

INVST DIRECTORS' COMMITTEE Meeting Minutes
Friday, September 18th, 2015, 3:00-5:00 PM

Call to Order (Maddie Gross, Facilitator), 3:05

Welcome (Maddie), 3:05-3:25

- Introductions and Opener
- Snack (brought by Drew, Hannah, and Vicki)
- Assign roles: note-taker (Meagan), time keeper (Andrew), vibes watcher (Michael)

DC Orientation (Sabrina), 3:25-3:50

- Rearranged room - Mentor/mentee pairs with computers
- Punctuation on "Directors' Committee" is plural possessive; we are all directors of INVST and we help govern the organization
- INVST has 2 boards: Directors' Committee and Fundraising & Advisory Board (FAB); we are all invited to attend FAB meetings to observe, although there will be 2 voting reps: Andrew & Ben
- In DC, we all have the same amount of power; we strive for a flat, not hierarchical, power structure
- CU has hierarchical power structure & INVST would not exist without CU so we work within that power structure
- DC has been part of INVST since the beginning
 - Handbook governs us, it has been shaped by previous DC generations; now it is our turn to help shape INVST
- Being on the committee: Benefits and responsibilities related to DC
 - Important to do your homework, read previous meeting notes, do what you commit to doing
- Go to INVST website, go to Resources, then Directors' Committee Corner: find organizational chart to see the structure of INVST: who is accountable to whom
- Standing committees work on certain items in more detail, bring decisions, proposals to DC
- The decision-making flow chart is also on the website link above; consult if you have an idea to bring to DC & you want to know if DC is the appropriate place to have your voice heard

Agenda Consent (Maddie), 3:50-3:55

Decision-making hand signals in consensus:

- Thumbs-up = I wholeheartedly agree, ready to move on
- Thumb sideways = I am not thrilled but I can live with it, will probably be asked to explain why your thumb is sideways; and
- Thumbs-down = I want to discuss more, not ready to move on.

Meeting Notes from April **APPROVED**

This meeting's agenda **APPROVED**

Old Business, 3:55-4:15

Leadership Studies Minor update (Sabrina)

- Leadership studies minor description on the website – it is new on campus
- You might want to earn the certificate, not the minor, if you do not have enough time in your schedule for one more 4-credit class or do not have enough time before graduating from CU to complete a minor
- INVST Policy change: INVST students do not have to earn a B- or better to pass on to the next INVST classes anymore because that is not a requirement in the leadership studies minor, so this is new for Grey River Kindling

- See your academic advisor to ask about petitioning for LEAD 4000 to count as one of your major requirements; some departments are more flexible than others
- LEAD 4000: To enroll ask Melissa Rubin; class is offered Fall 2015, Spring 2016; not offered in summer or online yet
- Difference between INVST-specific leadership studies minor vs other routes to earn the leadership studies minor: no difference in end product, just difference in path you choose to get there
- Starting Spring 2016: If you take your INVST classes for less than 3 credits, not eligible for minor
- Okay for Fall 2015 but after that, must take it as at least 3 credit hours
- Minor vs certificate: Credential does not matter so much; your resume will be filled with INVST activities; if you have time to do LEAD 4000 do it for broader leadership perspectives, it offers a wider range of students to work with; you can bring INVST ideas to table and work with them
- Your resume might look different with the certificate on it rather than a minor, but you will still get a good experience

Budget Update (Sabrina)

- Groups silently review budget, come up with any questions
- This is first time Sabrina is doing this talk. Usually Melissa does it but she cannot come to DC this year because of her extra responsibilities for CU Engage
- Budget = Another version of the INVST story of what our organization does/what we accomplish/what we value; inputs, outputs *transparency with money*
 - Front = Side of the sheet with "INVST FY2016" on it
 - Top = Revenue
 - Bottom = Expenses
 - Other side = Expense details on SSLEs
- General operating expenses: Telephones, pay (work-study students), printers, etc.
 - Comparable to other organizations
- Staff is no longer part of the budget, because of the move to CU Engage to the School of Education; that expense was absorbed into the School of Education budget
- Do other leadership studies minor programs have a budget for things CU doesn't cover?
 - Yes, you need to show higher-ups or foundations that you are a responsible steward of resources you already have before asking for funding
- Do they have to fundraise too?
 - It depends on where the program is housed. For example, CU Gold is under Student Affairs, while INVST is under CU Engage/is an academic program
- Our money is coming from a diverse array of sources; this makes us more stable. If one source disappears, our program will not be devastated

Break 4:15-4:20

New Business, 4:20-4:50

Review of ISSLE partnership with Witness for Peace (WFP) (Vicki)

- Vicki- In post-ISSLE reflection, when voting on whether to return to WFP, 5 people voted no, 8 people voted yes; we could reach a decision here or send to the curriculum committee (CC)
- Franky- Kelley Anderson, from Sol Tribe, sent them an e-mail about WFP
 - WFP structure did not support her well with leadership development
 - It is important to work directly with Nicaraguans
 - Fears that partnership with WFP reinforces hierarchy of white savior complex
 - We need to work to understand our own positions

-Sol Tribe met with community members; short meetings, did not deepen understandings

-Work directly with Nicaraguan organization/individuals

- Michael- There are many pros and cons to WFP. There is a wide variety of opportunities from WFP, but it is good to research alternatives
- Grant- Wants to see alternatives before voting on WFP, send it to CC
- Sabrina- Risk management is a requirement through CU. Collaborating with them is no small task. They look more favorably on those living in Nicaragua year-round, who speak fluent Spanish. Any organization we choose has to meet those criteria. We would not be able to use the same model of just collaborating with multiple individual community partners as in the DSSLE
- Andrew- It is hard to form an ideal situation. Not only consider these things. Be more explicit with communication with WFP, bring them our criticisms, work to form better curriculum that meets students' needs
- Becca- If we decide no WFP, are we still connected to Nicaragua or do we design a new ISSLE?
- Sabrina- It is possible to switch host countries, but that would be on a longer timeline. 2017 at the earliest. We can start two conversations this year: one about possibly changing host organizations inside Nicaragua, effective summer 2016; and one about possibly switching host countries, starting on or after summer 2017.
- Maddie- Carter and I talked about his ISSLE. He said nothing has changed with WFP, despite bringing criticisms to them. Communication has not worked from 1st yr they hosted us til this year.
- Emily- There seems to be a lack of connection between how WFP treats students, and how students want to be treated. She has ties to an organization in El Salvador, which could be another option.
- Franky- Proposal: CC examine relationship with WFP and research alternatives to WFP
- Naomi- It is important to have more GRK members on CC because SRS members do not know WFP
- Becca- More specific on what CC goal with this is. What does thorough research look like? Deadline?
- Franky- By end of Fall Semester
- Michael- When do we commit to WFP?
- Sabrina- Usually we buy tickets in Nov/Dec and tell them we are coming by end of fall semester so they put us on the calendar, the longer we wait the more risk we take
- Andrew- If we do wind up going back to WFP, it will not ruin the ISSLE. It is still great even if this does not change for SRS ISSLE

PROPOSAL (Franky): Curriculum Committee will research two new possible partner organizations and bring them to DC before Thanksgiving Break. APPROVED

Discussion of DSSLE partnership with Black Mesa Water Coalition (BMWC)

- Grace- Yes, continue partnership but go in with more information, what to expect beforehand.
- Fiona- Agree. Reading about allyship, how to relate to Dineh. Thought they were going in with mutual relationship but wasn't the case. Lots of discomfort surrounding partnership with oppressed people
- Mary- Agree. Explore other options too though just to survey options
- Hannah- It would be beneficial to go back, might be more learning going back if we improved communication on our end
- Casey- It was a valuable experience. Uncomfortable, but a good overall experience at the end of the day. Communication should increase between INVST and BMWC and so should communication between DSSLE facilitators and community partners.

- Emily- We should go back because BMWC shows reality of the reservation. It is important to stay with them, because roots have already been laid down with them. SRS left with no goodbye, left on a bad note, we need to fix it. We should highlight communication. BMWC did not know why SRS was there. There was not much communication with the family they stayed with. Need to look at how to approach someone you don't know, also how to build solidarity.
- Maya- Agree with Emily and Casey. Facilitators need to have better communication and cohort needs to learn more about Dineh culture before the trip. It is not the Dineh people's job to teach us.
- Fiona- We should not start over because we already have a relationship and new ones take lots of time and energy. We are not going to find the perfect family. We need to clarify what students' goals, expectations are
- Michael- Proposal? Send to CC, looks at pros/cons of BMWC
- Andrew- Or designate it in SRS group time
- Becca- Maybe have a conversation about repairing the relationship with them for next DC

Maddie - PROPOSAL: add conversation about BMWC relationship to SRS group time and next DC APPROVED

Naomi- bring above proposal to Bridget

Closing, 4:50-5:00

- Next DC facilitator: Grant Peacock
- Bring snack for next DC: Amanda and Fiona
- Feedback for the Facilitator

For Next Meeting-- Upcoming Agenda Items:

- Standing Committee Reports:
 - Curriculum Committee – Maddie Emily Francisco Casey Vicki Michael Elana Naomi
 - Staff Search, Selection, and Review Committee – Fiona Makaila Meagan Dakota Maya
 - Outreach & Inclusivity Committee
 - FAB representatives – Andrew & Ben
- Update on SRS conversations about BMWC relationship
- Learning outcomes for CLP
- Update on Inclusion Commitment to include documentation status