

**Minutes
September 20, 2011**

Present: Kathryn Artuso, Chris Call, Toya Cooper, Mary Docter, Jane Higa, Omedi Ochieng, Rick Pointer, Silvio Vazquez

Welcome and opening prayer – Chris Call

Chris began our time together by welcoming the newly reconfigured committee providing a brief history of the previous committee's makeup and the focus and purpose of this group. We were led in prayer as we began our time together.

Attention was called to prior work done regarding diversity and recorded in foundational documents, which were available for distribution including:

- The 1995 Long Range Plan for the College's priority on diversity;
- Westmont's Educational Vision noting Diversity and Global Awareness;
- Targeted Knowledge, Skills, Outcomes and Attitudes for learning outcomes of Westmont graduates highlighting a graduates ability to analyze topics and human experiences using categories such as race, gender, ethnicity, global, etc.;
- The current strategic map emphasizing the cross-cutting priority of increasing diversity and global awareness in all college sectors;
- Statement of key terms and identity; and
- Biblical and Theological Foundations of Diversity

The committee reviewed Westmont's 11-year enrollment history (2001-2011) by ethnic population using IPEDS reporting requirements. We also reviewed a table reporting parental total income by number of people in household to demonstrate socio-economic makeup of enrolled students for spring 2011.

Jane Higa provided a document developed by the previous strategic planning diversity task force, which listed tracks of work to address previously identified major challenges. The document also listed current issues, needs and opportunities for increasing diversity and global awareness, including the recruitment and support of faculty of color, students' expectations of female faculty to take on additional (and perhaps unrealistic) roles beyond teaching (particularly from female students), how students of color are embraced and supported (Nomads/MKs), the role of racial/ethnic affinity groups, creating a campus ethos, and utilizing data from HERI's campus climate survey.

Silvio also raised the topic of recruitment and support of international students as a fulfillment of our commitment to global awareness distinctiveness, which will be addressed as a future agenda topic.

Rick Pointer, in response to Jane's document raised the following question:

- How do we, as faculty, interact with students around issues of difference?
Rick/Toya Copper mentioned an upcoming workshop offering, which will challenge faculty and staff on how we navigate difficult conversations (i.e., sexuality, race, etc.). This will also include an assessment tool to examine how we understand the way we connect with one another. Rick also commented on the challenges of the "diversity of diversity" and how uniquely students come to terms with what diversity means for them.

Mary Docter commented on the issue of recruitment and welcoming of faculty of color. Are there guidelines to follow in the search, identification and recruitment process? The question was also raised as to how we introduce voices from outside our evangelical Christian community when chapel would not be the appropriate venue. Should a convocation program be introduced that is more academic in nature and welcoming of those voices?

The committee agreed that it would be appropriate to discuss sexuality in the context of diversity.

It was also stated that it would be good to encourage more students to share their stories, but we wondered as to how this could be accomplished.

Chris encouraged us to share additional hopes and dreams of this committee with each other via email.

Toya Cooper reported on her participation in the NCORE Conferences as she brought back two main items to share with the committee along with corresponding documents.

1. Report on the self assessment tool for faculty – a tool for promoting civil discourse in pluralistic classroom. Dr. Hilda Hernandez-Gravelle will be here in November to lead workshop for faculty/staff.
2. Development of learning communities focusing on themes of diversity. Toya took 15 faculty members to view a museum exhibit on race. From this event came one reading group reading Claude Steele's – Whistling Vivaldi and Beating Stereotypes. Another group is interested in reading about gender and race in politics.

Toya also shared that the night before Deanna Liu's office paid for and hosted the movie "The Help," shown to a group of students. Toya led a lively discussion joined by a panel comprised of Jamie Friedman, Joshua Canada and Cheri Larsen-Hoeckley. The event was well received.

The committee dedicated to meeting once every three weeks for 90 minutes.

In closing, Chris shared that our role as a committee is that of advisory, but given the composition of the team, we will be able to move things forward.

Respectfully submitted, Silvio Vazquez