

Notes December 10 UCHRI

**Agenda:**

1. Need to write up a final report about process: how did the virtual residency program go, what could be improved...
2. Solidify plans for our project

**Virtual residency**

M: Week in residence in the beginning is important

C: Is there anything that was particularly good about what we did?

G: I think we were just particularly great

P: I think a group just has to gel.... I've heard from some of my colleagues who've done it before and it sounds like it's been a mixed bag. I think the shared texts helped. It gave us something familiar. I think people might want to contribute something that they have published or done as well.

D: Maybe two published books plus something from each person.

P: I did google all of you but...

V: That would give us some context...

M: More technological support would be helpful. We should recommend skype. If there is a technology that people would like to use then we should have a genuine training.

G: I said specifically that I wanted to use a technology with a screen reader. That didn't happen.

M: The scanner here doesn't do OCR.

P: UCHRI has some inaccessibility issues that it hasn't dealt with.

M: If a future group wanted to do a conference technology they would have to plan ahead.

S: I found the technology stuff a waste of time or a suck of energy. Skype worked fine. That first conversation over the phone was awkward. Would it be better to discuss texts over the phone or just have some things be set.

V: It seems sort of field specific.

V: I think technology people are not thinking about questions of access. I went back to UCLA and asked them about accessibility on our website and they didn't know what I was talking about.

S: I think this is really important for humanities center because of the push in the digital humanities. They need to build it in from the ground up.

C: I am on this committee on access at Davis and electronic accessibility is an initiative broadly in the UCs (recent letter from Yudof). All the cultures of the university go against questions of access.

S: There are changes taking place, we need to be positive about it. I suggest that they have a simple streamlined model that consists of skype and scanning. Rather than a lot of other suggestions, just get this up and running.

C: The other thing that works is to highlight the other benefits for non-disabled people. OCR pdfs are searchable.

M: Maybe they should be clear about what the 200 dollars is for. It was helpful to get the headsets. But we could also get software (Adobe) to make pdfs.

S: What would we have done if we had a deaf person who could not use skype. What would be a model that would work in that case?

H: Conferencing software?

C: But there are contradictions with everything.... A combination of ICHAT—with voice.

S: ICHAT can exclude. I think we have to talk about the virtual residency on the one hand, and access issues on the other.

M: Second Life Gimp Girl world is accessible — it has streaming speech-to-text to capability. You can interact via voice, text to speech, speech to text. There have to be other models.

P: UCHRI does not make accessibility issues central. In addition to specific suggestions... we need to encourage them to build in questions of accessibility. My department is not a Disability Studies department but it's very good on questions of access. Accessibility is standard text that goes into all department communication. They should consider that language.

S: In your department (Patrick), there are specific people in your department guarantee this. It does not guaranteed in advance.

P: They have to reinvent the wheel here, they need to be trained.

S: Need to have the language there that will get other people to apply. I got a call from the Chancellor asking me how to get ASL translation.

M: Not good to ask visitors to UC Irvine who don't know the campus to set this up.

C: We could come up with an imaginary checklist of stuff that they need to do in case of different situation coming up.... How to get ASL, text to speech, accessibility maps, etc. A list of resources. Plus recommending language to them about how to word invitations.

P: Not only were there not accessibility maps but they were not accessible.

S: I think we need to be very specific in our recommendations.

G: We need to frame it that there is a good disability services offices on campus, and they have technology specialists—they can talk to Shane.

S: I think they thought they would work through these issues with us. That is part of our job. The ADA encourages you to think in terms of systematic and ad hoc. That is their legal and budgetary obligation.

M: One other suggestion: is there a disabled shuttle — we could have been told about the shuttle that would do transport across campus.

V: On the disability services site, there's a link to the regular map.

S: Wait, I think that there is an accessible map. But it's not helpful.

M: These access maps should be linked to the UCHRI website.

C: They should have a checklist.

G: It's good to have the week at the beginning. But then also: about our homework assignments—it might have been better to have that established at the beginning—to have a syllabus that would have given people more ability to plan.

M: More time to plan in the beginning.

S: I think it worked doing it virtually.... We had more collective labor than the other groups. That kept us solidified as a group virtually.

V: For me, I couldn't have imagined what I wanted to do at the beginning. I don't know how much I've accomplished, but I am leaving here with a set of provocations. Hard to know in the beginning what we are going to do.

M: I like what we did much better than people presenting their work. It's better with shared images, shared text with a real discussion.

P: The small groups should have been constituted earlier. They were good.

M: We could have shared work this week instead of planning event.

V: The degree of not knowing was really good. Good for interdisciplinary exchange.

C: About the weekly assignments... we should have gotten our stuff out earlier to each other.

S: Writing in advance was good for the group.

M: I loved reading everyone's writing.

C: Did people read other people's stuff?

Mix of responses....

M: One other thing I did in the middle of the semester, I wrote to a bunch of you and asked for your syllabi.... I would love to have syllabi exchange be part of the regular group.

D: The other groups... what do they do during the first week?

S: They just meet once a week and hear other people's work.

V: Going to the studio was important. Getting out of this room.... Meeting in the apartment.

M: Make it clear what other campus resources are available... Gallery, studio space.

C: In that first week, explore the different ways of interacting in different kinds of spaces.

S: Really use that first week.

C: What didn't work for people?

M: Clarity from UCHRI about what the final project should be? What kinds of final projects and what kind of support there is for them?

G: Dante said that we could workshop our proposal to become a cluster.

P: In terms of the group itself, it might have been helpful if we had scheduled a couple of sessions that were more tightly bounded in terms of time, goals, etc. More goal-oriented specific work might have functioned to give us some more concrete take-aways.

P: I use an assignment with my graduate students—I have them construct syllabi (when they are doing their exams). It always helps them frame what their list is about. That kind of exercise is helpful in an interdisciplinary group. Or to construct a sentence: to define a term. Group writes a sentence to define that term.

V: I often felt outside of a shared knowledge. It would help me to define terms—words and their contexts and histories—as well as unfamiliar names. I googled unfamiliar stuff... I think it would be a good strategy in interdisciplinary group to talk about divergent literacies.

S: I think it would be good to have a good system for convening the group. Train everyone to host skype.

C: Maybe we could talk about other means of recording our sessions.

D: There are inexpensive programs that record everything on your computer.

C: To create a transcript or recording would be useful. It's hard to participate while you are taking notes. Is there a way to make use of the notes? We have an amazing archive but what to do with it? Good note taking is important for groups—and thinking about ways to make the note-taking part of the process.

D: UCIRA funding. There are two kinds of funding due in February.

#### Major Grants v. Planning and Implementation

Major Grants program: supporting projects arts research within the UC system. Curricular development, innovative resource sharing, across campuses, praxis with faculty and students... with off-campus people. "Risk-taking research" \$10,000 cap. Partial matching campus funding.

Visual art practice and research.... Critical curatorial practice.

Emerging fields: new media, collective public... etc.

S: We get UC faculty and campus by in.... There's a project called the Yellin Clinic—we are supposed to go to Vietnam with a group of artists next winter... American artists who have some relation to agent orange and disability. That project

is already happening. I don't think that they are thinking that much about accessibility issues.

M: If we are applying for this under critical curatorial projects, we could bring in people from ongoing projects and work with them on description and access issues.

P: In their past projects, there's a lot of archaeology... new media stuff... architecture... everyday affect...

M: We should focus on curatorial practice. We have already worked on that.

D: The other grant has themes—initiative planning and implementation grant. I think we would fit well into the planning grant... but this upcoming deadline is for implementation. Final research or planning...

Implementation grants are \$5000-\$25,000 dollars...

Three themes for grants

1. Social Ecology

2. Social Technologies: New Models of Value Exchange

Those that seek to address new modes of economic and social interaction...

3. Integrated Methodologies

Afternoon session

To do

1. email to Shannon Jackson and others for advice about the board
2. what are we going to do, more specifically
3. who are we going to approach
4. how to nail this all down before February

Multi-modal interactions that feed back into the art practice: the importance of feedback...

Building questions of access into the creation of the artwork

Date for the residency: tentatively 11-17 June

But we would like to reserve the 11-24 at the UCHRI so that we have some flexibility

(we may need to work around SDS dates)