

MEETING #006

November , 2018

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KEY DISCUSSION POINTS

MAIN TOPICS

- 1 initial response to movement
- 2 definition of safe space / education
- 3 current problems with professors
- 4 possible solutions
- 5 good meeting times
- 6 protest next Monday

ADDITIONS

- 1.1 posters had language that was a bit unapproachable "hate" "cancel"
- 1.2 really strong responses to student testimonials
- 2.1 before being able to absorb knowledge, one must feel safe / access points / base points
- 2.2 the type of people that the room contains - ie: poc
- 2.3 vulnerability and ability to discuss vulnerable topics - entry point/opening up via discussing something not related to class
- 2.4 how much politics play into "decolonization" - identity/etc posed as debateable topics
- 2.5 "learning circles" "consciousness raising groups"
- 2.6 what makes people uncomfortable: no exp with having these types of conversations and respond with hostility
- 3.1 professor as facilitator - **professors don't check in with class enough**
- 3.2 power dynamics: professors has more power and suppress students with differing views - units must be created within classes in order to keep professors accountable
- 3.3 professors must be aware that people bring in different baselines (life experience, high schools) - acknowledge dynamics of a group (HSS3 does not feel accessible/HSS is an isolating department) must be able to **acknowledge their own blind spots**
- 3.4 role of professors - they don't question their own role - best professors are those who explain their background and relationship to text and ask class about their relationship to book
- 3.5 professors ignore student perspectives and uses readings to invalidate students
- 4.1 **disorientation guide:** "if you see this in your class, you can do xyz"
- 4.2 instruction: writing center works (person in charge is more knowledgeable, explore their knowledge) **middle ground between Writing Center and lecture style** - debates? student led, facilitated by faculty (redefine debate)
- 4.3 pushing vocabulary and updated information/culture into pedagogy - bridge disconnect between professor/student
- 4.4 **integrate into separate schools (Walid Freshmen Seminar school) - student run, alumni included**
- 4.5 use HSS1 to educate about language (ie: they them) and culture and worldviews
- 4.6 student responsibility to educate current professors vs complete restructure
- 4.7 student group tasked with informing incoming students about cooper history and persistently revising structure
- 4.8 increased student involvement in school governance
- 5.1 Sunday evening?
- 6.1 utilizing space in back of the Rose Auditorium
- 6.2 visually interesting : being projected on (installation?)
- 6.3 demand response from Buckley
- 6.4 suggestion box/ poll / survey
- 6.5 involve faculty: tell engineering teacher to stop mocking