

## CIDE Meeting Minutes

November 3, 2017

### Introductions

- Names, affiliations, departments

### Denise: how we got here today

- What progress has been made? What do we need to continue to do?
  - 2001: \$800,000 Irvine Grant (2001-2003) to help implement the College's diversity initiatives
  - Goals: diversify faculty, diversify the curriculum, improve campus climate through multicultural projects, and develop a summer program for 9<sup>th</sup> and 10<sup>th</sup> grade girls from underrepresented groups as a means for encouraging academic accomplishments
  - Diversity Coordinating Committee (DCC) key oversight role
  - Alumni, students, faculty, staff, administrators involved in ECC
  - Student representatives expanded in DCC
  - Included students and alums from "Whose Voice, Whose Vision"
  - Funding for training for student lectures, faculty and staff training, office space for Wanawake Weusi
  - Multicultural Resource Center, which became SCORE
  - Baseline Campus Climate Survey (have we done anything similar since?)
    - There is a summary and analysis that will be sent to the group
  - Audit of all institutional research collection instruments
  - Greater awareness to support for diversity through Institutional Advancement
    - Funding opportunities, making sure potential donors were aware of ways to support inclusion on campus
  - Funding provided to establish Scripps College Academy (SCA)
- DCC became PACDI in 2012
- Once Lara arrived, reevaluated goals and procedures of PACDI and created CIDE
  - CIDE is to be parallel with strategic planning but will focus on diversity and inclusion at a much higher level
- Prof. H-K: didn't think there was the institutional support for the DCC that it needed, so it transformed into PACDI to make it more institutionalized
- Martha Gonzalez: tried to usher in institutional memory with PACDI
  - We should continue to build on that momentum rather than reinvent the wheel
- Denise: CIDE should look at more structural and strategic planning elements that can improve student experience and better represent the voices of the community, as opposed to programmatic elements

- Prof. Chancy: what is meant by “higher level” plans for inclusion and diversity?
  - Denise: need to tailor our objectives with the larger plans of the College and recommend actionable plans

What are some of the major issues on our campus?

- Denise: structural diversity and interactional diversity
  - Structural diversity: what are the policies and programs we have in place?
    - Classroom, admissions, etc.
  - Interactional diversity: now that we have brought people here, what do we have in place to make sure their transition to our community is positive and transformational?
- Prof. Chancy: doesn't think there has been much change to address institutional diversity over the past few years
  - Can't just claim that we care for the students or expand our admissions policies, but we need to shift the actual structure itself
  - Issues of campus climate, which speaks to belonging and disbelonging
  - We still use Reagan-era ethnic categories, which are extremely harmful for students and forces definitions upon people
  - The way we define race and ethnicity requirements for GEs is still from the Reagan-era
    - Her classes on transnationalism don't actually count for the Race and Ethnicity GE because it uses different theories and terms
    - How can Scripps change its ethnic or racial categories?
      - It's a private institution, so we have the power to do so
    - Changing these categories will allow different people within the institution to use the system in a new and more inclusive way
      - The system will become more flexible, pliable, and inclusive
    - It's about being up-to-date
    - There's a way to do this legally, but also to signal that we want a structural apparatus that reflects the government shifts since the 1980s and that we are a progressive and diverse institution
- Denise: this conversation has been had before, we do have people working on it and thinking about it, and there have been changes
  - Prof. Chauncy: I want to make sure that we do see these changes because it's frustrating to feel like despite being a small and intimate campus, things are so slow and we are not where we should be
    - Can we as a group have a goal to recommend structural changes and can we communicate exactly how these changes would be made?
- Prof. Soliman: Where are we in the conversation about student housing?

- Left off last year talking about a potential floor for students of African descent, etc.
- Jenn: We have a new hire to do a comprehensive review of LLCs and affinity housing
  - Brenda and SCORE have created a working group to look at identity-based housing
- Prof. Soliman: There are a lot of ideas on the table, so we have to be a group that holds the institution accountable and enforces the timeline for the entire community
  - How do we also communicate what progress *has* been done?
  - The goal is to implement the affinity-based housing next year (tentative)

Students are rejecting the term “diversity” at this point

- Denise: if these are terms we should move away from, we should talk about it
- Prof. Soliman: Diversity is more structural and data-based, while social justice strategies can do a better job implementing actual changes for the community
- Prof. Soliman: Diversity for who? Who cares about diversity?
  - Tends to be predominantly white authorities to talk about diversity
  - White parents tend to care about diversity numbers in college so they know their student is having a “holistic, well-rounded” experience in college
  - The people who fall under the “diverse” category care about it in a different way
  - We should be picking the brains of youth these days
    - Ex. the restroom signs: why does it say “all genders?” Why can’t it just say “restroom?”
    - Need the inter-generational voices and conversations
  - Also important for faculty and staff to not get frustrated and disillusioned
    - Only one long-term faculty in the room: is this from burnout?

Denise: we need people who have more interaction with students to help those who aren’t as familiar with what students want so that we can work together to make these changes happen

- Prof. Chancy: we often talk about diversity as exclusionary and embattled
  - It’s not that this is not always the case, but if you are always fighting to be a part of a certain category, you are always fighting to be included and it’s a struggle
  - Finding that in her Core 1 section, she is constantly having to supplement the material with positive depictions of the “diverse bodies” or communities
    - Need to find a way to include these positive depictions in the curriculum
- Prof. Williamson: how do we break down the terms and look at the communities that exist across the 5Cs so we can all be on the same page about things
- Prof. Chancy: why do we keep referring to “different?” It’s different for who?
- Prof. Soliman: goes back to numbers for the institution
  - Always needing to “negotiate” one’s “difference”

- Prof. Chancy: I don't think it's just about the numbers, but also about the worldview and reeducating everyone in the space
  - There's this conception that the most educated and wealthy students have the most sophisticated understanding of the world, but that is not always the case
  - Want to get to the place where we can recognize that students from underprivileged backgrounds possess knowledge and have a sophisticated worldview

Prof. H-K: when we talk about belonging and disbelonging, are our students relating to that?

- Advises first-gen students and encounters students feeling that the whole culture is very phony and that it doesn't matter
  - What's it like to be a first-year? Can we find parallels?
  - We find that they all learn from each other, so can we do that more effectively and on a larger scale?
    - Should focus on some commonality that students can relate to
- Zara: coming as a South Asian student, seen as a model minority, that first-year experience is so real
  - The model minority phenomenon is very harmful and limiting
  - Took five years to get a South Asian mentorship group on campus that could finally split from the AAPI groups
    - As a queer South Asian student, it is very difficult to have these conversations with students on campus because we feel stuck in that myth but we don't feel like we have places to go
  - The "margins of the margins" are not even represented in the bodies on campus that are supposed to support "diversity"
    - Prof. Chancy: I think that goes back to the limiting categories
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Prof. Gonzalez: do we have a budget for this committee?

- Denise: not technically, President Tiedens is looking for recommendations, but those recommendations could be supported by funding

Denise: nomenclature and belonging/disbelonging seem to be the biggest issues people have talked about today

#### Action Items/Next Steps:

1. Create a shared resources site – Box or Sakai (Denise)
2. Share names of those who expressed interest in participating in CIDE

3. Schedule next meeting via Doodle for December after working groups have met
4. Working Groups (engage additional members of the community in discussion on the following topics)

**Belonging/Disbelonging**

Mary Hatcher-Skeers (Convener)

Denise Nelson Nash

Zara Singh

Kevin Williamson

Sarah Wilson

**Transnationalism within Structural Systems**

Juliette Cagigas

Sue Castagnetto

Myriam Chancy (Convener)

Abby Clarke

Martha Gonzalez

Gaby Ollig

**Affinity Housing and Nomenclature**

Jennifer Berklas

Scott Busiel

Sabina Hills-Villalobos

Maryan Soliman

Jenn Wells (Convener)