

**Diversity Committee Minutes**  
**Woodring College of Education**  
**December 4, 2009**  
**8:30-10:00 – Miller Hall 162**

**Attendees:**

Jeremy Anhalt, David Carroll (Co-Chair), Janis Velasquez Farmer, Kristen French, John Korsmo, Tom Krabbenhoft (Staff), Molly Lawrence, Gracielle Loree, Rosalie Romano, Lynda Spaulding, Jane Verner.

Agenda Items	Discussion	Decision/Action/Who/ Date Due
<p><b>Approval of Minutes</b>  <i>(Stan 8:30-8:35)</i></p>	<p>Minutes were approved following motion and discussion.</p>	<p>CHECK WEB LINK TO DC MINUTES</p>
<p><b>Recruitment and Retention Task Force Report</b>  <i>(David 8:35-8:50)</i></p>	<ol style="list-style-type: none"> <li>1. All factors concerning admission are on the table for discussion. Education was among the top 10 interests for underrepresented groups, according to WWU Admissions. Connecting WWU recruitment efforts with WCE interns during visits to regional high schools may be a productive approach. We are also investigating ways of institutionalizing mentoring and “candidate cultivation” activities for freshmen and sophomores at WWU. Data indicates that prospective Woodring students will benefit from this earlier contact and the accompanying better advising that goes along with it (reduction in GPA difficulties during the first two years).</li> <li>2. Research by Gracielle Loree into current practices and climate will proceed as follows: Survey of current students regarding perceived barriers during their admission process. Additionally, students who indicated initial interest in Ed will be compared with those actually declared Ed majors. This data set will be surveyed to determine what happened to those who did not declare Ed major. Surveys and research proposals are available in the P Drive folder for the Teacher Education Recruitment and Retention Task Force (P:\WCE\TE R&amp;R TaskForce).</li> <li>3. Freshman Interest Groups. A FIG with related GUR courses focused around educational interests will be explored. This retention effort might be supported by linking faculty effort to tenure service expectations.</li> <li>4. The Task Force is collecting information about current admissions processes in Teacher Ed programs. It is also reviewing a working draft statement regarding “high quality candidates”. Some members cautioned against the use of terms such as “high quality candidates”. It was noted that there are reports that the fastest growing major is General Education Studies with a very high percentage of underrepresented</li> </ol>	

	<p>students ending up there. If true, this is a major concern for the institution and colleges. Support and early advising of new WWU students may help mitigate the difficulties of these students who are climbing the GPA ladder in order to get to acceptable major minimum GPA's during their first few years at WWU. Athletes may skew the data related to this.</p> <p>5. Student Outreach Services expressed their interest in supporting prospective WCE students during the admission process.</p>	
<p><b>Advising WCE Scholars</b> (David 8:50-9:05)</p>	<p>1. It was reported that Marilyn visited Bill Lay's course and connected interested students with Department Chairs. Members were encouraged to listen for and look for ways to support these referrals being made to faculty.</p>	
<p><b>West B Preparation</b> (Linda 9:05-9:25)</p>	<p>1. There is a real need for more support for students in this area. Support would require coordinating specialized faculty expertise (e.g., Math). Retired faculty or teachers might be a resource from which to fill these needs. A curriculum has been developed and made available, but physical space would be needed.</p> <p>2. Kristin French recalled last year's attempts in providing supports and the successes involved in helping students learn test taking skills. Math seems to create the most stress but not the worst scores. Writing seems to be where most students encounter difficulties. Institutionalizing these kinds of successful efforts remains a core goal.</p> <p>3. Funding is available to the DC to support West B with the caveat that the DC has evidence of student need to support such a plan. This will require obtaining data showing that West B represents a barrier. This data should be obtainable via WCE information systems data analysis. Rationale regarding financial support of a pilot project may be viable.</p> <p>4. Increasing West B and academic advising support resources on the college website (or on individual department/program websites) may be helpful.</p> <p>5. Linda agreed to gather evidence on suggested West B supports for students and to report to the committee.</p>	<p>Linda will be the point person for researching approaches to West-B preparations</p>
<p><b>Short Term Support Sub-Committee Report</b> (Stan 9:25-9:40)</p>	<p>1. Members discussed the benefits to be expected if they can change the admissions advising process from an "opt in" paradigm to an "opt out" advising paradigm where all students are provided with a systematic comprehensive advising support structure within the Ed program that they must "opt out" of with advisors once they have successfully established themselves.</p> <p>2. Members briefly discussed how other institutions</p>	

approach these issues. Some members felt that there was value in identifying a lead instructor for overall advising content and for sharing test taking skills augmented by other personnel specializing in niche subjects (i.e. Math or Writing).

3. Other points:

- Leveraging successful test takers as peer advisors has been shown in other institutions to increase long term success rates.
- Opportunities to expand on the WWU Compass to Campus program.
- Encouraging establishment of West B and advising type student association clubs might both encourage peer advising activities as well as provide a strong referral based recruiting network to WCE programs.
- John Korsmo posed the question that, "If Washington State's premier college of education cannot reform West B, who can? Can WCE be the "expert source" for legislators in WA and beyond? "
- It was noted that with publisher consolidation occurring in the current economic climate, concerns over standards consolidation and streamlining is growing.
- Incorporating preparation and passage of the West B into Ed curriculum was mentioned as a necessary part of strength based approaches to skills building. This would require provisional admission of higher numbers of students in programs that are overflowing with applicants.
- West B is currently being used as an admissions selection criterion with possible deleterious effects on underrepresented groups.
- Bringing in a consultant to provide third party audit of Ed admission policies and procedures would be a possible use of available DC funds.

In light of all the good ideas, it was noted that there appears to be a need to establish a mechanism for evaluating and prioritizing all these ideas so that resources can be allocated effectively. The chair proposed that the committee designate point people (i.e. Linda for West B Prep). The point person compiles suggestions and then gathers evidence on those recommendations and reports back to the DC with the evidence so that informed data driven decisions can be made. At this point, acceptable evidence may be personal observation, anecdotal, in addition to empirical.

It was proposed that a sub committee be created to look at West B testing. Following discussion, it was suggested that Kristin and Dana Edward provide some data at the next DC meeting.

Members agreed that focusing upon student retention is the first step to addressing the admissions question.

Kristin will provide information regarding the West B at the next meeting specifically combining data from WIS via Kimberly McDaniel, and information on state requirements via Dana Edward. She will be working with Jeremy, Linda and Rochelle on laying out a framework

	<p>It was noted that a university climate survey is coming next year and may be a positive opportunity to communicate some of the concerns under discussion.</p>	<p>surrounding West B and the WCE Ed admissions policies including state requirements.</p>
<p><b>University Task Force on Hiring Faculty</b> (David 9:40-9:45)</p>	<p>1. Trula Nicholas has been elected as the WCE representative to the university level task force.</p>	
<p><b>University Comprehensive Campaign</b> (Stan 9:45-9:50)</p>	<p>1. Suggestions were given to Mike Henniger. Two new suggestions were support for student advisory panel and support for Journal of Educational Controversy software.</p>	
<p><b>Announcements and Updates</b> (9:50-10:00)</p>	<p>1. CEED Updates – Kristen - Columbus and Thanksgiving events were successful. Gearing up for spring. CEED would like to revise their mission statement and encourages members to be part of that discussion.</p> <p>2. Members were reminded that the next meeting in January will be conducted in Wilson Library 268 one week later than usual on January 8<sup>th</sup>, due to the holidays.</p>	<p>CEED discussion during next meeting on mission statement revision.</p>

**Next Meeting and Adjournment**

**The committee meets the first Friday each month at 8:30 in MH 162, except that it meets in Wilson Library 268 on January 8th, 2010. Please submit agenda requests no later than the Friday preceding the committee meeting to [hsr.info@wwu.edu](mailto:hsr.info@wwu.edu).**