaint avenue.

GRAFTON: what we're talking about is a way to process and direct the information that comes in so it can be effectively handled.

CHARISE: Yes. And what survey showed was people wanted a place for resources and a place to anonymously report things. This group can help with that.

Complaints could just go to HR or Student Affairs, but IDEA feels there should be a group consisting of faculty, staff, maybe students to decide whether there needs to be an investigation. A group that represents several areas of the CIA community.

ELISAIDA: Shares screen of what a potential report form could look like. She explains the form is based on what other colleges are already doing.

She also shares a list of "diversity competencies," including definitions and explanations of terms.

She also shares training options, like through Diversity 360. Outlines options D360 offers. Another program is called Sustained Dialogue.

KATHRYN (in chat): "Train the trainer" models are really good and more sustainable, providing longer term systemic impact.

ELISAIDA: Who would field these reports/complaints? A group of trained people would have to be involved. It's an ongoing process/conversation within the IDEA Council.

It takes investment of time and money.

GRAFTON: How many institutions have used an ombudsperson.

ELISAIDA: They use a committee that typically includes six or seven people. She said that structure represents the majority of institutions this subcommittee has investigated.

## **TRAINING + DEVELOPMENT SUBCOMMITTEE**

JESSE: What does it look like to be a culturally competent professional? that's what much of this subcommittee's work revolves around.

We at CIA know what that means in theory, but what does it look like in practice?

How do we education faculty/staff colleagues (and students) to do that individualized work?

Looking at working with students in Photography + Video to produce videos. Having people in the community do that would likely be the most cost-effective approach and result in the most buy-in.

Jesse and Amanda have been working on scripts. Looking at race first, but eventually age and gender too.

Scripts will cover why we value those qualities and how we recognize individuality. Everyone is on their own journey.

Jesse investigated several options, including Diversity 360 and others. Still trying to figure out that piece — it's pricey. Lowest is \$15,000, which is why looking at internal options.

CHARISE: We do harassment training for everyone who comes on campus. We're aware that we need to put the same effort into DEIJ training.

All of these interactive trainings are great, but as an institution, it's hard to get people in the room at the same time to do this training. We need to have something where you're joining CIA, you have bias training — and then every two years, you have more training so it remains top of mind.

We're looking at moving from EVERFI to Safe Colleges for this training because they offer it (in addition to Title IX training). Would provide

GRAFTON: Is it online? Do they have different modules for employees and students?

CHARISE: Yes and yes.

GRAFTON: Cost?

CHARISE: Safe Colleges might be cheaper. EVERFI is \$6,000 and Safe Colleges is about \$5,000 (and offers more).

KATHRYN: Will training and development dovetail into recruitment?

CHARISE: Yes.

## **HIRING + RECRUITING SUBCOMMITTEE**

CHARISE: Luis and I are working together. Takes look at recruiting practices and creating policies around diversity and inclusion.

We've been meeting about twice a month. We know we need to train, and we know we need to have more consistent policies around recruiting faculty and staff. We also talk about how our own biases get in the way around recruiting. What would "train the trainer" sessions for this look like?

What is diversity? What defines diversity at CIA? Easy to say race or gender, but what does it look like more specifically? What would make our staff richer? Leadership charged with helping define.

Also, when inviting people into the community, is CIA a good place to meet? Do the resources exist?

KATHRYN (via chat): For this process, I strongly recommend that you engage Faculty Senate Personnel COmmittee chair Tony Ingrisano.

CHARISE: Offer training to hiring managers so they know where CIA strands and so they can recognize their own biases and put them aside.

KATHRYN: With regard to what does diversity look like at CIA — mentioned differences in processes between faculty and staff, but there are also differences between academic departments. "Team building" is an element that's considered when adding new faculty members to a department.

CHARISE: Also discussed having an "equity partner" on a search committee to make sure committees are sticking by how we define diversity in the beginning.

GRAFTON: You have to prioritize, right? Does our practice mirror our current culture or does it serve as a beacon (aspirational). At some point, I believe leadership — us — has to define what that means.

Not as easy as it used to be. When student body was only at 5 percent students of color, it was "easy" to say we have to do better. But now we have to take the next step to make sure the students who we've attracted feel they belong here and feel safe here.

MALOU: Mentioned search committees, but what about hires that don't involve a committee?

CHARISE: Anyone who's part of a hire would undergo the training. Having the hiring manager have a good understanding is critical, but the conversation should be had with everyone in the "hiring group."

YVETTE: Have we considered doing group hires?

CHARISE: Yes.

KATHRYN: The HLC standard for hiring requires being one degree (1 percent?) higher than current status.

## **STUDENT SUBCOMMITTEE**

DELORES: First meeting was just with members.

Then, with students.

Found students were reluctant to share experiences at first. But then started to share micro-aggressions.

There was some comment by a student about "monkey" with the N-word and "go back home" written on the chalkboard in the elevator.

What's the best thin about being at CIA? At first, it was about being accepted. But then he didn't feel protected or accepted — particularly in the critique space. Things were said by students and then let go by the professor.

A third example was about not feeling connected at CIA, like Academic Services is there just to schedule classes. These students didn't want retaliation, so they didn't say anything.

We just had a student close to withdrawing because she didn't feel like anyone wanted her to be here.

By the end of the meeting, we had one kid crying and another kid who just wanted to stay and talk. We're losing a lot of kids of color because they feel CIA doesn't care — and I don't know how to make it better.

CHARISE: We believe the pre-orientation program will help create that sense of community. It's worked elsewhere. Such programs help you realize who your allies are and where to go for resources.

DELORES: Agrees that's a missing piece. Students are willing to do the work but repeatedly aren't sure where to go. Looking for people to help them navigate once they get here and give them guidance.

And if micro-aggressions happen, who can they talk to who's going to be an advocate for them instead of retaliating. It can be difficult for students who aren't used to this environment.

KATHRYN: Have you noticed a different sense since Jesse and Student Affairs has launched the cohort student advising approach.

ELISAIDA: In the sense of the diversity piece, I can't assess their "level of belonging." Structure has been very helpful but it's a more cohesive approach.

Marlon mentioned a student who was struggling with belonging. Connected to counseling, worked with Marlon.

Some students choose to fill out a follow-up email/survey about an experience with an advisor. Haven't seen negative evaluations, but not sure whether students would share negative reviews.

The anonymous reporting system might help with that.

Also, having mental health services on campus might help — though that's not within the scope of IDEA Council.

Being a commuter also adds a layer of disconnect. So, it's hard to offer a yes or no answer.

DELORES: It's consistent with the Black kids that there's a problem. If we in Financial Aid sends a student to Academic Services, then we see them withdraw — and it's not because of COVID or anything like that.

Kids are comfortable with us in Financial Aid but we're not equipped to handle the same things as Academic Services. So it's disconcerting when students we send to Academic Services withdraw. And we know a lot of these kids won't go back to college, and then they're in default and it all snowballs.

GRAFTON: What he remembers well about Black at CIA is that students don't feel protected during the critique process. Maybe we need to re-evaluate. It's only going to get worse as students who lost two years of schooling to COVID come to CIA.

I don't know that we've examined our critique process sufficiently. And if a student has a complaint, who does the student go to?

JESSE: I think we have an issue with civility. Students are competitive, and as they try to mark their spot, so to speak, they try to psyche out other students.

I share conversations I have with Delores with advisors. They're taken seriously. But we as leadership need to have a conversation about increasing civility. Maybe we introduce to Foundation and/or College 101.

YVETTE: Want to piggyback what Jesse said and what Charise said. It comes down to more education and learning. I'm a product of art school and have cried after critiques. There needs to be feedback but also understanding of how it affects people.

We have an opportunity to do things in a new way and come up with something that makes CIA a destination school.

I think people often think they're doing something good for the student when a micro-aggression. But it might actually not be the best thing for the student, and we don't yet have a firm grasp of that — nor do other art schools.

Critiques shouldn't be something that eats away at your identity.

JESSE: We also have to think about the hurt and the trauma we all have. And students have to figure out how to navigate that while also figuring out how to be an artist or designer and figuring out how to be the person they are.

DELORES: I get that the critiques are hard, but there's a difference between it being a hard critique and critiquing our Blackness. If something is wrong, you're supposed to show me how to do it better and lift me up. If you're steadily putting me down and not lifting me up, that's an issue.

YVETTE: I think people at CIA have the best intentions but not the tools to do that uplifting after giving serious feedback. The questioning of your identity as an artist is sort of baked into critiques in a way ...

I think it's more pervasive in the critique space than something focuses on one group or another. I would love to talk to you more and deeper about that way.

CHARISE: It comes down to needing more support for students of color at CIA. We need to educate our entire community so we can call out micro-aggressions when we see them — among other things.

How do we do that? Who's involved? It's beyond IDEA and it's beyond the pre-orientation program.

We can't just say we want more students of color.

## **INSTITUTIONAL STATEMENTS + ACTIONS SUBCOMMITTEE**

SCOTT: We took a pass at revising the land acknowledgement statement. We aimed to make it shorter, more direct, more active.

Reads proposed statement aloud:

*Cleveland, Oh: Yo, connected to the "crooked River" aka Cuyahoga.*

*The Cleveland Institute of Art and the Greater Cleveland area occupy land officially ceded by 1,100 chiefs and warriors who signed the Treaty of Greenville in 1795.*

*We recognize that the land and buildings in and around CIA – where we now live, work, and study – sit on the former homeland of Native peoples, including tribes such as the Haudenosaunee, Neutral and Erie.*

*We also recognize those Indigenous people for their careful stewardship of this land and appreciate and respect the thousands of Native Americans who now call Northeast Ohio home.*

*Finally, we acknowledge that this land is contested, and in many cases, was not taken from Indigenous people in good faith or given up voluntarily. Colonialism is not limited to our collective past but continues today throughout the world. We encourage others to join us in working to better understand the factors that create colonialism so that the wrongs against Indigenous peoples of our area, and against all those who have been or are marginalized by colonialism, will not be repeated.*

*For more information on Indigenous lands, visit [native-land.ca](http://native-land.ca).*

CHARISE: That will be read at any event in which the public is invited.

KATHRYN: With the exception of Cinematheque?

MIKE: Yes, but also considering monitor graphics and signage

YVETTE: Wants to get with Mike about having pre-film ads for CIA at the Cinematheque.

CHARISE: Forward it to me and I'll share it with Cabinet and elsewhere.

SCOTT: Also have other

- Continue to review and revise institutional language, such as the land acknowledgement statement
- Act as quick-response team for messaging
- assist with or originate language for events, working in tandem w
- perhaps work in an advisory role with CIA social media
- perhaps also work in an advisory role for events
- logo that could help IDEA Council become more recognizable

## **CONCLUSION**

CHARISE: Thank you to Cabinet for attending. If you have additional questions about any of these efforts, I hope you'll reach out to us to ask them.

GRAFTON: You've all done a tremendous amount of work. This is something we must address.

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