### CoEnv Diversity Committee Agenda and Minutes

**Tuesday June 6th, 2017 12:30pm-2pm, Ocean Science Building (OCN) Room 203**

[https://environment.uw.edu/about/diversity-commitment/college-diversity-committee/](https://environment.uw.edu/about/diversity-commitment/college-diversity-committee/)

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<td>8 Summer/Autumn Plans and Recruitment</td>
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**Notes by Kristi Strauss, Ashley Maloney, Fritz Stahr**

Meeting called to order: 12:34pm

Approval of Agenda & Minutes: both pass by voice vote

**Check-in:** Erika Harnett, Mikelle Nuwer, Kyle Funakoshi, Michelle Trudeau, Joe Eastham, Sandra Shuman, Mark Warner, Ashley Maloney, Rob Wood, Sierra Stewart, Fritz Stahr, Kristi Strauss, Megan Rabone, Brian Tracey, Kriistina Voigt, Eddie Allison

**12:42 Update on UW Diversity Council** grant from Erika Harnett : UW Diversity Council ([http://www.washington.edu/diversity/diversity-council/](http://www.washington.edu/diversity/diversity-council/)) called for SEED grants (June or December submission). SEED Grant for the College of the Environment to bring money for the outreach committee and the diversity committee. Proposal due date June 16th – draft circulated yesterday, latest one projected, will provide College support for outreach efforts focused on URM, this committee reviews requests on quarterly basis,

- Give these efforts a pot of $ that individual unit groups could propose to, in order to get $ to do outreach events, especially serving students that are under-represented in the sciences and/or lower economic groups
- CoEnv Diversity Committee would evaluate proposals and pick 3-4 every quarter. Requests would be about 2-300$. This $ would typically be used for outreach efforts
- Joe Eastham points out that CoEnv is the college of engineering, college of education... and instead we should use UW Environment (style guide for external communications for College)
• Kyle asks a question about the SEED grants. They will have grants from 1-3000$. It is not clear how much $ they are trying to distribute overall.
• Sample outreach form included that has already gone through IRB.
• Sandra from the Dean’s office suggested that we could use private donor funds as matching. Erica responded that individual groups could request this too. She will request language that will help.
• Kristi suggested that sometimes there are excellent opportunities that come up late—and need to have a mechanism to fund these proposals even if we can’t meet as the entire committee before the event.

12:59 Conversation on Diversity update. We did not do one this quarter. Planned to do an environmental justice (EJ) event but this doesn’t happen.

• EJ is a big topic.....maybe too big and could be narrowed down to be more effective and still be a good topic for fall – and maybe even a topic to address during the entire year.
• Michelle recommended possibly an event about global injustice with fisheries. “Slavery at sea” Eddie mentioned that there are a lot of faculty on campus working on this and people in the college would be happy to work on this. See: http://www.washington.edu/news/2017/06/01/scientists-launch-global-agenda-to-curb-social-and-human-rights-abuses-in-the-seafood-sector/
  o Food justice and environment as a subset of environmental justice
  o Food security and justice—we have a student food pantry at the ECC.
  o Intellectual House just had a big food justice/ food security event.
  o Michelle indicates that their faculty bring food on field trips.
• Decided on a Food Fall COD. Maybe global maybe local, maybe both. COD are focused on issues within the college. Food insecurity is a hidden problem—this is an issue we should really be thinking about in regards to field trips, office hours, etc. Perhaps get ‘Huskie Real Food Challenge’ folks (many undergrads in CoEnv involved) and can use student advisor core to get to all u-grads.
• Kristiina asks, “can we get students to develop the issues they want to hear more about”?
• Decided to do a food security/ insecurity during Fall quarter, with Rick to spearhead and Michelle to assist. And then work harder to incorporate students into this decision making for winter quarter. Key thinking here about how to access students from broad backgrounds. We may also want to figure out what CoEnv groups serving diverse students meet and see if we can come talk with them.

1:15 Homework assignment Check-In. Talking about the Pepsi commercial. Shared this with someone in our networks and shared the responses.
• Gross and terrifying that big cooperation try to harness social movements to try and make people buy soda. Where is the line between supportive and trivializing. Challenge your own assumptions
• Big corporations trying to co-opt protest movements in order to sell soda. Conscious people want to throw up.
• Some people are unperturbed by the racial images....the protest part apart from the police thing some thought was positive. Seemed futuristic, in a good way.
• Can commercials promote the idea of diversity? This wasn’t a good example of that but we do want to see more diversity reflected.
• At what point does it go from supportive to trivializing.
• Is this a protest or is this a party? It is like a parade?
• The soda is the hero in the end. The cop pops the pepsi and everyone cheers.
• Probably not a very diverse team developing this commercial. Co-opting black-lives-matter and other protests – turned that into parade, party, etc. Seems amazing that it went through development, review, test marketing, etc. and nobody told them this isn’t culturally sensitive. Some of that is issue of how people are mediating lives through social media.

1:29 – Climate survey results: showed and discussed the results sorted by various columns. Discussion about how to address some of the low hanging fruit.

• Unified approach to diversity and equity language across units would be helpful. (Hard to talk about this until our ADDA gets hired).
• Kristiina points out that this is top down still---this needs to be derived from the bottom up. The tribes do this in their decision making. Kristiina believes that it’s through students that can be the glue. Joe asks ‘do students even see themselves as part of college’ but typically see themselves as from a particular unit (or even just major). Ashley notes it’s a lot of what they’re taught when they come in. Mark argues that the Program on Climate Change is a successful model, but how to replicate? (and pre-dates college) Joe suggests more consistency within all units vis consistent language within units about diversity but Kristiina notes that’s still a top-down thing but if we can make it a more bottom-up thing from students then likely to be more successful.
• Joe’s conversations are to solicit student feedback to get this. Notes that some students are going campus-wide rather than within unit or college. Joe asks of what use is college in this conversation – need to make that argument (if there) to students. What does the college add in terms of diversity? Of what use is the college in this conversation? Unit level and University level.....not sure about college level.
• Kyle’s previous career in advocacy work. Reiterates one of Kristiina’s points. We want to create a home away from home where people can identify with. Kyle identified more with Asian pacific islander center than he did with Arts and Sciences. We want to foster and encourage sub identities. SACNAS is good within our college but needs to be
broader to get sheer numbers. Or is it a lack of outward support, a lack of location to congregate.

- What if the college role isn’t to make this the home away from home but to provide resources to help students find a home away from home on campus? Whatever you learn there you bring back here to make this a more welcoming place.
- Tribes welcome students from other reservations and other nations. What is the University doing to partner with the tribes.
- What is the college doing to create relationships with communities of color around Seattle to help students find the community and feel like the University and the college is supporting that community.
- Michelle – have to take time to listen vis what people need/want to make them feel welcome/wanted. Looking at “n” values within diversity on list and it shows that people really want more diverse faculty and staff which sounds simple but isn’t really.
- The recommendation with only one $ but he highest n is faculty & staff hiring! Create explicit diversity-focused hiring standards (n=11). This echoes back to our last meeting about rubrics.
- How do we mobilize staff so that they have more of a critical role here. Depending on what your position is and who your supervisor is, you get more or less support for doing this work.

1:51 Summer plans

- Fritz and Brian will be here
- Fritz asked re: preference on moving to Canvas or Google-docs for our files and majority voted for latter.
- Collect some of the University wealth of resources in terms of support for students of varied identities
- Interesting to find out if all of the units have a section on their unit web page for diversity efforts. ESS just added this—some of it is broad, some of it is specific. (Joe indicates that they can include diversity in their workflow). Assess who has this. Joe notes that they can’t force units to have stuff but College’s group can put that together. Also helps with common language. Megan notes that college puts on welcome events as well for grad students, etc. and can use those to highlight diversity resources on campus to get word out to people. Kristiina notes there may be lots of duplication that’s a waste. Noted that for many issues raised in culture study it’s largely a matter of lack of knowledge. Possible to come up with short blurb for advertising at student, faculty, etc. meetings. One issue is whether college is helping units or is doing it as whole entity – Joe notes that’s an issue all the time.
- Megan mentioned that ADDI position will have final candidates here in next two weeks – stand by for requests to meet candidates.

2:04 Adjourn