Diversity Committee
College of Education
Western Oregon University
December 1st, 2015
Meeting Minutes

Members Present:		
Mark Girod	Chloe Hughes	Kimber Townsend
Cindy Ryan	Amy Hammermeister	Absent:
Denise Thew-Hackett	CM Hall	Steve Tillery
Kara Gournaris	Doris Cancel-Tirado	Gay Timken
Greg Zobel	Diana McAlpine	Arriving late: Carmen Caceda

Agenda	Discussion	Actions
Welcome Review Agenda Approve Minutes 9/23/2015	**Minutes** Edits/Additions: Page 3 list of dreams, add disabilities studies coursework, or perhaps a whole program. Motion to approve with edit: Greg Second: Cindy	Minutes approved with all in favor
Spontaneous Conversation	**Greg:** Mentioned the need for an inventory of current courses that already have elements of inclusivity and diversity, building a roadmap so we can better see where we still need to go. Several other faculty mentioned courses they have or are developing that will cover these issues. There was also much discussion about the possibility of a "Disability Studies" program being developed here. Mention of a new program that just opened at OSU. **Mark:** should this group tackle this mapping of where the courses across our college fit, where we are finding these elements now, and identifying faculty who can be tapped to further the work and the mission? There was consensus about the group that this would be an appropriate task.	
Review mission, procedures, and membership	Follow-up from last meeting about the desire to invite students to join the committee. **Mark:** Do we still want to do this? **Doris:** What would be their role, how are we going to engage them? We should think about this first. Sometimes these committees' discus things that are very sensitive or confidential, so how do we have the level of discussion we need to have without compromising them? Just a consideration… **Chloe:** Affirming what Doris is talking towards. They need to have something to add, try not to tap into the same students who are already diverse and serving on committees like these. We have to be mindful of the time commitment for them. We should have both UG and Graduate level students. **Mark:** I think it's productive to recruit a kid who is a sophomore, with expectation that they stick with us for three years. **CM:** We have two residence halls on campus, education and ASL, that might be a good place to pull from. **Kara:** Perhaps something related to a scholarship that will keep them here and encourage participation.	Committee decided to revisit this question in Spring Term, when we have a better sense of what projects we would seek student assistance on.

	Denise: Focusing on the UG level, in my program we have 4 student representatives. They have specific roles they have to fulfill, but I think they already have a full plate so it may be too much. **Greg:** Perhaps we need to have better sense of what we are doing, what our projects are. Then we can recruit for specific projects rather than on the general committee. Seems more useful, easy to direct them, including them at a level where they have more to offer. **Amy and Kimber:** Spoke to how specific tasks/projects would appeal to students more, where they have a better sense of time commitment and duration, and how it effects their whole educational plan and time-keeping. **Mark:** Can we talk about this concept of transparency to the public about who we are and what we are trying to do. Could the preamble do this, and be very prominently displayed on our website? Your ideas? **Greg:** I'm trying to think of other ways, visible, projects, physical…I've been thinking a lot about captioning. In terms of what languages, and how when students do this how much their awareness of all the potential ways to accommodate the viewer increases their overall awareness of diversity. Youtube now allows crowd-source captioning. You can submit a video to them, and many people caption it, then you choose the "voice" that best agrees with your intent. So capturing a process like this, where our students both produce a video, and then they get to caption/check for spelling, phonetics, ASL, etc. each other's work. Giving real experiences and builds our public profile both on sites like Youtube, but also scattered throughout our websites, social media, etc. **CM:** I want to add to what GZ is saying, I think we need to have more video and more visual than just text. And it needs to be connected to the HR webpage. **Doris:** I think there is both. I look at what they are saying about what they are doing, but I also look at the application; what are they asking me about my thoughts and concepts of diversity. For students videos are very effective, but for faculty and some staff, they will want to see more concrete plans in words. **Denise:** Would you be in charge of editing/correcting their work? **Greg:** I think we should do a test with a couple faculty and their students. Then see where it leads us and what it lends itself to here on campus. Ideally faculty will supervise their own videos autonomously once they have moved past some initial training. **Mark:** We can't but help but see the benefits to our campus where the Office of Disability Services cannot keep up with the need for captioned coursework, videos, etc. This could be a great project for our students with huge benefits to the whole campus community. "A center for captioning studies". Much appreciation or this concept… Discussion about this concept, challenges and potential benefits were discussed in depth. Also how to use the current course deliveries and retreats over summer term to tap into current culture that would be interested in, and/or already using, captioning. **Greg:** I would really like to see members of this group bring forward projects that we think we should engage in, and then identify what we think we can tackle in 6 months or a year.	
Vision of Success	Projects that build upon our list from the prior meeting. How do we make these things happen? **Chloe:** I think we should consider having a process in place where we can respond to dynamic events that happen as they come up on campus. Create a	

	"space" where those involved can come to us to think, discuss and work through how we consider complex situations that arise from individual expression. **Doris:** A way where this committee can collaborate with the University Diversity Committee on significant situations.	
Potential Spring Term diversity and inclusivity forum	Looking forward to creating an opportunity this Spring term. Do we want to tackle this? Mention of Richard Santana's visit to WOU in February.	
Occupancy of Richard Woodcock Education Center (RWEC)	**Mark:** in regards to technology, our developers have already considered things around creating deaf spaces. Most of that is already decided and spent on that. However, when it comes to things like interior décor, artwork, and signage – this committee could make some recommendations as to what we want to see. Much discussion followed about what our vision is for the RWEC, the artwork, the colors, the artists. The need and desire to have the main entry to the building clearly say "This is a diverse environment" the moment you walk in. **Mark:** We can recommend artists to the building art committee. If you have names, send those to Mark so they get the invitation. However, they have to come from Oregon. Motion to send a recommendation to the committee: "The COE Diversity Committee wants a diverse group of artists showcased, seeking artistic representation within the product of how we value diversity and inclusion of the different groups and communities…" (Mark to get finished statement from Greg)	Artist name submissions need to go to Mark by Christmas
Division level work – small groups		
Report back to whole group		
Adjourn		