

IDEA COUNCIL

November 9, 2022

In attendance

Alex Burrage
Michael C. Butz
Connie Gilbert
Jesse Grant, PhD
Delores Hall
Scott Lax
Elisaida Mendez
Charise Reid
Jimmy Schlemmer
Amanda Shelnett
Kari Weaver, PhD

Absent

Davon Brantley '18
Dan Cuffaro '91
Kevin Kautenberger
Dinara Mirtaliopova

Agenda

Public Website - All
DEI Week – All
DEIJ Reading Group – Kari Weaver
Student Engagement – Kari Weaver
Replacing gendered binary terms alternative nomenclature – All

PUBLIC WEBSITE

Charise: Here are reporting sites for CCAD and SCAD. But what do we think of CIA's public-facing website. We shared info during the all-employee meeting about progress and think it could be on the public website, too.

Connie: myCIA committee working on a report form. Talking to Vivian. Makes more sense to just use one form for bias and Title IX.

Charise:

Connie:

Charise: Jimmy, why don't you and I schedule a meeting with Kathryn.

DEI WEEK

Charise: Amanda sent like about what Kent State does. Think it'd be great if we did something like that at CIA.

We should partner with students on this. It'd be nice to start a calendar of events in January. How do we get in front of students?

Jesse: It'd probably be better if we went to the groups first to see what they'd like to do. They might want a little more programmatic stuff.

Then, come back to this space and figure out how to move forward. So, maybe mid- to late March.

Charise: Then we miss Black History Month.

Jesse: There might be stuff that is being planned in student groups.

Charise: Who will go to student group meetings to discuss this? I'm happy to do it. Jesse, you have a relationship with students. Amanda, you too. Kari is volunteering. Delores to be involved.

Connie: What's the ultimate goal?

Charise: More programming around DEI — and programming that's led by students (in conjunction with IDEA). Would like to get students more involved.

DEIJ READING GROUP

Charise: Laura Ponikvar brought this up a while back but I couldn't do anything with it. Then, Laura brought it up to Kari, and now Kari is going to run with it. An email will go out today about it.

Kari: Ideally, it'd be something that spans an entire year. But given when we're starting, maybe we pick a book for spring semester, then a book for the summer, etc.

We could maybe have meetings twice a month, which would be reasonable so long as the meetings are facilitated by more than one individual. Maybe one meeting per month is online and the other is in person (with a hybrid option).

Connie: Wondering whether there are opportunities to do artist talks around artwork with DEI themes in conjunction with SIE.

Jesse: I'll find out about this after our meeting.

STUDENT ENGAGEMENT

Charise: This is a big missing component of IDEA.

Received a student complaint recently: Had a student from LSI complain that a recent visiting artist said some things that might've been micro-aggressions.

Students said we don't want this visiting artist to come back.

Tom was very gracious and wanted to address it head on. Invited Charise, Jesse and Kari to his class. Tom apologized to students. Students asserted Tom should've done something. Jesse asked what that would've looked like. Might've humanized the conversation.

Amanda: Really proud of the students who came forward with it. Also happy you got to talk to students in class.

But I also think this isn't the first time this has happened. We need a policy. Who's responsibility is it to say something in these instances?

Scott: I feel it's the faculty's responsibility. When something is said along those lines, I immediately address it. This came up during an online class recently and I addressed it in the moment and then followed up afterward.

Charise: Kari is here at CIA to help with these situations.

Tom, at first, was very offended that the email went to Charise and Jesse instead of him. Why didn't they trust me to take care of it?

Well, Tom was included on the email, so they trust you enough for that. But they wanted it to be known in a bigger realm.

Kari: I have several years of experience in supporting difficult dialogues. Very few of us have training on what to do. It's easy to say, "I would've done this." But, in the moment, it's hard.

In this case, it was nice to be able to ask students what they wanted.

Jesse is working with external partners on a program for students about micro-aggressions. How to think through them, how to speak up, etc.

I'm going to provide similar program for faculty so they know what students are hearing and so they know how to engage in those conversations, too.

I'm also trying to work with students, faculty and others to serve as change agents. I have two FWS students who are ambassadors for inclusive learning. I'd love for those students to get involved with IDEA.

In addition to incorporating our students into this, we need to be teaching them. Here's an article I wrote while at Iowa.

<https://teach.its.uiowa.edu/news/understanding-challenge-difficult-dialogues>

Jesse: Should there be a student development primer before we jump into this?

Kari: The student development theory is so helpful to understanding development doesn't move in a linear way. Understanding that can help us understand students, help students understand themselves, etc.

<https://muse.jhu.edu/article/719745>

Have to keep in mind, however, that many of these theories were developed on studies involving white men — so it isn't necessarily representative despite offering a starting point.

I want to give faculty and students "back-pocket strategies" so they can do something in the moment but we have to think long-term about how we want to approach this.

Charise: How do we start engaging with students like this or with IDEA? What are your thoughts?

Delores: I don't think they're quite ready for this meeting, but they are ready for an IDEA student meeting. I think once they're prepped, they can transition easy.

I think they view IDEA as something long-term but they want something to happen now.

Also, I feel like now that BSA is starting to build its foundation and have its own voice, those members will be ready to participate moving forward. But right now, they're focused on their club and what needs to happen for BSA to move forward.

Charise: What if we put out a call to action for students? Maybe you and Kari could workout the meeting date and time, and Kari's students could lead it.

(Calls in chat for posters and monitor graphics.)

Kari: Want to be careful. Want it to be student-led and want it to be an opportunity for learning about these topics. We need to build some trust with them and also elevate their voices.

Delores: We have new students and members, and they don't yet know what to do. So, BSA is in an organizational stage. They need development and learning, and agree with Kari that all of these efforts are *for* them.

Charise: I appreciate you both, Delores and Kari, for bringing students into this. It's also important that there's a diverse group of participants. Students need to know they have allies.

GENDER TERMS

Jesse: I think first-, second-, third-year is fine depending on where they are.

Amanda: First-year could mean freshmen

Jimmy: Other entities we don't have control over are still going to use old terms.

Delores: Same for FAFSA.

Charise: Do students care what we do?

Scott: My observation is that they care less than they do maybe six years ago.

Charise: Let's bring it up in the meetings we're planning with students and get feedback from them before we spend a lot of time.

Charise: Can we see a mock-up of CIA logo with IDEA Council underneath it?

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