

## PACDI Meeting Minutes 5/1/15 11:30-1:00 PM

Handouts: None

Topic	Discussion	Action
Welcome	<ul style="list-style-type: none"> <li>• Positive reviews from Kimberlé Crenshaw visit and Dr. Omid Safi visit</li> </ul>	
Initiative Updates – Upcoming Events	<ul style="list-style-type: none"> <li>• Ad hoc committee on Diversity and Inclusion will continue next year               <ul style="list-style-type: none"> <li>○ Joint meeting next year with PACDI in December</li> </ul> </li> <li>• Co-Chair needed for next year</li> <li>• Thursday, December 3 last public lecture for the Humanities Institute in Garrison at 7:30               <ul style="list-style-type: none"> <li>○ Prominent Arab-American speaker discussing hip-hop and violence in America</li> <li>○ Suggestion to bring Dr. Omid Safi back in the fall for Ally Month</li> <li>○ Delegation of students to Color of Violence conference will be hosting a session on Sunday to discuss starting a chapter on campus                   <ul style="list-style-type: none"> <li>▪ Next week a set of reflections will be sent out to the community</li> </ul> </li> </ul> </li> <li>• Friday, May 8 from 5-7 Feminist Rage Festival in Vita Nova courtyard</li> <li>• May to June Dr. Omid Safi hosts Illumination Tours in Istanbul and Turkey</li> <li>• Hao, Piya, and two international Scripps students going to Hunan, an international women's university in China, during the week of June 7               <ul style="list-style-type: none"> <li>○ Meeting with Amy to discuss follow-up opportunities in the fall</li> </ul> </li> <li>• Candlelight Vigil organized by Pomona's Diversity Committee earlier in the week               <ul style="list-style-type: none"> <li>○ 100 in attendance</li> <li>○ DA in Baltimore will bring charges including murder and manslaughter to six police officers</li> </ul> </li> </ul>	
Review and Continued Discussion of Recommendations to President	<ul style="list-style-type: none"> <li>• Piya and Denise will meet with Lori on Monday to discuss recommendations</li> <li>• Financial Aid               <ul style="list-style-type: none"> <li>○ Victoria has worked with the Financial Aid Office to hold office hours for students interested in better understanding their</li> </ul> </li> </ul>	

	<p>financial aid packages</p> <ul style="list-style-type: none"> <li>○ (4) and (5) is outside the scope of the Financial Aid office → Create a new subheading specific to student support <ul style="list-style-type: none"> <li>▪ Legal support may be necessary to avoid liability</li> <li>▪ Resources should also be printed</li> </ul> </li> <li>○ (6) Specify what resources will be identified i.e. reducing loan packages, scholarship and grant aid</li> </ul> <ul style="list-style-type: none"> <li>• Communicating Scripps <ul style="list-style-type: none"> <li>○ Student admission ambassador program (10 students) being revamped i.e. scripts, tour guides, locations on campus</li> <li>○ (3) Adjust admission ambassador training to reflect trans inclusiveness <ul style="list-style-type: none"> <li>▪ Getting a robust group of volunteers to consistently host students has historically been a problem</li> <li>▪ Students encouraged to attend program</li> </ul> </li> </ul> </li> <li>• Faculty Diversity Training <ul style="list-style-type: none"> <li>○ (1) Add APT and FEC standing committee</li> <li>○ (3) Focused outreach to faculty of color to learn about what they need</li> <li>○ Sustained attention to faculty of color i.e. formalize mentoring sessions between new and tenured faculty of color during faculty orientation programs</li> <li>○ (4) Provide resources to help faculty build capacity to address difficult conversations</li> </ul> </li> <li>• Support for First Gen and Undocumented Students <ul style="list-style-type: none"> <li>○ Separate (2) into two separate points <ul style="list-style-type: none"> <li>▪ Combine (2) and (3)</li> </ul> </li> <li>○ (2) Mentoring program for first-gen students that want a first-gen academic advisor (faculty or staff)</li> <li>○ Outreach to faculty and staff about mentoring program</li> </ul> </li> <li>• Academic and Housing Accommodations <ul style="list-style-type: none"> <li>○ Move the last sentence to the top</li> <li>○ “Students with physical disabilities and mental illnesses” → Disabled students, including but not limited to those with mental and chronic illnesses...</li> </ul> </li> <li>• Race and Ethnic Studies Requirement</li> </ul>	
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	<ul style="list-style-type: none"><li>○ Remove (1)</li><li>○ CAR should look at requirements to review 2-for-1 requirements</li><li>• Assessment and Institutional Research<ul style="list-style-type: none"><li>○ Change first sentence “WASC” to “federal government”</li><li>○ End of the first paragraph: adheres to the language when surveying the “official” student population</li><li>○ (1) Separate internal survey needed</li><li>○ (2) Internal language will be recategorized but official factbooks cannot be changed</li><li>○ (3) Focus group to help determine how the survey in (1) will be used in the community</li></ul></li><li>• Admission and resources for transgender students<ul style="list-style-type: none"><li>○ Decision in two years is unlikely</li><li>○ Senior staff will look at the document to see if it should belong in the zine in the Disorientation guide</li><li>○ Reframe to the community what the resolution means in terms students understand</li><li>○ “and people of nonbinary and all other gender identities” is not included</li></ul></li></ul>	
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