



# SUSTAINABILITY, EQUITY, AND JUSTICE COMMITTEE

January 22nd, 2020

10:00am

Viking Union 567

Present: Trever Mullins (ASVP for Sustainability); Emily Gerhardt (ASVP for Student Services); Kayl Gilhan (SAIRC Representation & Outreach Coordinator); Kelsey Leppek (Environmental and Sustainability Programs Director); Soumya Ayelasomayajula (ESC Assistant Director for Logistics); Grace Wang (Environmental Studies Chair); Turner Campbell (SEJF Project Coordinator); Johnathan Riopelle (SEJF Program Coordinator); Alexis Blue (Assistant Director Facilities Development) Shannon Sandberg (SEJF Project Coordinator); Greg McBride (Assistant Director of Viking Union Facilities)

Secretary: Jude Ahmed (AS Executive Board Assistant)

Guest(s): Kris Aguayo (CSE AS Senator); Elias Bashir (CSE AS Senator)

***Mullins called the meeting to order at 10:00am***

- I. Introductions**
- II. Revisions to Agenda**
- III. Approval of Minutes**
- IV. Program/Budget Report**
- V. Action Items**
  - a. CBE IED Initiative**

Aguayo says that the CBE grant looks more developed than the original CSE one which is a good sign. The idea of the CSE grant is to have bi-monthly meetings with the dean but they have been unable to schedule it thus far. Students have driven the CSE grant and unfortunately, they felt that the faculty/staff in the college are as engaged as they hoped. Sustainable change on campus requires student engagement, and seeing a CBE

grant that is driven by faculty and flips the model of the CSE grant has great potential. Bashir states that the lack of communication between students and CSE has been one of the main difficulties, as the students that are able to fill the ambassador positions have had difficulty scheduling meetings. Wang asks what the ambassadors are planning in their position. Aguayo answers that he knows of two ambassadors working to develop workshops, one in the Chemistry Department and one in the Physics Department. The workshops cover culturally inclusive topics, for example the physics workshop would discuss the history of physics and how it shapes the modern traditional narrative. He also states that in discussing these workshops with faculty, they are largely hands off and want the students to spearhead the process, but the students are only able to work 3hrs/week which does not feel like enough time to take on these projects on their own.

Wang asks what some of the barrier's students are facing. Bashir answers that based on personal experience, a lack of experience and knowledge on how to navigate university structure makes it difficult for students to communicate effectively and talk to the necessary stakeholders. There is little support or mentorship in passing along this knowledge because there is a lack of faculty engagement. Bashir recommends that students and faculty work closely together on this initiative, rather than having a student component and a faculty component. Aguayo also recommends incorporating senate roles into the grant so that they can help coordinate and pass along institutional knowledge.

Mullins wants to know if students will be involved and are there students with time and ability to take on these new ambassador positions to make this change in the first place. He interprets this grant as facilitating conversations between students and CBE and inform them on what students need. The CSE grant is primarily concerned with creating routes for students to make change.

Aguayo feels that students developed the program through the Student Advisory Council within CSE and hoped that they could hand it to faculty and have them spearhead further change, but that did not happen

McBride asks what are good markers or goals to measure success through this grant.

Bashir suggests looking at the retention of minority students in each department or program because that is a good marker, but many important factors like mentorship or experience are difficult to measure.

Mullins brings up that the CBE grant allocates money for three internal cultural competency trainings for faculty that students would not be involved in.

Aguayo mentions that peers are also a big influence on the college climate and if there is a way to engage students as well that would also be valuable and wants to know how they plan to engage the student body and incorporate student input in their metrics.

Wang says that since the CSE and CBE grants represent two different models of incorporating change (student driven vs faculty/staff driven) and the CBE grant could provide more data on which if effective for growth that other colleges can look at and work off of.

Riopelle mentions that the CSE grant is only a quarter in progress and so it is hard to base the new grant off of their progress thus far.

Mullins is more concerned with the accountability of staff and faculty and how student input is being used in the feedback and change and what other channels are available to the grant organizers for students to utilize if this grant goes through other than the ambassador positions.

Ayelasoumayajula says it is important that students be heard and that there are several student groups on campus that have already started this work and yet the grant does not include any of their names or refer to reaching out to any stakeholder student groups which already have a foundation for some of this work. Mullins agrees that no CBE AS clubs are included in this grant and it is critical that the work of the initiative is not based on inferences of student needs.

McBride wants to know how it is being measured for success, there is not a lot of info included on metrics. There needs to be more data to show that the work we are doing is having an impact that is measurement if we don't have data there is no data point.

Campbell says SEJF has limited manpower to collect data after a grant is approved and they hope with more staff they will be able to collect more info. Ayelasoumayajula would like a requirement for the grants to come back and report to the committee and make discussions like this easier.

Blue states that she would be comfortable approving this grant, however wants to add the following suggestions to the grant:

- The full amount is approved but in good faith that the college will look for more funding from within CBE to support this initiative.
- They will develop more specific metrics to address what the impact on students is. For example: retention of underrepresented/minority/students of color student in the college.
- Reach out to student groups (representing various identities) in CBE and giving due credit to work being done on improving climate for underrepresented students (CBE AS Senators, Multicultural Business Scholars Association)
- Combine CBE and CSE efforts and foster communication between IED involved faculty/staff in both colleges

**MOTION SEJF-19-F-10** By: Blue

Motion to approve the CBE IED Initiative with the above suggestions.

Second: Wang

Vote: 8-0-0

*Action: **Passed***

Yes:

No:

Abstaining:

## **VI. Consent Items**

## **VII. Adjourn at 10:53**