

CTL Diversity Minutes, 11/17/2006

Present: Lisa Garcia-Hanson, , Cory Gann, Don Woodcock, , Charles Xingzhong li, Minerva Caples, Yukari Amos, Delores Cleary

Guests: Connie Lambert, Leona Lindvig

1. D. Woodcock announced the convening of several groups and meetings that are addressing diversity in K-12 and higher education in Washington State. A request was made for committee members to add to this calendar list if anyone knows of other germane sessions.

Equal Opportunity Caucus - November 22 – Quil Ceda Conference Ctr

Equal Opportunity Caucus (Executive Mtg) - December 12 – City University, Seattle

Tribal Leaders Congress on Education – December 13 – Lummi Tribal Ctr

2. Associate Dean Connie Lambert proceeded with a presentation summarizing the progress of CTL according to the assessment data grid ingeniously constructed by D. Woodcock and L. Garcia-Hanson. Dr. Lambert made summary comments about the following components:

Infusing Cultural Competence into the Professional Sequence

- a. 1a - completed
- b. 1b - meeting this requirement is in progress. It must be addressed under the limitation that no more credits can be added to the extant 52 credits on the books. The CTL Advisory Board is looking at some possibilities. D. Woodcock noted and there was agreement that this is the right timing in light of the Washington Learns report.
- c. 2a - there is already a 12 – 15 credit socio-cultural requirement in place as part of gen. ed. L. Garcia-Hanson noted that transfer ready pathways are in place for statewide community colleges and posed the question: is the diversity standard articulated in the pathway? C. Gann queried about the status of gen. ed. program review. No new developments were noted. Diversity Committee members Y. Amos and B. Cummings also serve on the Gen Ed. Review Committee.
- d. 3a. - A Dispositional Inventory has been administered to the incoming class. Five of the 35 items address working with diverse populations. If a student indicates deficiencies, this may initiate discussion but not prevent admission. A request was made for Dr. Lambert to send out copies of the instrument to committee members. Dr. Lambert will be sending this out along with preliminary data. Dispositional response data may be used as a “flag of concern” as long as it is consistent with a selected set of faculty concerns, and consistent with data collected for everybody in a class.
- e. 4a - a meeting of directors of content areas is being planned.
- f. 5a - there are ongoing conversations about diversity and field experience. School districts that are used have been analyzed according to OSPI demographic data. “Every place is more diverse than Kittitas Co.” Dr. Bowers would like to start professional development school programs in settings with evident diversity. C. Gann noted that homogeneity can end up being the experience even in diverse districts, depending on the school. M. Caples raised the issue of researching the community as a key component of field placement. She will draft a recommendation addressing how such research can be incorporated.
- g. 6a - work on graduate programs remains to be addressed. The focus has been on the professional sequence.

Recruitment and Retention:

Priority attention has been given to the infusing cultural competence component summarized above. There is demographic data indicating little progress has been made

in recruitment with regard to diversity. Dr. Lambert stated that CTL is at about 50% of what the university is showing as a whole with regard to diversity indicators.

Following Dr. Lambert's presentation, the floor was open for a general discussion about lack of recruitment success.

L. Garcia-Hanson noted that authorizing responsibility is misplaced for #1 – a minority recruiter. This must be a shared responsibility.

The idea was floated to develop a student survey instrument about CTL and about teaching in general.

Leona Lindvig presented information about the development of The Culturally Relevant Room within the Ed. Tech Center. This room would house physical items including books, projects and lesson plans, as well as a data base that linked to Brooks Library (and other collections?).

A decision is to be made as to whether multicultural material will be integrated into the whole collection with a labeling system signaling cultural relevancy, or whether the collection be spotlighted separately. A compromise would be to arrange occasional special exhibits, while generally integrating the material. C. Xingzhong li recommended the construction of a catalogue for culturally relevant material. M. Caples made the point that there needs to be a process for authenticating literature that is associated with diverse cultural groups. Some group members felt that the materials should NOT be integrated into the General Collection, but should rather be a separate identifiable entity...Failure to do so would defeat the purpose of a "Culturally Relevant Room and Collection" that students and faculty could easily access...

A discussion about the Institute for the Study and Development of Culturally Responsive/Relevant Education will be on the agenda for the next meeting.