

The Institute Advisory Committees

June 14, 2017

Meeting Notes

1. Introductions

a. Committee members in the meeting or on the call.

i. Additional Guests:

1. Mary Kay Carodine
2. Architects
3. Robert
4. Will Atkins
5. PJ Jones

ii. The Institute of Black Culture

1. Elda Auxiliaire Present
2. Kianna Brown
3. Tiffany Chatmon
4. Dwayne Fletcher
5. Brooke Henderson
6. Jaron Jones
7. Wallace Mazon
8. Kelli Murray
9. Jordan Rhodes - Present
10. Talia Rogers -
11. Lydia Washington

iii. The Institute of Hispanic-Latino Cultures

1. Steven Baldizon
2. Meriza Candia Present
3. Liana Guerra
4. Anayansy Hernandez
5. Robert Lemus Present
6. Gian Mattei Soto - Present
7. Carla Rodriguez
8. Christopher Wilde - Present
9. Sebastian Wright
10. Edward Zambrano - Present
11. Jose Miranda

2. New insights from constituents groups

a. Committee member asked who makes the final presentation and when.

- i. Will said he would have to check on that

3. History and Significance, student committee member presentation

a. A student committee member mentioned that he was dismayed at the lack of turn out from committee members.

- i. Will said he was accommodating the time that the committee members wanted to meet

- b. Students wanted to give history and context of these spaces, which hasn't been discussed in depth thus far
- c. History
 - i. IBC started in 1971 when Black students sent a list of demands to UF administrations.
 - 1. Demands were ignored and students held a sit-in protest
 - 2. 67 students were arrested
 - ii. IHLC started in 1994, with the founders who helped set the institute up.
 - iii. Four women – Vanessa Carlo-Miranda, Livia Rodriguez, Amy Steven, and Viviana worked with Dr. Fernando Fagundo to garner internal support.
 - iv. Shared quotes from Vanessa to create space
 - 1. Wasn't a team effort
 - 2. Founders dealt with sexism to create the institute
 - 3. Had to come from a pressure point
- d. Significance of Specific Cultural Centers
 - i. Black specific centers affirm Black students' presence and contribute to a sense of belonging
 - ii. More effective in recruiting and retaining minority students
 - iii. Collapsing existing center into cross-cultural
- e. Threats
 - i. Elimination of race-specific centers, undermine history
 - ii. Some
- f. What's happening Around the Country
 - i. Creation of multicultural centers around the country is on the rise
 - 1. Student push back has occurred at other institutions
- g. What's happening at UF
 - i. Discussed the increase of hate crimes and the decreased Black enrollment
 - 1. Mentioned that population specific spaces are needed more than ever in light of hate incidents on campus
 - ii. Talked about quotes from students from the petition
- h. Conclusion
 - i. Have to be sure not to "white-wash" history
 - ii. Solidarity is not built by putting to centers together but by rallying together
 - iii. Two separate buildings guarantee not having a create of multicultural center
 - 1. PJ asked where does it say there will be a Multicultural Center.
 - a. The quotes are based in a mis-educates that we are creating a multicultural center
 - b. A Committee Member asked when did Black Affairs and Hispanic-Latino Affairs start.
 - i. PJ said Black Affairs was created to provide oversight to both spaces, the Institute and the Center.
 - ii. Oversight of those areas comes from the director of Black Affairs.

- iv. A committee member commended student committee members for creating and giving the presentation. Want to look at the money we are given and move forward.
- v. Will mentioned that the facts in regards to enrollment are not accurate.
- vi. A committee member mentioned the last presentation from the architects should have been the first one for the committee.
 - 1. We should be open minded and recognize that nationally community specific-groups are merging into cultural centers.
 - a. Diana said she feels resistance and tension we are on the same team but are fighting each other.
 - i. We have to acknowledge what is happening across the country
 - ii. But we are all the same goals but the process is being corrupted because of misinformation and fears.
 - iii. Everything the university does is seen as a threat to the community
 - iv. Have to be careful about people assumptions and mistrust, but at the same time we have to come together to make decisions.
 - We don't have all the time in the world
 - v. A committee member said she's been asking if this committee has a real authority or if this will happen anyway.
 - vi. Diana said it is very important the multipurpose space was a practical space to maximize opportunity.
 - Hard to get rid of it for her students, because it is better for the students to have more space further down the road.
 - vii. A committee member asked what's the deadline look like and who makes the final decision.
 - This committee was set up to make a recommendation
 - Assumptions come from miscommunication in the beginning.
 - Longer we push this off, the longer students don't have a space.
 - Doesn't think any of us will get our way, so we have to come to terms
 - Both excited and scared about this opportunity. Don't want a center, but do want to make a financially responsible decision
 - a. Is there something we can get the president, Board of Trustees or SG

- viii. Will said we do need to go ahead and start the demolition
 - The Core Committee are the decisions makers.
 - A committee member asked why no students are on the Core Committee.
 - Will said he wasn't involved/here during those early decisions.
 - a. He would like to set up a student-focused board of managers
 - b. PJ said students were involved and directors selected a few students to be a part of it.
- ix. A committee member asked what is the plan the Core Committee is pushing for.
 - Will said it is the three buildings meeting the program needs within the budget.
 - Architects said tried to show options and what would go away.
- x. A committee member asked if it was possible to get a letter or some assurance from the President or VP that those spaces remain IHLC and IBC?
- xi. Another committee member would like a plaque on the building. Would like autonomous, individual spaces.
- xii. A committee member asked for the list of the Core Committee members.
 - Will said he could send that.

4. Approval of Minutes

- a. Minutes were approved.

5. Education Presentation

- a. June 28 - education webinar date and a live component.
 - i. 12-1:30 p.m.
 - ii. It will be recorded as well.
- b. Architect mentioned wanted to have Q&A
- c. What do we want presentation to learn?
 - i. Committee member said it does matter if a decision is already been made
 - ii. Will said the webinar should be about education and transparency
 - iii. A committee member mentioned we should give an overview of the program so they understand what is trying to be achieved.
 - iv. Want to start with the history context, the process so far, recent history (recent usage), forms and iterations (connected and separate).
- d. There was discussion about how to get feedback.
 - i. There's no way to authenticate
 - ii. Presenting A and B gives a false sense of authority
 - iii. Should ask open questions for more genuine feedback.

1. Then the Advisory Committees could be better informed for final discussions

e. Agenda for Webinar

- i. Overview/Purpose - Will
- ii. Essential and benefit to the University – Mission and Preeminence
- iii. History – Chris
- iv. Current State/ Can't be Remodeled
 1. Current square footage
- v. Program Goals – Spaces in there now
 1. Quick overview of terms – usable, 60-40 rule
 2. Present Usable Space and total
 3. Dispelling the myth of the multicultural center
 - a. Why there is fear
 - b. Words from administrators
 - c. Advisory committee in the future
 - d. Source of funding
 - e. We won't ignore the fact that a petition existed.