Diversity Committee Minutes

September 25, 2017

UH 449  
1:00-2:30pm

**Meeting opened**: 1:00pm

1. **Introductions**  
   Q: What event gave you the drive to work in or with Diversity?

* Leandro Galaz- While giving a speech in high school, a teacher told him no Hispanic students go to college.
* Richard Armenta- Grew up in a low income home, parents were migrant farm workers. Never thought would go to school.
* Heidi Burney- Firsthand saw the effects of financial abuse, ageism.
* Alison Scheer- Cohen- In a call from the National Level, there is a need to recruit additional males into the SLP programs. Have more diverse individuals apply.
* Kylie Kutnia- Student: Knows and is affiliated with a large group of student peers. Wants to be a representative for them.
* Joni Kolman- Grew up in New York (raised Jewish). Wanted to teach and encourage students to understand the importance of diversity.
* Christina Holub- Native Hawaiians/ Pacific Islanders inclusion in research.
* Deborah Morton- As a child read the book *Lewis and Clark* Now teaches American Indian Studies. As the “oldest” member has a different view point than other members. Attended the 1968 democratic convention that provided additional insight.
* Tama Harper- Grew up in a mixed family, learned several languages and lived in several places. Founder of LGQBT society & disability committee at CSUSM.
* Matt Euler- Joining us as a technical role. Was copied inappropriately on an emailing chain that showed the diversity against males.
* Tumay Tunur- Works with individuals who have non-traditional “dancing bodies” to encourage them to participate in dance. Seen discrimination as a green card holder emotionally abused by PR and through step-son.

1. **Definition of Diversity**  
   - Reviewed the CSU’s policy “Diversity Dimensions,” CSUSM’s Vision for Diversity, Educational Equity, and Inclusion.   
   - Broke into small groups to discuss the definition committee would like to adopt for CEHHS.  
   **Comments on current definition include:**  
   - Academic, dull, generic, similar to “a bargaining agreement,” too many buzz words, conceptual framework inserted.

- There isn’t anything about what we do and why? NO why or how?  
- Clarification on the genetic information. What does this entail?  
- Gender identity *or* expression should be “*and.*”  
- Data is not tracked on the items listed in the definition. (Can we track them? How- more quantitative, not qualitative…?)

- Are we missing specific diversity items?

**CEHHS definition needs to reflect**:  
- Something more radical, demonstrates: respect, valuing, caring, coalition, dedication toward diversity education.

- Should differentiate CEHHS as the college that is delivering diversity. (CEHHS has many service professions offered).  
*\*CSUSM & San Diego State we are the only two that do not have a diversity course.* Fredi Avalos is working to implement this for CSUSM.  
- Create an authentic definition focused on *learning*.  
- JoeJoe McManus (Office of Inclusive Excellence) does not specifically define diversity. They want individuals, colleges and committees to define it themselves.

1. **Committee Name (N/A)**
2. **Areas of strength**  
   -What things do we need to highlight?   
   -Things that are done well:   
    -Promoting diversity through free events ([Arts & Lecture](http://www.csusm.edu/al/images/fall2017/fall17brochure.pdf))  
    - Faculty Hiring   
   Weakness/ Needs Improvement:  
    - Need to update the current [website](http://www.csusm.edu/cehhs/) format to utilize language to be more inviting/ inclusive for all.  
   - Most local studies are geared toward the Hispanic/Latino population (often a need), leaving other populations largely misrepresented in studies.  
   - Student population should match the community
   1. Faculty hiring?  
      - Recruitment EL vs. stateside? All search committees are done stateside.  
      - How can we guarantee have a diverse pool of candidates?   
      - Search Committees posting to additional sites? The Office of Inclusive Excellence has additional resources for job posting. Should this be a requirement for our departments, to encourage a diverse representation in search pools?
   2. Diversity in HD undergrad?  
      -Large amount of undergrads in HD are diverse, need to work on getting these individuals into Masters programs through our college.
3. **Results of Convocation**
   1. Mentoring  
      - Additional mentoring support and professional development opportunities should be encouraged.
   2. Training
      1. For faculty in Cultural Intelligence.
      2. For faculty in how to have tough conversations in class.
   3. Recruitment-   
      - What does this look like?   
      - What do we feel like we need focus on? Do we know what is the diversity of the faculty is? Do faculty searches have to have a certain number of applicants representing a broad range of diversity?

* Just hiring to show you have diversity?
* Often people think when hiring for diversity individuals are not as qualified (affirmative action).
* Identifying department gaps in hiring in research interests and loss cultural.

1. **Where do we start?  
   ACTION ITEMS:**  
   - Each member take the information discussedto their next department meeting to discuss additional ideas.

- When we come back next time we can discuss where to go next.

- Plan to meet once a month for an hour. Perhaps create additional subcommittees.  
 -***Changing a broader perception of systemic issues. Targeting certain issues.***

-Somewhere we can quantify the information.  
-**Systematic change and targeted intervention**  
 -Come up with a few goals each  
 - Departmentally what does it look like and what is useful and how?

- Committee currently exists outside of the CEHHS bylaws. Unanimously agreed to **create bylaws** to be more official as an ongoing benefit to the college. (Dr. Scheer-Cohen, Dr. Elsbree, Dr. Moineau and Heidi to develop for next meeting)

**Meeting Adjourned:** 2:32