



Woodring Equity and Diversity Committee
Minutes

January 8, 2016

8:30-10:00 am – Miller Hall 158

Attendees: Susan Cahill and Roger Sasnett (Co-Chairs), Marisa Anderle, Debbie Corsino, Hope Corbin, Gail Coulter, Karen Dade, Christine Espina, Kristen French, Stan Goto, Diana Gruman, Bridget Kelley, Cheryl Mathison, Francisco Rios, Shar Sarte-Prince, Cyndie Shepard, Shalini Singh, Lynda Spaulding, Sonnet Sujka, Courianne Willard, Britta Eschete (minutes, via Skype)

Guest: Larry Antil

Agenda Items	Discussion	Decision/Action/ Who/ Date Due
<i>Approval of Minutes</i>	From December 4, 2015	<i>Approved</i>
<i>Welcome</i>	EDC Membership (new members and visitors)	
<i>Larry Antil, Assistant Dean OutReach Programs</i>	<p>Recruitment and Retention of diverse students at Woodring Teacher Ed. sites in Bremerton, Everett and N. Seattle.</p> <p>Quick Overview: Each site has 3 cohorts comprised of 20-30 students who are pursuing a BA in Elementary Education, some also want to earn a Special Ed endorsement. Data on diversity reflects a higher ethnicity diversity in the North Seattle area.</p> <p>Perspectives from those teaching at Everett and North Seattle were shared: observations included a higher number of female students in Seattle, but that #'s of male students were increasing. Generally, students at North Seattle tend to struggle more financially with</p>	<p>Larry is seeking ideas from EDC members to address the question: “What outreach is needed to increase diversity at the extension sites of Bremerton, N. Seattle and Everett?”</p> <p>Email to be sent to EDC members asking for input.</p>

	<p>the costs of attending WWU, and more support is needed. Students tend to be older at all the extension sites, many students were studying for a 2nd or even 3rd career, and there is a larger % of students with Veteran status.</p> <p>Students are all 3 sites tend to be dependent on financial aid and “site bound” due to personal/family obligations and lower tuition at extension sites. Reasons for leaving the program are usually financial, personal or family reasons.</p> <p>Strengths of the cohort model: Overlap of resources ie. sharing books, advisement and support among cohort students. The Program Coordinators serve as “one stop shopping” and can address most questions. WWU Everett classes are all located in one building.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • Outreach to local Community Colleges • Outreach to Para-educators and parents at local K-12 schools • Offer ELED 310 (or some other course) Education, Culture and Equity to non-matrics as an introduction • For both recruitment and retention it is importance to connect students with support resources. • Have an “emergency” set of books in reserve, which could be signed out during the quarter • Students from under-represented backgrounds may need face-to-face meetings to address any reticence they may feel. Can arrange with BH campus reps to visit extension sites. • Make students aware of WCE scholarships 	
<p>Listening Sessions: Next Steps</p>	<p>Francisco Rios shared summary sheets compiling 4 data sources: “college climate survey”, EDC “board conversation”, Center for Ethical Leadership Sessions and WCE listening sessions.</p> <p>Attendance at the 2 sessions were 40-50 and 70-80 participants, and 45 responses were received for the survey. Summary sheets will</p>	<p>Francisco asked “How do we move forward” and “Do the summary sheets capture sentiments?”</p> <p>Anyone wishing to see the full compilation of</p>

	<p>be shared throughout the college, but at this time, the information is not considered public.</p> <p>Response:</p> <ul style="list-style-type: none"> • There is a sense of too much deferred hope –we hear how things will get better, but there have been no big changes. • Large numbers of faculty and staff responses in the data sets – need to have a data set reflecting student responses. Students are central to the university, staff and faculty are central to the success of students. • Continuing the conversation via a reading reference list or book group type of model • Based on listening sessions- felt that students are on board and familiar with current culture, social equity needs but that staff and faculty need to increase their knowledge. • Current results might not be representative of all voices in the college. Expand the effort to hear all voices. • We need to have a 30 and 90 day plans – lots of work to be done. There is a point we need to move forward, but keep listening. • The analogy of a broken bone was used: if we have a break, we devote our efforts to fixing it, and we tend to postpone working on the rest of the system. <p>How do race and disability interact?</p> <ul style="list-style-type: none"> • There is an area of concern regarding students of color being placed in special education classes, not being tested, and not because of a disability. • We shouldn't be lead into acting only on racial issues there are difficulties being experienced regarding other under-represented groups especially around disability and intersectionality of oppression. • We have students whose lives were/are threatened and we have to prioritize. We need to continue to have constructive conversations. 	<p>results may contact him.</p>
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<p><i>Prioritization of Initiatives for 2015-16</i></p> <p>Susan Cahill & Roger Sasnett</p>	<p><u>Projects with Leader/Contact:</u></p> <p>Teach-in Series – Veronica Velez</p> <p>Spring Diversity Conference – Debbie Corsino and Karen Dade</p> <p>NTT Faculty & Staff Recruitment and Retention Plan – Courianne Willard (staff)</p> <p>Diversity Scholarships Process Review – Cyndie Shepard</p> <p>Diversity Scholars Dinner (All for 1 and 1 for all) – Susan Cahill</p> <p><u>Projects in need of Leadership:</u></p> <p>Student recruitment and retention Task Force</p> <p>Diversity Action Plan re-write</p>	<p>The next EDC meeting will focus on subcommittees reporting on their activities to the group.</p>
<p><i>Announcements and Updates</i></p>	<p>April 15- Diversity Conference at Whatcom Community College</p> <p>April 22- Diversity Scholars Dinner, staff/faculty needed to attend and support students.</p>	
<p><i>Next Meeting/Adjournment</i></p>	<p>Meetings are usually 8:30 a.m. in MH 158.</p> <p>Next meeting January 8, 2016</p>	