

REPORT TO THE PRESIDENT

BY THE DIVERSITY DTF

2005-2006

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OVERVIEW

Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff, and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, (dis)ability, gender, religious preference, and sexual orientation.

From Role and Mission Statement for The Evergreen State College, Guiding Principles, As Revised on 1-12-2000 Originally adopted 3/16/89 & Revised 9/25/91 & 4/9/97

President Les Purce charged a Diversity DTF in April 2005. The charge¹ requested a proposal for a five-year diversity strategic plan that addressed four major points:

1. Specific priorities and goals, and actions that could be taken to achieve those goals;
2. A proposed data collection framework for ongoing use in the assessment of the College's diversity efforts; and
3. Implementation team to carry out the activities of the strategic diversity plan.
4. Additional resources to carry out the plan.

To address the four-point charge, a Disappearing Task Force was established that included a cross-section of the College community. The Diversity DTF members were each personally invited to participate in a process to begin laying the foundation for sustained, long-term plan that supported formal and informal efforts at The Evergreen State College (hereinafter referred to as “the College”) and establish the means to support, sustain and assess real institutional change. Original members included Laura Grabhorn, Kandi Baumann, Gaylon Finley, Paul Gallegos, Ken Holstein, Heesoon Jun, Gillies Malnarich, Tom Mercado, Alan Parker, Sharon Parker, Michael Pfeifer, Rita Pougiales, Joyce Stahmers, Joe Tougas, Jo Vaughn, Sonja Wiedenhaupt, Julia Zay. Because of various work commitments, the ending committee consisted of Laura Grabhorn, Paul Gallegos, Heesoon Jun, Gillies Malnarich, Alan Parker, Sharon Parker, Rita Pougiales, Joyce Stahmers, Joe Tougas, Sonja Wiedenhaupt.

The DTF agreed that the involvement of faculty, staff, and students is fundamental to the task of examining diversity in all aspects at the College. While Evergreen understands the need to address race and ethnicity, gender, economic class, sexual identity, national origin, disability, religion, and age as diversity issues, it must also encompass strategies that promote institutional reflection and, ultimately, institutional change. Because diversity issues are not simply matters of avoiding discrimination, or providing enrichment opportunities, although these matters are critically important, the College has a commitment to ensure that all students are prepared to succeed and thrive in a world that is often inconsistent in its recognition and tolerance of differences. Moreover, Evergreen must attract, enroll and prepare all students for participation and leadership in a multicultural, global environment.

The Evergreen State College has a wealth of informal and formal programs, offices, and public service centers that serve the College in its ongoing work to teach and learn across significant differences.

¹ See Appendix 1 for a full statement of the President’s charge.

Because of their informal nature, not all students, faculty or staff have access to, or knowledge of, these resources.

Informal programs, by definition, include those programs that are created and continue to exist because of the commitment of individuals within either the context of the entire college, or within the context of their office or classroom. As these programs become known throughout the College community, they are often understood to be part of the diversity work at the College. Even though Evergreen College has a good track record of continuing to recruit faculty and staff who share similar commitments to diversity issues and who have grassroots organizing talent, maintaining such programs is entirely dependent on the motivation and goodwill of community members. It is helpful to be aware of the efforts of individuals and offices; however it is also important to reflect on the existing conditions that have made the informal programs necessary.

Typical of these conditions is an informal, in-classroom referral system, whereby courses and faculty members that address diversity issues are recommended to students. Some of these courses may focus specifically on diversity issues, such as racial/ethnic inequality. However, other courses, not specifically on issues of diversity, make the subject matter accessible and relevant to all participating students, thereby increasing the chances for academic success of each student. Moreover, one of the benefits of this informal referral system for the students is the freedom to fully participate in class without having to defend daily their perspectives on diversity issues.

There is a persistent tension at Evergreen between the need to institutionalize informal but traditional processes, and the expectation that informal, historical practices will continue be generated as necessary. On the one hand, there is a belief that attention to, and support of, diversity occurs naturally because individuals choose to become members of the College community based on their knowledge and understanding of the College mission statement, social contract, and Evergreen's longstanding reputation for inclusiveness. On the other hand, there is recognition that depending on the good work of good hearted people does not always produce satisfactory or long term outcomes. Moreover, the informal nature of such good works means that there is no institutional accountability and no means to measure institutional change over time.

Current indices record some aspects of the diversity experience at the College well. We pay attention to the first-generation college students. We identify students, faculty and staff by race, ethnicity and gender. In some instances we acknowledge those who have (dis)abilities that make work and school more challenging. However, we do not measure how such population groups fare over time and in the context of their college experience. Moreover, we do not have any way to know with certainty what the experience is like for community members who are gay or lesbian, or for whom gender identity is fluid.

Student voices have exerted a powerful influence on the Diversity DTF. The critical moments of learning and awareness that they have shared have deepened our understanding of the need to address diversity as a core part of the College experience. Considering our understanding of diversity, and its limits, at Evergreen, the Diversity DTF offers the following report in response to the President's four-point charge. We intend it to serve as a guide to addressing the needs of each and every student, faculty, and staff member of the College, and to placing diversity at the core of our educational practices.

DTF FORMATION AND MEETINGS

The DTF accessed various information sources to review the College's philosophy and commitment to diversity, as well as to gain a comprehensive view of the College's compositional diversity.² Key Evergreen documents, or selected passages from documents, are provided here as a helpful reference for the reader.

College Statements on Diversity

Mission Statement: Making Learning Happen

The Evergreen State College is a public, liberal arts college serving Washington State. Its mission is to help students realize their potential through innovative, interdisciplinary educational programs in the arts, social sciences, humanities, and natural sciences. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate, to solve problems, and to work collaboratively and independently in addressing real issues and problems. This mission is based on a set of principles, described below, that guide the development of all College programs and services.

Principles that guide Evergreen's educational programs:

- Teaching is the central work of the faculty at both the undergraduate and graduate levels. Supporting student learning engages everyone at Evergreen—faculty and staff.
- Academic program offerings are interdisciplinary and collaborative, a structure that accurately reflects how people learn and work in their occupations and personal lives.
- Students are taught to be aware of what they know, how they learn, and how to apply what they know; this allows them to be responsible for their own education, both at college and throughout their lives.
- College offerings involve active participation in learning, rather than passive reception of information, and integrate theory with practical applications.
- Evergreen supports community-based learning, with research and applications focused on issues and problems found within students' communities. This principle, as well as the desire to serve diverse place bound populations, guides Evergreen's community-based programs in Tacoma and on Tribal Reservations.
- Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the College strives to create a rich mix in the composition of its student body, staff, and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, (dis)ability, gender, religious preference, and sexual orientation.
- Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.
- The College serves the needs of a diverse range of students including recently graduated high school students, transfer students, working adults, and students from groups that historically have not attended college.

As evidenced by these principles, an important part of Evergreen's educational mission is engagement with the community, the state, and the nation. One focus of this engagement is through the work of

² This phrase refers to the demographic characteristics of various population groups. It is sometimes also referred to as representational diversity.

public service centers that both disseminate the best work of the College and bring back to the College the best ideas of the wider community.

Evergreen Board of Trustees Statement on Diversity

Adopted: 2/11/98

Written by: Carol Vipperman, Chair

Attested to by: David E. Lamb, Secretary

Since its founding, The Evergreen State College has affirmed its belief that learning takes place best when theories and conclusions are challenged and tested by vigorous debate among different points of view. This belief underlies the organization of our curriculum into interdisciplinary programs, in which contemporary problems are studied from the perspectives of multiple academic disciplines. This belief shines through our role and mission statements. It is fundamental to our commitment to diversity, and is given concrete expression in the important policies that guide recruitment, admissions, and hiring practices at Evergreen.

We believe that teaching across and about differences is vital to both teaching and learning. It broadens the knowledge and sharpens the critical thinking of students and teachers alike. It makes all of us students of our ever-changing world. Understanding and embracing differences is essential to successful participation in the pluralistic world we all inhabit.

The Board of Trustees of The Evergreen State College has a long history of supporting access to public higher education for all students, regardless of socioeconomic standing, religion, sexual orientation, age, gender, disability, ethnicity, or race. We believe that we have a continuing obligation to provide opportunity to persons and communities that have historically not been well served by public higher education.

This statement reaffirms our commitment to provide access to a high-quality public education that is rich in its mix of people from diverse backgrounds, and that promotes equal opportunities for all who choose Evergreen as their educational institution or as their employer.

The Five Foci of Learning

We Believe...

The main purpose of a College is to promote student learning through:

1. Interdisciplinary Study

Students learn to pull together ideas and concepts from many subject areas, which enables them to tackle real-world issues in all their complexity.

2. Collaborative Learning

Students develop knowledge and skills through shared learning, rather than learning in isolation and in competition with others.

3. *Learning Across Significant Differences*

Students learn to recognize, respect and bridge differences - critical skills in an increasingly diverse world.

4. Personal Engagement

Students develop their capacities to judge, speak and act on the basis of their own reasoned beliefs.

5. Linking Theory with Practical Applications

Students understand abstract theories by applying them to projects and activities and by putting them into practice in real-world situations.

Many college campuses across the United States have done significant work that leads to transformative change at their institutions. While each college is different, there are recognized commonalities among all US colleges and universities, including Evergreen. The Diversity DTF looked at the diversity work of the following institutions and projects to help us put our own work in perspective:

- Pennsylvania State University 2004-2009 Framework to foster diversity
- James Irvine Foundation Campus Diversity Initiative Project Schools (28 institutions)
- Indiana University
- Washington State Community and Technical Colleges, implementation of the Multicultural Assessment Framework
- Washington Center for the Improvement of Undergraduate Education at The Evergreen State College
- Center for Urban Education, University of Southern California -Diversity Scorecard Project

Evergreen Institutional Research Data/Human Resources Data

The DTF relied greatly on the significant data about students and student experience that are collected by the Office for Institutional Research and electronically published on its Evergreen website at <http://www.evergreen.edu/institutionalresearch/>. There are also significant data reports on diversity; see at <http://www.evergreen.edu/institutionalresearch/diversityreports.htm>. The Institutional Research Office also tracks the demographic breakdown for faculty and staff.

The DTF considers that awareness of Evergreen's own data and facts helps community members better understand the realities present at the institution. While we should be pleased with our successes, it is important to note that student experience and opinion of that experience sometimes differ based on the race or ethnicity of the student.

Institutional data analysis conducted on a regular basis by the College applies to students' academic and campus-related experiences. In that context, historically only the satisfaction surveys have sought information on gay, lesbian as well as gender identity groups. In other words, the College has not been able to track the academic experiences for these groups.

The data collected on staff salary is disaggregated by gender, race, and position classification. It is reported to the State Higher Education Coordinating Board. The College's Human Resources Office does not report this information for sharing with the Evergreen community. (See Appendix 2)

There is no regular collection of information on work experience, community experience, level of satisfaction, or promotion, dismissal, conversion (faculty) by gender, race/ethnicity, sexual orientation or gender identity, or disability.

Historical DTF Review

Starting in 1975, The Evergreen State College has assembled several task forces and work groups designed to specifically study issues of diversity at the College. The DTF reviewed the following documents.

- 1975 report of “Non-White Programs
- 1986 report of the deans on “intercultural literacy”
- 1992 report of campus assessment by a conciliation specialist
- 2005 Framework for the Assessment of Evergreen as a Multicultural Learning Community.

Additionally the DTF considered the non-discrimination and anti-sexual harassment policies, and the social contract. Also the DTF considered the issues of access for students with learning disabilities, and for students with physical disabilities.

Current DTF Approach To Work

All members of the Diversity DTF were appointed in May and June 2005, by President Purce from offices across the College, as well as from the student body. DTF chair Laura Grabhorn convened the first full meeting of the DTF in July, although a listserv for the group was immediately established and communications launched via email. From July forward, the DTF met monthly through the end of the year and weekly in 2006.

The initial meetings encompassed a range of discussions and review of diversity-related documents. These included the College mission, Board of Trustees’ statement on diversity, the Five Foci and Six Expectations on diversity, the non-discrimination and anti-sexual harassment policies, past DTF reports related to race. We invited faculty and staff who were instrumental in previous task forces and work groups related to issues of diversity to address the group to give a background on past work and advice for future approaches. These reviews and discussions led to further explorations on: diversity statements and approaches of other colleges and universities; diversity frameworks for a holistic approach; and TESC data-based assessments of diversity.

It was clear that members of the group had considerable experience in the area but also considerable differences in philosophy. As a result, the group spent a great deal of time discussing and exploring these differences. Engaging in a collaborative approach to the DTF work required much time to allow for the differing perspectives and experiences of members. In addition to negotiating differences in philosophy about diversity issues, the group had to negotiate its process for accomplishing its charge. Nevertheless, the collaborative process resulted in a core of strong and committed members who consistently and steadfastly pursued understanding of the ways diversity is currently supported at Evergreen, evaluated programs aimed at diversity issues and identified informal practice that should be institutionally supported and maintained in the future.

OBSERVATIONS

In reviewing past efforts to address diversity issues, the DTF noted that the focus and recommendations of the earlier task forces were very limited and specific in scope, addressing issues such as multicultural literacy and student inclusion. Moreover, we observed a pattern of participation in past efforts that consisted of a limited group of individuals who were unable to implement changes throughout the College. However, we recognize that to incorporate attention to diversity as outlined in the College mission requires consistent and ongoing implementation of the expressed values of the College, our day-to-day practices, and the structures, and administrative roles that support those practices.

Community governance, a long tradition and substantive piece of our identity as an institution, is a recognized formal duty for faculty. Faculty and students are released from class time to participate at well-understood points in the work week demarcated as "governance time." Staff as a whole may have less capacity to participate fully in governance work, which is where policy is formulated that can impact their work lives. Classified staff may have less flexibility to participate freely than exempt staff; however for both groups community governance participation is difficult due to work requirements. Perhaps it is time for the College to recognize that governance work, in this case, diversity work needs to be incorporated into the every day work and policy of all parts of the institution.

The DTF suggests that across divisions, governance work should include a commitment of 3% of time for intentional diversity work. This model is based on that used by the Academic Advising Office that has successfully incorporated regular meetings in its operational procedure to examine how their views and understanding of diversity issues impact their work with students.

While expressed values are significant, Evergreen has resisted being satisfied with verbal commitment without action. The various realities of the life of an institution make it difficult at times to be mindful of all of our commitments, or completely aware of how competing demands may affect our capacity to successfully implement our commitments. By presenting a plan for change that encompasses an institution-wide framework, we can begin to transform how we think about diversity at Evergreen. A means to achieving such a transformation involves the use of a holistic perspective of the College and a framework that embodies the institutional dimensions of access and success, education and scholarship, campus climate and inter-group relations, and institutional viability and vitality.³

After reviewing literature on institutional change, the DTF constructed a framework that incorporated features that are relevant to Evergreen from the Diversity Scorecard Project⁴ and the Campus Diversity Initiative Evaluation Project.⁵

³ See McClendon 1994; Smith 1999.

⁴ This Project later changed its name to Equity Scorecard.

⁵ The CDI Evaluation Project was established by The James Irvine Foundation to assist campuses participating in the Campus Diversity Initiative to develop their own evaluation expertise and mechanisms. An evaluation team worked with participating campuses to measure success, make mid-course corrections, and ultimately broaden and sustain diversity efforts beyond the scope and phase of the grant-funded

Specifically, we thought of our work as addressing issues along the following four dimensions:

1. Student Access and Success
2. Education and Scholarship regarding teaching
3. Campus Climate and Intergroup Relations
4. Institutional Viability and Vitality

In addition, we saw the need to think of each of these "Diversity and Equity Dimensions" as generating issues and tasks in the following six categories:

- Assessment
- Discussion, Deliberation and Meaning Making
- Training/Professional Development
- Implementation
- Divisional Responsibility
- Resources

The recommendations that follow recognize that institutional change insists on community participation and design. The proposals for change are mindful of the grass-roots element and, therefore, are intended to be starting points for future work. Therefore, our recommendations will undoubtedly change in some ways to reflect input and concern from the broader College community and from the standing committee that we hope will follow this DTF.

projects. In addition, another purpose of the CDI Evaluation Project was to contribute new knowledge about effective diversity practices to the higher education field.

RECOMMENDATIONS

I. CONVERT DIVERSITY DTF TO IMPLEMENTATION AND COORDINATING TEAM

In its review of past efforts to address diversity issues at the College, the Diversity DTF noted that periodic attention from various committees can not sustain work to address diversity issues. Moreover, periodic attention raises expectations that create conditions for frustration when permanent change is not attained, and treats diversity issues as matters outside the scope of the College's educational mission and goals. Therefore, this DTF calls for the establishment of a standing committee reporting to the president as a mechanism to regularly and strategically address diversity issues throughout the College.

The standing committee, which we call the Diversity Implementation & Coordinating Committee (hereinafter called "the Committee"), would be charged as follows:

- To engage the community in a process that raises awareness of the recommendations of the 2006 Diversity DTF;
- To implement the proposed recommendations of this DTF and diversity initiatives under the College's strategic plan;
- To receive collected data to monitor and analyze progress and report to the College on a consistent and ongoing basis;
- To coordinate and plan ongoing efforts to achieve the College's diversity goals;
- To ensure that diversity work remains a part of the College's strategic planning process; and
- To keep the president, provost, and deans aware of, and engaged in, the process, challenges, and successes.

To ensure continuity of understanding and vision, initially the Committee should be composed of as many individuals from this Diversity DTF who are willing to participate. While we do not want to prescribe a fixed membership, the DTF proposes that the Committee be limited to 8-10 members with at least 2 positions reserved for students selected by the Geoduck Union, Fall 2006. Similarly, the DTF believes that the basis for selection for service on the Committee should primarily be demonstrated experience in work that promotes equity, inclusiveness and diversity. Moreover, new members would continue to represent a broad section of the College community. The DTF also suggests consideration of the establishment of a volunteer advisory group to represent the larger TESC community. Ideally this advisory group could include people from backgrounds, perspectives, and expertise not represented on the Committee.

II. ACCESS AND SUCCESS—STUDENT LEARNING

The academic achievement gap in K-12 education between students of color and those from low income families compared to their more affluent and typically White counterparts is a persistent and troubling fact in Washington State and throughout the country.⁶ Students, especially those from racial and ethnic minorities, who stay in high school long enough to graduate and go on to attend two- and four-year educational institutions, defy the odds.⁷ Those students who complete their degree programs

⁶ Graduation and Dropout Statistics for Washington's Counties, Districts and Schools 2003-2004, pages 13-17.

⁷ *Ibid*, page 21.

are the system's survivors⁸. Among the racial/ethnic groups of underrepresented students in higher education, who comes to study at Evergreen, and in what proportions? What do they study? Who graduates? Who leaves before receiving a degree, and why?

Campuses intent on pursuing equitable educational outcomes for all students are examining existing institutional data for responses to these questions. The DTF recommends that as a campus that wishes to deepen its diversity work, Evergreen begin by disaggregating student data by race, ethnicity, gender, and class. The rationale is straightforward: disaggregated data allows campuses to examine what aggregated data often masks. Unless student data is disaggregated by race, ethnicity, gender, income status, and, at a multi-site college like Evergreen, location (i.e., Evergreen's Tacoma campus, reservation-based programs, Grays Harbor, Olympia campus daytime, Olympia campus evening and weekend studies), diversity work tends to be amorphous, unfocused, and disconnected from institutional reality. Progress toward goals cannot be effectively measured; and there is little accountability for outcomes. The clearer we can be about the problems students face—as well as the problems institution face in relation to student retention and persistence—the more effective we can be in addressing those needs.

The purpose of collecting and disaggregating data is to provide evidence to campuses in tracking actual accomplishments in achieving equity in educational outcomes for students of all backgrounds. Moreover, when such data are placed in a framework that facilitates a holistic perspective of the College, the findings are more meaningful. While the Implementation and Coordinating Committee must select an assessment instrument, the DTF looked at two: the Equity Scorecard and the Framework for Diversity and Assessment Planning (Appendices 3 and 4 respectively). While the Framework has not been endorsed by the DTF, the principles served as a catalyst for the formation of the DTF and shaped a considerable amount of discussion within the current DTF. The Equity Scorecard is useful to identify specific areas for data collection and analysis: access, retention, excellence, and institutional receptivity. Both tools provide a means for campuses to examine hiring of faculty and staff of color, inclusiveness of curriculum, and culturally hospitable learning and working environments—all meaningful measures of progress toward eliminating inequities in educational outcomes. The Implementation Committee will need to fully explore the Equity Scorecard, as well as other assessment instruments with Evergreen's Office for Institutional Research, and select the tool that best serves the College.

When educational equity is a serious institutional aim, disaggregating data to make the “invisible” visible needs to occur in the context of an explicit institutional commitment and plan to address troubling patterns. When campuses engage in probing discussions to make sense of why some students thrive in their studies and others do not, goals tied to student recruitment and retention take into account the factors that support students' academic achievement. At Evergreen the opportunity for the entire Evergreen community to deepen and extend the best of our work with underrepresented students from racial/ethnic minority backgrounds can only contribute to the quality of all students' learning, and increased capacity for everyone in the community who, in different roles, are here to support students.

Currently at Evergreen, student enrollment demographics (see Appendix 5) reveal that only a small percentage of underrepresented students from racial/ethnic minority backgrounds attend Evergreen -- with the Olympia campus, in particular, having the greatest proportion of White students. When we examine the figures for non-resident students, 70 percent of whom are White, the lack of racial/ethnic

⁸ Ibid, page 47

diversity in the student body is more problematic than a comparison with local and regional data suggests. Data collected by institutional research on curriculum, student learning, campus climate, support services, and alumni outcomes are not disaggregated by race, ethnicity, gender, or class. The problems posed for diversity and equity work at Evergreen are no different than problems posed for any campus where data are not disaggregated: as an institution our collective ability to focus our collective energies on action-oriented plans that address persistent problems is limited.

We need to work with Institutional Research to deepen campus understanding of data; the intent is not to drown in data but to examine some data in greater depth so that decision-making is based on an evidence-based culture of inquiry.

It is the recommendation of the Diversity DTF that the College:

1. On an annual basis, report and disaggregate data and report quantitative and qualitative on student access and retention by race, ethnicity, gender, and class by location (Olympia, Tacoma, reservation-based, Grays Harbor, Masters Program in Public Administration-Tribal Governance) and by planning unit (Freshmen Programs; Culture, text and Language; Environmental Studies; Expressive Arts; Native American and World Indigenous Peoples Studies; Scientific Inquiry; Society, Politics, Behavior and Change) so the College community has the means to investigate the numbers and the stories behind the numbers. The process will give Planning Units the tools to see problems and the means to investigate and respond.
 - a. Make the reports and the disaggregated data outlined above available in one spot on TESC web site under the current heading Diversity at Evergreen. Wherever this link appears on the web site, it should connect to the same set of tables for each campus, and each planning unit.
 - b. Within this heading, make available the disaggregated data on the Evergreen Student Experience Survey.
2. Organize joint meetings where colleagues from the Academic Division and Student and Academic Support Services can examine disaggregated data with the aim of identifying patterns in recruitment, retention, and areas of study for further discussion and action in appropriate areas of the College.
3. Encourage areas of the College from recruitment/marketing to advising/counseling to planning units to examine disaggregated data within their area of responsibility with the aim of increasing the student access, retention, and academic excellence for underrepresented students from diverse backgrounds and include these questions in agendas and plans. By reporting out data that will be relevant to these different units, areas of the College will have the tools available for addressing questions, concerns and strategies.
4. Use the data on students' co-curricular and curricular experiences at Evergreen to expand inquiry and action in the most critical areas. While the most appropriate research tool will be necessary, the Committee can explore the value of using the indices developed by both the *Equity Scorecard* and *Framework for Diversity and Assessment Planning*.
5. The standing committee on diversity will review areas of the College's action plans on a quarterly basis including amended plans for the following academic year.
6. The standing committee will also review quantitative and qualitative data on faculty and staff hiring, promotional opportunity, and salary by classification on an annual basis.

III. IMPLEMENT DIVERSITY IN LEADERSHIP EVALUATIONS

TESC has a longstanding stated goal to recruit, employ and retain a diverse workforce. The implementation of this goal requires leadership to be accountable for regularly addressing it. Currently the strategic plan calls for the incorporation of diversity efforts in the performance expectations and evaluations of College administrators and managers. The Diversity DTF recommends that performance expectations and evaluations be formally implemented. Such expectations at a minimum might include responsibility to develop written division-department -unit-specific plans describing their actions addressing one or more factors of the diversity dimensions. Annual performance reviews would then evaluate the outcomes of the written plan. Copies of the written plan should go to the standing committee for use in the assessment of outcomes reports.

The following list suggests the kinds of content “Diversity plans” might include for administrators and managers:

- Ways they will lead their department/unit to support and/or contribute to the College strategic plan for diversity, related projects, activities and training;
- Identification of targeted recruitment priorities for the next one to two years;
- Strategies they will use to recruit the qualified candidates from underrepresented groups;
- Strategies for identifying the intercultural competencies most relevant to the department/unit functions; or programs or activities for cultivating previously identified cultural competencies and imbedding them in the ways department or unit employees operate;
- Activities to ensure the health of the work climate;
- Persons responsible for implementing the plan;
- Budget allocation for the plan;
- Methods they will use to communicate the plan within their division/department/unit and to the College at large.

(In order to avoid the appearance of affirmative action quotas, selection of employees from underrepresented backgrounds should not be an evaluation criterion.)

IV. ESTABLISH AN ACADEMIC CURRICULUM AND COMMUNITY FOR OLYMPIA CAMPUS-BASED STUDENTS OF COLOR

Research has shown that diversity in the student body enhances education and the development of new knowledge. Moreover, the probability that “students will engage with students who are from different backgrounds increases as the compositional diversity of the campus increases.”⁹ In a research review titled *Making Diversity Work on Campus*, the authors state:

On college campuses that lack a diverse population of students, underrepresented groups have an increased chance of being viewed as tokens. Tokenism contributes to the enhanced visibility of underrepresented groups, the exaggeration of group differences, and the alteration of images to fit existing stereotypes (Kanter 1977). On predominantly white campuses, the fact that students of color are underrepresented can produce both negative social stigma (e.g. see Fries-Britt 1998; Fries-Britt and Turner 2001, 2002; Steele 1992, 1997, 1998; Steele and Aronson 1995) and minority status

⁹ Milem, 2005.

stressors (Prillerman, Myers, and Smedley, Myers, and Harrell 1993) that adversely affect student achievement.¹⁰

Given the demographic composition of students on the Olympia Campus of TESC, establishing a community for students of color that is linked to the academic curriculum is essential to both increase the compositional diversity of the student body and address issues of educational achievement and success.

The DTF proposes to begin addressing this need by designing and implementing an inter-area program in much the same way that the Tacoma program and the Reservation-based Community-determined program and the MPA Tribal program provide relevant and timely educational opportunities. Namely, this program would create a supportive environment for the students. As both an academic program and a community of students and faculty with shared scholarship interests and life experiences, but differing perspectives, the inter-area program would help to overcome the stereotypes, negative social stigma, and minority status stressors identified in higher education research.

The program would be comprised of a variety of academic programs that would be cross-listed under several curriculum areas including Evening and Weekend Studies. Faculty for inter-area curricula offerings would remain with their existing planning units.

Again, similar to the existing TESC programs addressing the needs of particular populations, the inter-area program would be open to all students and faculty, provided they can demonstrate substantive experience in issues faced within communities of color, including current cultural and political dynamics, and empowerment and community transformation studies. Students would be selected based on evidence of coursework and/or work experience that would serve as prerequisites for doing the work in the coordinated studies programs.

The academic programs could vary from a conventional full-time 16 credit coordinated studies program to 2-4 credit offerings made available evenings or on weekends. To begin the design of this proposed program to be offered in 2008-09, TESC would provide a three-day summer institute for up to 15 faculty members and students to begin the planning. This group would also plan academic opportunities for the following year that might help build linkages between interested faculty members and their programs: for example, a common lecture series, shared student projects, and/or faculty seminar. We discussed such activities as “setting the stage” for an ongoing program.

Another three-day summer institute for up to 15 faculty members and students in the following summer (2008) would serve to finalize the nature and design of the program. In addition, a two-day faculty (and perhaps student) retreat in the winter of 2008 would be held for purposes of reflection and assessment of the program to date.

V. DIVERSITY, FACULTY PORTFOLIO, FACULTY INSTITUTES & SCHOLARSHIP OF TEACHING AND LEARNING AT TESC

Teaching in a way that keeps diversity in mind means many things. It can mean integrating culturally relevant pedagogy. It can mean thoughtfully integrating a diverse knowledge and skill base that

¹⁰ Milem, 2005, page 16.

informs a question. It can mean unpacking the way systems of privilege play out in different domains of society. It can mean differentiating instruction so as to attend to the different knowledge and skill backgrounds of students within a single learning community. It can mean providing the scaffolding that students need when they learn information that challenges their worldview. It can mean more.¹¹

This three-part proposal aims to support the Evergreen faculty in developing and refining their teaching in these many areas. It specifically aims to help individual faculty and faculty teams use their portfolios as a tool for identifying, examining and developing practices that support a diverse student body in meeting the college goals of “learning across significant differences” and “participating collaboratively and responsibly in our diverse society.”

Before diving into the specifics of this proposal, it is important to consider potential tensions that the portfolio review process may present for new faculty. The portfolio has two goals: (i) for use as a developmental tool that can be used to reflect on and examine practice; and (ii) for use in evaluation and determining the future contract of the faculty as an employee. Currently, faculty are expected to assemble a portfolio for each program that they teach. Since the portfolio is used to meet two functions, evaluation and development, it may feel risky to examine the effectiveness of their teaching and the quality of student learning. What if the evidence reveals that the faculty member could do a better job? A key prime directive of this proposal is to support development of teaching practices that support student learning. This form of scholarship is not about making visible what a person is or isn’t “doing right,” rather, it places a value on curiosity and informed adaptation. It places a value on the use of information gained from looking at student work and workshops, in order to adapt and develop teaching practice.

The proposal is as follows:

- (i) Faculty will make Evergreen's expectation for students around “*Learning across significant differences*” and “*Participating collaboratively and responsibly in our diverse society*” an explicit lens of analysis for individual reflection as part of faculty portfolios;
- (ii) Faculty will use portfolios to gather and specifically examine syllabi, workshops, student work and evaluations for learning opportunities and evidence of student growth within these dimensions of the five foci and six expectations
- (iii) The faculty development office will continue to develop scholarship of teaching and learning institutes in conjunction with the Washington Center that will support faculty in using their portfolios to both critically examine these program materials and to refine or develop knowledge and skills for effectively teaching in a way that keeps diversity in mind.

The DTF recommends that the Agenda Committee begin the process of incorporating change into the faculty handbook with all of the requisite discussions required with faculty.

Background

There is already a strong commitment to addressing themes of diversity and equity in some form in many classrooms at Evergreen. For example, just under half the programs offered in the academic

¹¹ See Banks, 2002; Gay, 2000; Nieto, 1999; Kitano, 1997; and Sandoz, 2005 for broader discussions.

year 2004-05 reported that they focused some part of their programs on addressing racism, sexism, classism or other forms of oppression¹².

Evergreen alumni also considered the significance of their experiences of learning in this area:

- In the 2002 Alumni survey, alumni were asked “how satisfied were you with Evergreen’s contribution to your academic and personal growth in understanding different philosophies and cultures?” 83% of the 289 alumni who responded said that they were either mostly or very satisfied.¹³
- On the same survey, 71.9% reported that they had “an excellent ability to work in a culturally diverse environment.” 42.5% said that Evergreen contributed a great deal to their education in this area. 44% said that it contributed to some extent. Another alumnae survey (Greeners at Work 2003) reported equally high levels of perceived skill with 53% of respondents attributing their preparation to Evergreen.¹⁴
- When alumni were asked “what special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors?” about 25% of the comments revolved around diversity awareness, described generally as including “respect for differences, openness to other ideas and alternative perspectives, relating to different kinds of people.”

There is also documentation from employers about the skills for working in culturally diverse environments some Evergreeners are demonstrating at job sites:

- 87% of 24 employers, who reported that capacity to work in a culturally diverse environment was one of the three most important skills in their employees, rated their Evergreen students as being about the same or stronger than employees in similar positions.¹⁵
- In another survey, 65% out of 110 employers of Evergreen graduates¹⁶ reported that they demonstrated an excellent capacity to work in culturally diverse environments.

What is happening in these programs that contributes to students’ capacity to work in culturally diverse contexts? What is the nature of the skills they are learning? How are their skills and knowledge stretching as a result of their program work? One of the goals of this proposal is to support Evergreen faculty in investigating how and to what degree program work contributes to student learning of the knowledge, skills and issues necessary for collaboratively and responsibly working in diverse environments. Another goal is to get the faculty to examine the degree to which a broad range of students are benefiting from their classroom practices. Consider the following data:

- The 2004 *Analysis of Differences in Responses Between Racial/Ethnic Subgroups on the Evergreen Student Experience Survey*¹⁷ revealed that the experiences of students of color in regards to satisfaction with assignments, the perceived importance of diversity, and perceived respect for difference on the Olympia campus is significantly different than the experience of

¹² Office of Institutional Research, July 2006, *Draft Report: Assessment of Diversity at The Evergreen State College*, p11.

¹³ Office of Institutional Research, 2004, *Greeners at Work 2003*.

<http://www.evergreen.edu/institutionalresearch/pdf/GreenersatWork2003.pdf>

¹⁴ Office of Institutional Research, July 2006, *Draft Report: Assessment of Diversity at The Evergreen State College*. p31.

¹⁵ Office of Institutional Research, *Greeners at Work 1999*.

¹⁶ Office of Institutional Research, 2004, *Greeners at Work 2003*.

¹⁷ Office of Institutional Research, 2006, *An Analysis of Differences in Responses Between Racial/Ethnic Subgroups on the Evergreen Student Experience Survey* - Spring 2004.

white students.

- About 68% of the 72 student of color reported being satisfied or very satisfied with academic assignments compared to 78.7% of the 375 white students.
- A total of 40.8% of the students of color reported that diversity was very important to their learning compared to 22.2% of the white students.
- On a scale from 0 (no respect) to 6 (a lot of respect), a total of 45.9% of the students of color as compared with 60.2% of the white students responded with a 4 to 6 to the question “How much respect do you think there is for different backgrounds, perspectives, and lifestyles on campus.

While this survey doesn't unpack the reasons for these different perceptions and experiences, it should invite a serious curiosity about what is going on that contributes to these different perceptions and experiences. What are the implications of these perceptions and experiences for our teaching practices? What could we learn about the learning experiences of other demographic student groups?

Consider this other set of information about Evergreen's demographics: At least 8% of Evergreen students have some form of documented disability, 17 % are first generation college students, 37% of students are Pell grant recipients, 3% speak English as a Second Language. Each of these groups of students may need particular kinds of support to fully benefit from their education at Evergreen. Some of that support comes from existing student services offices on campus (e.g. Access, Key, and Learning Resource Center, etc). However effective these offices may be, their work does not abdicate the role of faculty in scaffolding the learning opportunities for diverse students.

There clearly are faculty who have much experience and refined skills in supporting the learning of a diverse student body, there are also a significant number of us who would benefit from a clear structure for refining our skills. When faculty arrive at Evergreen, it is assumed that there will be a gap between the faculty's academic preparation and the pedagogical skills required for teaching at Evergreen, including the skills involved in teaching a diverse student body. Even after many years of teaching, faculty may well benefit from a structured forum for investigating new questions and puzzles tied to effectively supporting student learning in this area.

The particular need for development in the area of supporting “learning across significant differences” is apparent from repeated public calls by students, staff and faculty at Evergreen:

- Students have long noted faculty's uneven skills in facilitating discussions around diversity, and the painful impact this has for students of color when they are trying to navigate contexts such as seminar¹⁸
- A focus group conducted in order to learn about the effectiveness of Evergreen's support of non-native English speakers,¹⁹ were asked to talk about their learning experiences in writing, reading, speaking, and quantitative reasoning at Evergreen and to make recommendations for how to support these students. Among the many experiences and challenges they highlighted included the pace of dialogue in seminars, the quantity of reading and the utility of the feedback they

¹⁸ e.g. Day of Presence student fishbowl discussion and 2003-4 Diversity Report from the Student Experience Survey.

¹⁹ Office of Institutional Research, July 2006, *Non-native English Speaker Focus Group Final Report*.

receive. The students spoke to the need for faculty to be aware of students' linguistic backgrounds and the particular challenges that may arise as a result of those backgrounds.

- Faculty member Jolie Sandoz in her position paper *Bodies of Knowledge at Evergreen: Teaching, Learning, Impairments and Social Disability* called for Evergreen as an institution to become more informed about how to serve students with impairments in a way that doesn't leave them disadvantaged and therefore disabled in class. She expressed a concern that many faculty misunderstand the function of institutional accommodations and that as a result they often don't attend enough to teaching strategies that would support a broad range learners with out singling out or stigmatizing the learner with special needs. She calls for Evergreen to hold an "informed discussion ...about Disability Studies, that would help faculty consider how impairment and social-disablement both interrogate and enrich our current teaching and learning practices" (p8)²⁰
- Faculty expressed a desire to have more opportunities to learn how to effectively integrate and support discussions around themes of diversity. In a final assessment of the "Facilitating Hot Topics" summer faculty institute, held in 2004, faculty were asked what they needed to support their work in addressing diversity and what they saw the next steps to this institute as being. The reoccurring themes in the responses of the roughly 20 faculty who participated had to do with: (i) time to develop, practice and reflect on experiences; (ii) examples of positive practice; and (iii) the need for resources/counselor to call on for advice. One person called this "institutionalizing the work of skill building and pedagogy transformation."

The faculty development office regularly sponsors summer institutes that emerge out of both faculty questions and institutional needs. Furthermore, there is a history of institutes that revolve around themes of diversity (see Appendix 6). In 2004, the team planning institutes purposefully focused on getting faculty to "(1) think carefully about what they could do to make all students welcome and recognized in their program, and (2) be mindful of the cultural significance of what was being taught and how."²¹ In 2006 the theme of the summer faculty planning institutes revolved around assessment with the specific aim of "exploring...approaches to assessment that grow out of and support good academic inquiry and teaching"²². In an email to the faculty, Rita Pougiales, the dean of faculty development and hiring wrote: "...an early definition of assessment was to sit beside, to reflect upon and deliberate with others about teaching and learning. I know that within our practices we have approaches to assessment that provide documentation needed by external agencies but that also are *relevant to the work of a program* - they are the approaches that emerge through substantive reflection on the content of programs and complement teaching and learning, and they are the approaches that *deepen collegial interaction and understanding*." These approaches can also help us to better understand how, when and if our practices support the learning of a broad range of students in ways that we care about. Furthermore, they offer a way for faculty to see how what they are learning in these institutes plays out in the quality of student work, experiences and program climate. The proposal outlined below is congruent with the above goals on diversity and assessment.

²⁰ Sandoz, J., 2005, *Bodies of Knowledge at Evergreen: Teaching, Learning, Impairments and Social Disability*. Retrieved July 28, 2006 from <http://www.evergreen.edu/institutionalresearch/pdf/BodiesofKnowledgeatEvergreen.pdf>.

²¹ Office of Institutional Research, July 2006, *Draft Report: Assessment of Diversity at the Evergreen State College*, p. 15

²² Pougialis, R. email sent 4/7/2006 to announce focus of faculty planning institutes for 2006.

The Proposal

- **Make Evergreen's expectations for students around “*Learning across significant differences*” and “*Participating collaboratively and responsibly in our diverse society*” an explicit lens of analysis for individual reflection as part of faculty portfolios**

The five foci and six expectations are given to students as guidelines for the goals they are to accomplish through their Evergreen education. These expectations are intended to provide students a tool for planning their college curriculum. From time to time the faculty institutes will invite faculty to use the foci/expectations as a lens for planning their future programs. Some faculty write syllabi and student evaluations that are structured around the expectations as a framework. If we, as a college, want our students to develop in the areas outlined in the mission statement, the six expectations and five foci of the college, it would be useful as faculty, to visibly, systematically and purposefully ponder what we are doing to help students meet these goals.

There is a very useful report on the Institutional Research website²³ that outlines what the faculty are doing to integrate Critical Thinking, Information Technology Literacy, Quantitative Reasoning, and Writing into their program. Because this report contains a rich set of information and ideas about how to integrate fundamental skills into interdisciplinary programs, it could be useful and congruent with the College goals to conduct a similar assessment of what faculty members are doing to address the five foci in their programs.

In examining the faculty portfolio expectations, while there is already some correlation between what the faculty are guided to demonstrate in their portfolios and these goals (see column one in Appendix 7); there is a clear absence in these guidelines of anything that has to do with *Learning across Significant Differences* or *Participating responsibly and collaboratively in our diverse society*. Part of Evergreen’s mission states the following: “Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff, and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, (dis)ability, gender, religious preference, and sexual orientation.” In the spirit of congruence and for all the reasons identified in this statement, it is important for faculty to consciously examine the ways in which they are in fact “*examining the perspectives of diverse groups*” and “*giving serious consideration to issues of social class, age, race, ethnicity, (dis)ability, gender, religious preference, and sexual orientation.*”

- **Faculty will use portfolios to gather and specifically examine syllabi, workshops, student work and evaluations for learning opportunities and evidence of student growth within these dimensions of the five foci and six expectations**

Currently, in regards to teaching, the structure of the portfolio purely requires the inclusion of certain items: (i) self evaluations, (ii) evaluations of and by teaching partners, (iii) student self and faculty evaluations, (iv) faculty evaluations of students, (v) all program or contract syllabi, covenants, and descriptions connected with the faculty member's teaching at Evergreen; and (vi) any other material that the faculty member wishes to include²⁴. Some of these collection portfolios which faculty assemble are organized with a section for each of these sets of artifacts. It is not always clear how the artifacts inform or challenge the faculty’s self-reflection. Some faculty choose to integrate student

²³ See <http://www.evergreen.edu/institutionalresearch/facultystrategies.htm>.

²⁴ Evergreen Faculty Handbook, 2006.

work and workshops in addition to the syllabi and evaluations into their portfolios as a way to examine their teaching. Some faculty create what's known as a selection portfolio out of the collection of required materials. They pull together selected pieces of student work, evaluations and workshops as artifacts to engage in the investigation of the impacts of their teaching. In 2004 the Washington Center developed a protocol for such a portfolio that has the potential to engage and reveal faculty work in the scholarship of teaching and learning (see Appendix 8). By using student work and teaching materials, the faculty have a rich opportunity to address the kinds of questions that will help them to develop an understanding of how their teaching is working. Questions such as: "What works?" "What is the learning that's going on in the classroom?" "Why is it that some things are hard to learn?" "How does what is happening in the classroom inform what might be possible?" "How are my experiments working?"²⁵

The Carnegie Foundation for the Advancement of Teaching²⁶ states the purpose of a scholarship of teaching and learning is to "foster significant, long-lasting learning for all students; enhance the practice and profession of teaching; and bring to faculty's work as teachers the recognition and reward afforded to other forms of scholarly work." They state: "We want to be explicit about our primary interest in questions about student learning, about what it takes to foster significant lasting forms of student learning, about what that learning looks like, and about the forms of evidence and documentation that will allow the various disciplines, interdisciplinary and professional fields that constitute higher education to foster such learning more effectively." As an institute of higher education, this is a goal that is hard to disagree with. This kind of attention to our profession has the potential of increasing the value of inquiry-based and reflective practice, increasing the visibility of good practice, and would allow Evergreen to participate with a growing body of institutions that are "committed to examining what is involved in fostering significant, long-lasting learning for all students."

The portfolios have the potential to engage the faculty in this scholarship. When considering what is involved in teaching the skills and habits of mind for learning across significant differences, there is most likely a wealth of knowledge, myth and experimentation that is going on among the faculty as a whole. In the spirit of scholarship, it would be powerful to support and carefully examine the experimentation, to share the knowledge and to challenge the myths among us so that the faculty can collectively become more skillful and effective and supporting student learning in this area. It would be also be powerful to see how faculty are using the portfolios as a tool to inform their practice *both* through examining a broad set of program materials *and* through an engagement with the informed perspectives on teaching and learning that are out there. There is a rich body of literature, for example, that the faculty could use to examine their practice and guide their experimentation on culturally responsive teaching across the disciplines, on engaging diverse perspectives, on supporting group work that doesn't just revert to the status quo, on facilitation, etc.

- **The faculty development office will continue to develop scholarship of teaching and learning institutes in conjunction with the Washington Center that will support faculty in using their portfolios to both critically examine these program materials and to refine or develop knowledge and skills for effectively teaching in a way that keeps diversity in mind.**

²⁵ Adapted from Hutchings, 2002.

²⁶ Ibid.

The *Washington Center for Improving the Quality of Undergraduate Education* has for several years run a Scholarship of Teaching and Learning (SOTL – see Appendix 9) program, co-sponsored by the Office of Institutional Research, at Evergreen through which they have organized summer institutes, quarterly meetings, mentoring, material and even a small stipend to support interested faculty in addressing their questions about teaching and learning.²⁷

To support the faculty in developing their skills with teaching and supporting student learning in this area, we need to move beyond behavioral indicators of participation in institutes. We need to develop some tools for *seeing* the kinds of development in pedagogy and subsequent student learning that these institutes support. The institutes would revolve around some aspect of pedagogy tied to “learning across significant differences.” Faculty would read and discuss some key pieces of literature, and would work with skilled and informed educators, both guests and colleagues, around that aspect. Collectively faculty would examine their past program work through the lens of this material.²⁸ The faculty would use each other to critique, provide feedback and envision what’s possible using our collective and increasingly informed wisdom. In such a way, the planning work we do in other summer institutes to design future programs would be pre-empted by a careful examination and reflection of prior work.

The purpose of this proposal to help individual faculty and faculty teams use their portfolios as a tool for identifying, examining and developing practices that support a diverse student body in meeting the college goals of “learning across significant differences” and “participating collaboratively and responsibly in our diverse society. The rationale for this goal is built into the College’s mission statement. Another reason for consciously meeting this goal is articulated by Estela Bensimon (2004) who distinguishes between work that addresses diversity and that which addresses equity. She states, “we must deliberately and energetically remove the conditions that deny or impede equitable outcomes for all students.”²⁹ We have a hope of beginning to meet her call for equity by examining how we teach about diversity and how our teaching impacts the learning of a diverse student body; by noticing our questions about teaching this diverse student body; and by systematically informing those questions and then examining how our new informed experiments inform student learning.

²⁷ See Appendix 7 for Origins of SOTL at Evergreen. See following web sites for projects completed by Evergreen faculty and links to other national SOTL projects <http://www.evergreen.edu/institutionalresearch/scholarshipofteachingandlearning.htm> and <http://www.evergreen.edu/washcenter/project.asp?pid=69>.

²⁸ There are many resources on campus that can expand our scope into the experiences and challenges of a wide range of students, including the Learning Resource Center, Academic Advising, First Peoples, Access Student Services, and Key Student Services. There are also many rich resources in our faculty colleagues who can help us deepen and refine our pedagogical skills. Among them are: Sandy Yannone, the director of the writing center, can help us structure meaningful writing assignments that support writers with a broad range of writing skills; Vaughn Foster-Graber, the director of the quantitative reasoning center, who can help us to creatively envision how to teach math and science in equitable and accessible ways; and the MIT faculty, who actively teach and advocate for an anti-bias perspective on education, could bring their expertise on how to integrate this perspective into meaningful pedagogy. The Washington Center, which has given considerable attention to equity in higher education by helping faculty nationally develop a conscious awareness of how to serve a diverse student body.

²⁹ Bensimon, 2004.

VI. CAPACITY BUILDING AND COMMUNITY ENGAGEMENT

In the college's early years, a sense of community and commitment to Evergreen's mission was aided by discussions about processes and values that involved the entire College. The following recommendation honors and builds upon Evergreen's appreciation for and history with community engagement. This proposal is meant to build individual and institutional capacity for developing understanding and advocacy.

Fully one-third of Evergreen's staff and faculty were hired within the last 5 years. Another 10% have worked here for over 25 years and will likely retire soon. The College is well into a process that will soon result in the replacement of all the founding Evergreen staff and faculty and most of the employees with first-hand knowledge about the founding of the College. In other words, we are in the process of creating a new Evergreen community. In order for the College's stated institutional commitment to a diverse community to be viable into the future, this next generation of the Evergreen community must develop insight and skills to move forward toward this commitment.

Community-wide interaction and dialogue is needed to ensure that newcomers become engaged in the Evergreen community and to revitalize the continuing community members. As a means of overcoming compartmentalization and revitalizing community, this proposal is designed to reestablish cross-divisional and inter-divisional communication around matters of diversity and workplace conditions through an on-going Diversity Series (speakers, events, films) and an institution-wide process for involvement, discussion and advocacy.

We intend, through these events, to cultivate critical intercultural knowledge and the organizational relationships and skills to help develop an inclusive community at Evergreen.

COMMUNITY DIVERSITY SERIES

We propose that the College administration make an initial 5-year commitment to a college-wide series of dialogues about community values, skills, knowledge and abilities pertaining to diversity and equity at Evergreen. The dialogues will be supported by lectures, films, presentations, or other similar activities based on the principles of a liberal arts college – serious inquiry, a commitment to the common good, diversity and equity in the teaching, learning, research and working environments of Evergreen, encompassing academic as well as non-academic functions of the college. Employees will be assisted to identify ways to apply the learning and intercultural skills conveyed through the lectures, films, etc. To facilitate this activity, we propose sponsoring employee discussions that would explore the relevance of such learning and skills to individual roles and unit functions.

The Community Diversity Series will be comprised of:

- ❖ Three to five presentations each year, with at least one dialogue activity each quarter, focusing on a specific issue of diversity and intercultural understanding that is most relevant to teaching, working and learning in the Evergreen context. Each Series presentation will be followed by a two-hour, facilitated, small group discussion. Student discussion will be facilitated within academic programs.

- ❖ The launching of the Community Diversity Series will be preceded by a summer institute with staff and faculty.
- ❖ The institute will focus on the content of presentations to be delivered during the coming academic year. Faculty participants might explore strategies for teaching a particular aspect of diversity and equity, discussing the relevance to teaching team dynamics, relations between faculty and administration, etc. Staff participants might emphasize the relevance of the topic to their workplace, services to students, etc. Facilitators will ideally come from within the Evergreen community

Additionally, the institute will prepare faculty and staff to effectively facilitate the dialogues. It will emphasize group process and leadership for equity. The benefits to the College will be at least two-fold: one, participants will develop group process and leadership skills that will benefit them in their daily work; and, two, embedded in these process skills will be knowledge and practices for improved cross-cultural communication.

While skilled members of the Evergreen community will be sought to facilitate both types of institutes, it may be necessary to look beyond the College if the required knowledge or skills are not found here. Consequently, this aspect of the Series will require specific funding.

Institutional Research will be asked to assist with the identification and/or development of a brief questionnaire for faculty, staff, and students to provide the College with baseline data about community members' attitudes, skills, awareness and experiences of campus climate. The questionnaires will be completed by faculty, staff, and students in the fall before the first Series activity, and at intervals determined by IR. The objective of the questionnaire is to assess progress toward a more open, inclusive environment and to evaluate College needs in order to take necessary interventions.

Institution-wide engagement is a key component of the recommendation. The College has made significant strides in making the Tacoma campus more visible to the Evergreen community. Nevertheless, the Tacoma, Reservation-Based, and Grays Harbor programs still are generally unconnected from Olympia campus activities. This has a serious impact on the College's ability to achieve its institutional commitment to diversity and equity.

Because we consider the development of community and diversity-related values an institution-wide priority, we propose that media technology be used to maximize "real time" participation across the College's various locations (Tacoma, Reservation-Based programs, Grays Harbor and Olympia).

However, we appreciate that the Tacoma and Reservation-Based programs make unique contributions to the College through particular cultural and pedagogy emphases. Therefore, we urge that they be encouraged to define for themselves the degree and manner of their engagement with the Series.

INSTITUTIONAL CAPACITY BUILDING THROUGH FACILITATED DIALOGUE

Research literature³⁰ has shown that effective institutional change comes out of (1) developing collective understanding, awareness and skills that sustain a diverse and equitable community, and (2) does so by building alliances and relations that support collective, public action. Key to this strategy is

³⁰ Smith, May 2006.

the involvement and active support of senior staff. It is important, therefore, that they have opportunity to hear and respond to the insights and findings that may emerge from the dialogues.

Dialogue participants will discuss the presentation, emphasizing questions like the following: What aspect of this topic is present in my work situation? How can I, in my work, better address this problem or situation? What do I bring to this problem – contributing to it or resisting it – because of my own life experience? Each dialogue group will be asked to produce a brief summary of its discussion. A team of facilitators (ideally those who attended the summer Diversity Institute) will consolidate the summaries into a single document and submit it to the Dialogue Council. This document will provide a snapshot in time of insights, urgent concerns and campus climate, and will help to inform senior staff and the community on the issues being explored in the diversity program.

The dialogue sessions are relevant and necessary to the College to encourage the involvement of students, faculty and staff. The participation of staff members should be considered a work assignment and not release time to facilitate participation. Of course, minimizing reporting relationships within dialogue groups is important. Consequently steps will be taken to form small groups cross-divisionally with no more than 20 people per group.

DEVELOPING LEADERSHIP CAPACITY: THE DIALOGUE COUNCIL

A broad community engagement of staff, faculty and academic programs is one goal of this recommendation. To achieve such engagement, a diverse leadership team of persons from every division of the College will be charged with responsibility to organize the Diversity Series. The leadership team, known as the Dialogue Council, will seek input from the College community about Series foci. It is expected that members of the Council will be individuals with insight and experience in issues of diversity and equity.

An outline of the structure and timeline for this proposal are in Appendix 10.

VII. CENTER FOR COMMUNITY MATTERS

The Diversity DTF recommends that the College establish a Center of Community Matters, as outlined by the 2005 summer institute on conflict response strategies. The purpose of the Center will be to offer immediate support to any community member experiencing conflict, providing accurate information about standard, rights, policies and processes, and referrals to appropriate formal reporting channels and to professional services. The Center would embody the core values of the Evergreen Social Contract and aid community members in understanding and taking advantage of informal options for addressing all kinds of interpersonal and intergroup issues. It could also become a place for building proactive communication skills within our diverse learning community.

As outlined by the summer institute, the Center should be a place of hospitality and skillful education. It should be in a highly visible location, staffed on a rotating basis by a diverse interdivisional team of staff, faculty and students.

WHY IT'S NEEDED

Currently there are some formal policies and systems in place for addressing some conflicts within and between some groups of community members. However conflicts often escalate or fail to be dealt with because they fall outside the policies, or because one or more parties to the conflict don't know

how to use, or have lost faith in those policies. In a polarized atmosphere it is often difficult for parties to a conflict to take the first steps of reaching out for community support in moving toward solutions. When people delay or resist getting help, problems get worse, trust is further eroded, and the chance of collaborative problem-solving evaporate. We need a team of trained community members representing the many facets of the campus, who can invite people to discuss problems early, provide clear accurate and consistent information about how to deal with potential conflicts, and help plan and carry through a strategy for solving problems before they escalate.

HOW IT WOULD WORK?

It would be an open public office, visible, accessible and convenient, staffed on a rotating basis by trained members of a wide variety of campus constituencies: students, faculty, staff, union, EQA, First People's Advising, Women's Center, etc., plus people with formal conflict response duties: mediation center director, campus grievance officer, civil rights officer, police services, HR, union, etc. Staffing schedule would be published along with an open invitation to bring in problems, concerns, questions and issues for advice and support in finding solutions. The staffing team would train together for several days in the summer, and meet occasionally during the academic year for sharing information and responding to emerging patterns of conflict on the campus. The team would develop a shared set of strategies and practices to explain and make use of existing conflict resolution policies and procedures. It would also support and encourage creative and responsible solutions through direct interaction and collaboration among parties to conflicts.

WHAT WOULD IT COST?

The Center should be equipped with basic computer and network access, so that those staffing the office could attend to their regular work while on duty at the office. Faculty participation should be recognized as a regular governance assignment. Some reassigning of job responsibilities may be needed to accommodate staff participation. Student participation should also be compensated, as student employees or paid interns.

ADOPT CAMPUS-WIDE USE OF A UNIFORM CONFLICT INCIDENT REPORT FORM

To better monitor campus climate, The DTF recommends that the College adopt and implement the use of a Conflict Incident Report (Appendix 11). This form will provide a way for any member of the community to provide information on any incident they experience or witness. The form is designed to elicit as much relevant information as an informant is willing to give, while respecting confidentiality and due process. It is also designed to make it possible to cross-check with other sources of information to avoid reduplication of reports.

The purpose of this system is to supplement the current specialized reporting mechanisms, based on Police Reports, Housing Incident Reports and formal Civil Rights complaints, in order to gather information about incidents that do not rise to the level of violations of law or conduct codes, but which nonetheless have a damaging impact on the community. This information is essential for informing the institutional response to incidents and for long range planning and evaluation of institutional change.

Conflict Incident Reports can be filed by any member of the community, and should be available in paper form and online through the College's website. Interested individuals throughout the community would be trained to advise and assist in the filing of reports. Each report would be assigned a tracking number so that the information identifying specific individuals will not be part of the data collected. Besides being encouraged and assisted in filing a report, community members who

have experienced conflict situations should, of course, be offered skillful and compassionate assistance in dealing with the consequences of those situations.

The reports will be collected by a central office, such as the Center for Community Matters, for regular monitoring of incidents and for quarterly assessment by an appointed team.

TEAM COMPOSITION

The five member team will include a mix of faculty, exempt staff and classified staff. The team should be diverse in race, gender, sexual orientation and gender identity. The team will be convened by the Vice President of Finance and Administration. The team will be responsible for reviewing conflict incident reports and extracting data on patterns of conflict types, characteristics of parties involved, setting, and contributing factors. Data should be reported out on a quarterly basis to the campus community, senior staff and the Civil Rights Officer.

RESPONSIBILITIES OF THE TEAM

- Draft and disseminate information on the availability of the forms, instructions on how to complete it, and where to submit.
- Meet with members to the Bias Incident Response Team, which currently is only responsible for responding to incidents in which students are targeted, to work out collaborative relationship.
- Maintaining regular communication and meetings to review reports and compile data with the team and with the Civil Rights Officer.
- Work with Institutional Research to establish the most useful and best methods for compiling and reporting data.
- Devise a reporting structure for senior staff, Civil Rights Officer and campus community via TESCTalk, Evergreen webpage and to the Board of Trustees.
- Provide copies of the reports to the Diversity Implementation and Coordinating Committee.
- Work with Institutional Research to integrate conflict data with their existing data.

CONCLUSION

Every college, every university has a saga, a set of stories that define its history and its presence as an institution. These beliefs about the culture of an institution get passed on through subsequent administrations, changes in faculty, new classes of students, and are held dear by alumni. The Evergreen State College saga can be summed up as "we are different." Formed in counter-culture roots, we proudly carry forward the idea that we are cutting edge and so different that truths about organizational structure and higher education realities do not affect us like they do every other college and university in the nation. It would be a mistake to believe that we are so unique as a college that we have the luxury of ignoring national work or taking into consideration best practices used nation-wide or to ignore national expertise. Our challenge is to constantly question ourselves and resist becoming self-satisfied.

As a reputable educational institution, we should hold ourselves accountable for understanding the nature of diversity as it is perceived presently. In our research of past TESC work on addressing diversity issues, it is clear that what we address as diversity issues in 2006, are very different than the concept of diversity in 1975. Going beyond friendly tolerance of difference and becoming aware of how our structures at Evergreen affect student, staff and faculty success would truly be counter-culture.

We can not use the tools of 1975 to fashion solutions for 2006 and beyond. Any self examination with regard to diversity and the Evergreen culture should be founded upon present-day knowledge of diversity and utilize the best methodologies available and appropriate to our institution. Necessary to our self examination are the following:

1. Use of a diversity framework;
2. Collection and analysis of disaggregated data on a consistent and regular basis;
3. Engagement of the Evergreen community on all its campuses in understanding our data analysis and current approaches to diversity;
4. Regular reports to the Evergreen community that are clear and consistent; and
5. Steady and visible leadership by senior administrators and faculty.

A popular phrase in the higher education community today is "culture of inquiry." Since its beginning, Evergreen has nurtured a culture of inquiry as the basis of its teaching and learning. The College has regularly collected and made available data on students, faculty, staff, and other college-related constituents and issues. We are, therefore, in a unique position to use and expand these data collection processes to gain richer information about our successes and our challenges. If we can apply the culture of inquiry approach to our own institution, we would build on our strengths for the future. By better understanding our own College data, we will be prepared to address changes in 2006 and 2037.

We intend that the recommendations of this report provide a point at which curiosity about ourselves and our practices can blossom. While every recommendation may not be comprehensive in its scope or solution, they are well-designed to transform how we examine our structures, the effects of power dynamics in teaching, the degree to which we vigorously pursue equity and inclusiveness, and the way we choose to face the realities of social influences on issues of race, gender, sexual orientation, disability, and gender identity.

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MEMORANDUM

DATE: April 28, 2005

TO: The Diversity Disappearing Task Force

FROM: Thomas L. Purce, President

SUBJECT: Charge to Diversity Disappearing Task Force

"Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff, and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, (dis)ability, gender, religious preference, and sexual orientation." – From the College's Mission Statement

Introduction

Evergreen has a long-standing commitment to valuing diversity. This commitment is reflected in the college's mission statement, the five foci, our strategic plan, and our annual goals. The college has worked to ensure that this commitment is reflected in our approach to all of the college's practices, including student recruitment and support, staff and faculty recruitment, and our teaching practices.

Our Work

As I charge the Diversity Disappearing Task Force (DTF), I want to acknowledge the work that is going on and the work that has been accomplished already. There are few institutions that can demonstrate a similar record of intense engagement with diversity and racism. We can all be proud of the steps Evergreen has taken, even as we acknowledge that more work remains.

Over the past two years, the college's commitment to diversity has been evident in much of the work we have done. Staff and faculty across campus have made contributions as part of their daily work. As part of our annual reviews, I have talked with each of the vice presidents about work in their divisions. Human Resources has arranged training to help staff learn to work with diverse populations. Academics continues to make diversity work a central part of the curriculum. This summer, each of the team planning institutes included a section devoted to diversity work.

Our work on diversity gained some additional energy and focus from the Day of Absence/Day of Presence program in 2003. A panel of student speakers helped make clear

some specific classroom issues that students face. A second panel highlighted the experience of faculty teaching and interacting with diversity in the classroom. That summer, a faculty institute convened to examine these issues. The institute produced a list of issues and projects, and led to some grass roots work. Some of the projects identified by the institute's participants have been carried out, and some remain to be addressed. The work of the 2003 summer institute led directly to the development of summer institutes in 2004. These included an in-depth examination of race and cultural identity and practical help for faculty facilitating difficult discussions in the classroom. This fall we hosted a well-attended speakers series focused on race in the classroom. We have continued our work on Critical Moments, and the Washington Center convened teams from institutions throughout the state for planning retreats focused on campus equity.

Three challenges

Much of our work over the past few years has focused on the racial climate in the classroom. This focus has been appropriate. It reflects the centrality of the classroom experience in the life of the college and it reflects the animating impact of race, both historically and currently, in any dialogue about diversity. As our work moves forward, it is important that we give due consideration to the full range of diversity issues reflected in our mission statement. It is also important that we give attention to the climate experienced by staff and faculty as well as students. As I reflect on our work so far, I want the advice of a Disappearing Task Force to address three challenges.

- *Sustaining our efforts.* Real improvements in campus climate require deep understanding and sustained effort. Over the past few years, we have maintained an intense focus on a critical campus issue - the racial climate in the classroom. Much of what we have accomplished has been due to the efforts of committed individuals who, sooner or later, will want to move on to other projects, retire, or just take a break. It is important that Evergreen, as an institution, be prepared to carry on this work. We need a plan that will help us institutionalize positive changes and help ensure that we carry on this work in the years ahead.
- *Coordinating and planning our efforts.* Much of our recent work has reflected a decentralized, grass roots approach that has demonstrated broad support and commitment to improving our campus practices. We need to ensure that our limited resources are applied where they are most needed, that our efforts are not needlessly duplicated, and that our efforts are coordinated in a way that can lead to lasting institutional improvements. It is also important that the roles of the offices and individuals who are doing this work are clear to all.
- *Gaining a broader, deeper view of the college.* In the long run, our ability to become the college that we aspire to be depends on achieving a clear and comprehensive view of both our strengths and shortcomings. Our goals must be to ensure that, as our work continues, our efforts address the full complexity of diversity and college systems. There is a risk that the very intensity of our focus in one area may prevent us from recognizing another area in greater need of attention.

The charge

I am asking the DTF to advise me on how best to address these challenges. Specifically, I am asking the DTF to propose a **five-year diversity strategic plan** that addresses the following points.

1. The plan should identify specific priorities and goals, and describe actions that could be taken to achieve those goals. To produce a good five-year plan, the DTF will need to become familiar with our current work in support of diversity, including human resource practices, campus life programs, curricular strategies and other programs. The DTF will need to research data on the current state of the college and become familiar with the practices, programs and trends at other institutions.
2. The plan should propose a data collection framework that we can use regularly to develop a more complete and accurate assessment of the college's diversity efforts. A number of possible frameworks are available, some developed at Evergreen and others representing state-wide and national efforts.
3. The plan should consider what kind of implementation team would be necessary to coordinate and carry out the activities described in the strategic diversity plan.
4. Finally, the DTF's report should estimate any additional resources that would be required to carry out the plan.

Membership

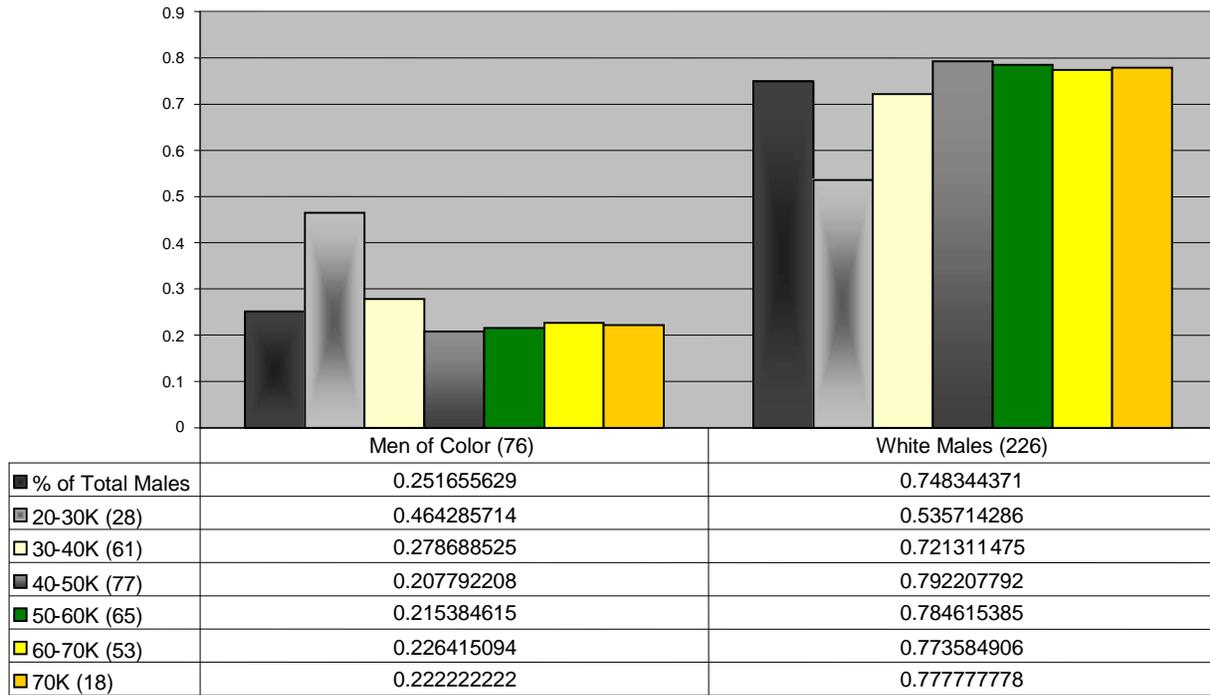
I am grateful to Laura Grabhorn for agreeing to chair this effort and to Jan Sharkey for providing administrative support. In addition, a thank-you to the following faculty and staff for agreeing to serve on the DTF: Gaylon Finley, Paul Gallegos, Ken Holstein, Heesoon Jun, Gillies Malnarich, Tom Mercado, Alan Parker, Michael Pfeifer, Rita Pougiales, Joyce Stahmer, Joe Tougas, Jo Vaughn, Sonja Wiedenhaupt, Artee Young, and Julia Zay. Finally, I am in the process of appointing student members to the DTF.

Process and Timeline

The DTF should convene one or two meetings in Spring quarter to discuss this charge, develop a work plan, and identify the data that the DTF will want to initially review. As part of its work plan, the DTF should consider scheduling an extended meeting over the summer. I will provide salary support for members of the DTF who are not on contract to participate in a summer meeting. This preliminary work in the spring and summer should allow the DTF to get a quick start in the fall, to share a preliminary draft of its recommendations with the campus community during Winter quarter, and provide a final report to me early in Spring quarter 2006. I will then be able to provide a response to the DTF's recommendations by the end of the 2005-2006 academic year.

Proportion of Men of Color and White Males by \$10K Salary Levels

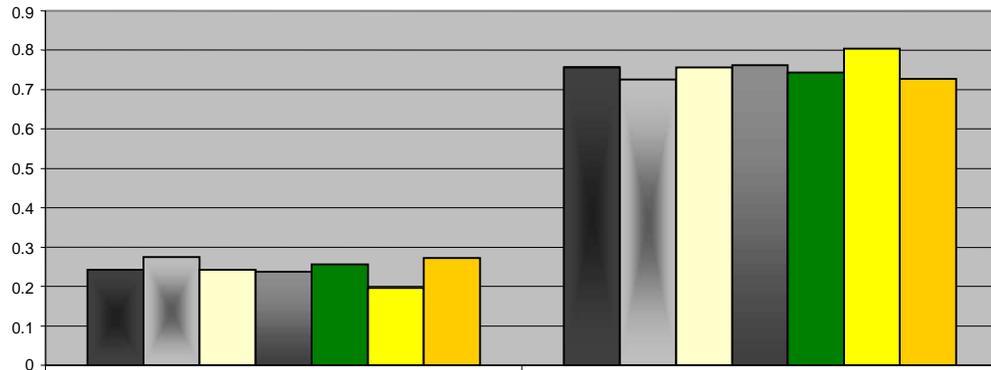
One in four male Evergreen employees is a man of color, however, nearly half of the twenty-eight males at the lowest annual salary level (earning \$20 -30K) are men of color.



Source data: November 2005 Workforce Profile report

Proportion of Women of Color and White Women by \$10K Salary Levels

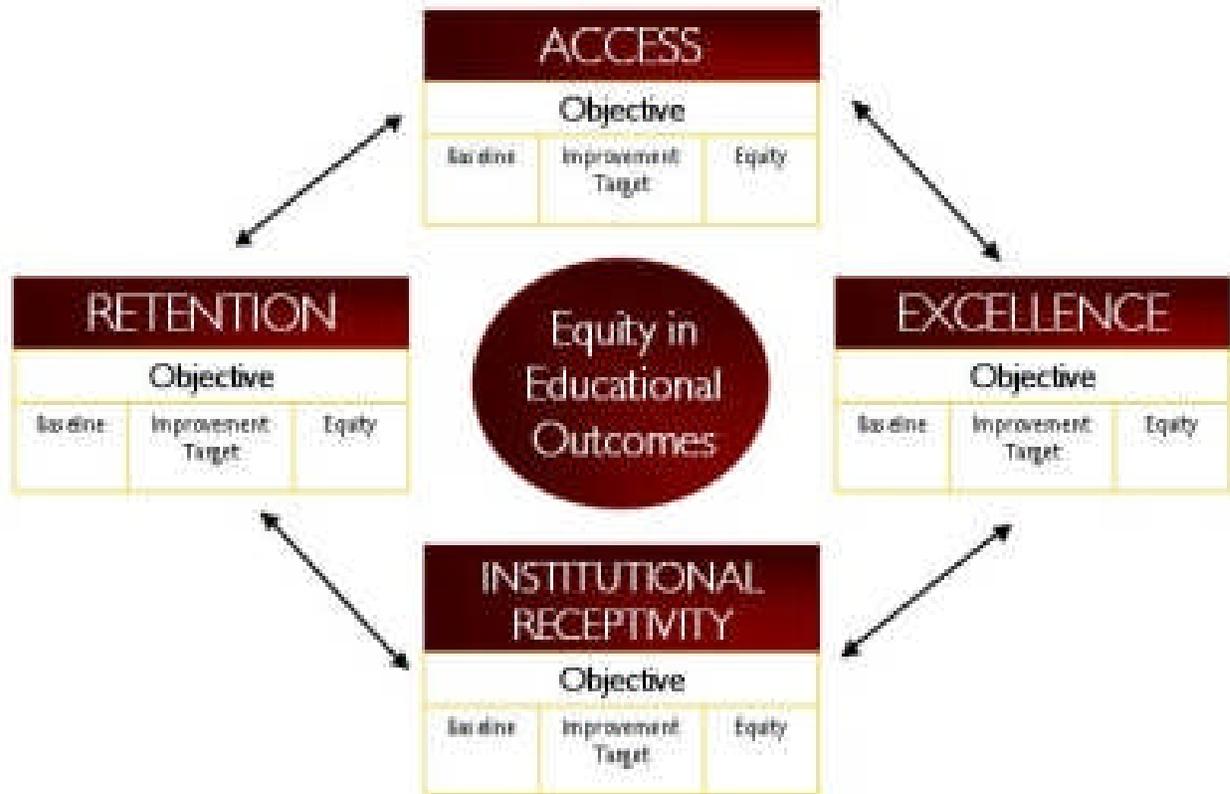
24.3% of female Evergreen employees are women of color. Women of color are slightly over-represented at the lowest annual salary level (earning \$20-30K).



	Women of Color	White Women
■ % of Total Women	0.242690058	0.757309942
■ 20-30K (51)	0.274509804	0.725490196
□ 30-40K (107)	0.242990654	0.757009346
■ 40-50K (84)	0.238095238	0.761904762
■ 50-60K (43)	0.255813953	0.744186047
■ 60-70K (46)	0.195652174	0.804347826
■ 70K (11)	0.272727273	0.727272727

Source data: November 2005 Workforce Profile Report

Equity Scorecard Framework



Framework for the Assessment of Evergreen as a Multicultural Learning Community

Purpose and Goal

The purpose of this framework is to provide members of the Evergreen community with a tool for our use in assessing the College's ability to improve the educational and professional experiences of underrepresented students, faculty and staff of color. A critical part of this tool will be establishing administrative structures to support its systematic use. We feel that our efforts to understand and improve the experiences of faculty, staff and students at Evergreen will require an ongoing commitment by the entire institution for a minimum of five years.

Research shows that the success of students of color is tied to efforts made at all levels of the institution. Furthermore, research shows that when campuses successfully organize to improve the educational experience of students of color, all students benefit. Thus, by using this framework to address the educational experience of faculty, staff, and students of color, Evergreen will be enhancing the educational experience for all. Towards that end, all quantitative information collected for this framework should be disaggregated by race, age group, gender, campus (Olympia, Tacoma, Grays Harbor, Reservation-based programs), community status (faculty, staff, student), residency status, and student type (first years, various categories of transfer students), and, to the extent distinguishable, areas of the curriculum.

Introduction to the framework

This framework approaches multicultural diversity as an integral component of the College. This holistic, institution-wide approach, therefore, involves all aspects of Evergreen. Data for this effort is gathered from both the external and internal environment of the institution. Though this approach has a strong quantitative focus, qualitative information will also be collected to inform the final process and outcomes. Qualitative data can be particularly useful in accounting for progress made to date in terms of existing programs, activities, systems and milestones. Moreover, ensuring success depends upon the utilization of an action plan that is consistent with the College mission, vision and values. This approach to planning presumes the adoption of an action plan that is aligned and integrated with other college plans and strategic directions. Such alignment is critical for this effort to be successful.

Background

Stories from students of color of some of their negative experiences during the February 2003 Day of Presence prompted a new emphasis on issues of race and racism at Evergreen. In summer 2003 a group of faculty, staff and students met for three days and generated many ideas for addressing these issues. The work of this Diversity Institute has since been carried forward through a variety of programs and events. A natural outcome of these efforts is the desire to know the nature and extent of diversity-related issues on campus and if any improvements are being made. In March 2004, President Purce charged the Director of Institutional Research (David Marshall) with developing a set of indicators that would provide a comprehensive, institution-wide perspective on the effectiveness of our efforts to address issues of diversity at Evergreen. The Director convened a group of faculty and staff that met several times throughout Spring 2004 to develop this framework. Participants included Art Costantino, Paul Gallegos, Laurence Geri, Phyllis Lane, Emily Decker Lardner, David Marshall, Alan Parker, Sharon Parker, Michael Vavrus, and Fletcher Ward.

This framework was adapted from the Washington State Board of Community and Technical Colleges Diversity Framework of October 8, 2003. The SBCTC developed their framework for assessing diversity efforts on community college campuses in collaboration with the Washington Center, Dr. Mildred Ollee from Portland Community College, and representatives from the Multicultural Student Services Directors Council, the Student Services Commission, and the Instruction Commission. The first meeting of this system committee was held in July, 2001 and the committee has been meeting regularly since that time. In addition, reports have been made to system groups including Washington Association of Community and Technical Colleges (the presidents' group). The framework is currently in use by a number of community and technical colleges to assess services to students of color. Our principal changes to it have been the addition of a "Campus Climate" domain and indicators regarding faculty and staff.

Implementation

It is recommended that a team inclusive of key College constituencies be organized to plan, collect and analyze data and information describing the current College situation. Most data is collected for College populations and then disaggregated by race, ethnicity, gender, and other relevant and identifiable groupings as needed. In order to collect data and information in a holistic, institution-wide way, this framework divides the work on campuses into seven major categories:

1. Student access
2. Student progression, achievement, goal attainment, and completion
3. Campus Climate
4. Hiring, retention, development, promotion and satisfaction of staff, faculty, and administrators of color
5. Academic instruction and classroom dynamics
6. Campus services for faculty, students and staff
7. Institutional/Administration policies, practices and resources

It is recommended that the collection and analysis of data and information will be expedited by utilizing existing TESC offices, committees, and task forces. Throughout the institution appropriate offices and committees will collect data and information within each of these major categories. Given the comprehensiveness of these categories, we expect that an appropriate starting place for each unit is the discussion and clarification of purpose and process of data collection within each category. Each major category is further divided into sub-categories. Particular focus on sub-categories is useful for TESC offices and committees to address information needs most relevant to their work.

Outcomes

There are five phases of the diversity assessment and planning process. They include:

1. Gathering data and information about the current campus situation
2. Developing strategies based on the collected data aimed at improving the educational experience of underrepresented students, faculty and staff.
3. Creating a plan to integrate strategies with existing campus plans and institutional efforts
4. Ongoing assessment of the strategies developed in response to that data and information that was collected
5. Developing and implementing action that addresses findings

In addition to serving as an institution-wide, holistic approach, this framework also provides two other advantages: (1) everyone is working from the same information and data, so planning, reporting and assessment is consistent; and (2) all campus constituencies have a stake in the process and outcome.

Framework for the Assessment of Evergreen as a Multicultural Learning Community

1. Student Access: Do students enroll at Evergreen, obtain aid, and fully participate in all activities and areas of the curriculum?

<u>Sub-categories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
Student Enrollment	<p>Proportional representation: Compare composition of current student body with the composition of the college's service area.</p> <p>Is the overall enrollment at the college proportional, given who could be present on campus?</p>	<p>Collect demographics for state, city/town, service area, and nation.</p> <p>Collect demographics of students. Disaggregate by campus (Tacoma, Olympia, Tribal, Grays Harbor)</p>	Institutional Research, SASS		
Student Enrollment by Program	How is student enrollment distributed across the curriculum?	Collect information about enrollment and persistence in any definable program areas and typical pathways through the Evergreen curriculum. Disaggregate by campus and repeating entry-level programs.	Institutional Research, SASS		
Financial Aid Assistance	<p>Look to see who is getting financial assistance, how much they are getting, and what types of aid.</p> <p>Is the distribution of financial assistance proportional?</p> <p>How does financial aid assistance impact access and enrollment in programs at the college?</p> <p>What is the pattern of applications for and awards of financial aid?</p>	Identify all forms of financial assistance including scholarships (institutional and outside organizations' scholarships), foundation support, grants, loans, work-study, etc.	Financial Aid		

2. Progression, Achievement, Goal Attainment, and Completion: Do students progress through their education, access all fields of study, and graduate?

<u>Sub-categories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
Eligibility for Program/Course Placement	<p>Provides assistance with identifying processes that may be barriers to student enrollment and progression.</p> <p>What screening or aptitude tests are currently in use in planning units and programs? What are the ways a student is placed into a course or program and what options do students have for appealing placements?</p> <p>Are students actually enrolling into classes based on their placement results?</p> <p>What programs use faculty signatures and what criteria are being used?</p>	<p>Determine whether placement tests are mandatory or voluntary, and whether placements are mandatory or recommended.</p> <p>Collect information on the nature of assessment and placement procedures for programs and courses.</p> <p>Collect information on the nature of students' ability to retake placement tests or appeal placements.</p> <p>Collect information on the count and rates of denial of faculty signatures.</p>	Faculty and Deans		
Retention	<p>Look for patterns in student retention and compare with majority population.</p> <p>Where are the points in a quarter when students are leaving the college?</p> <p>What are the demographics of students choosing to leave programs, including those that contain racial material?</p> <p>Why are people choosing to leave or stay? Why do students leave multi-quarter programs?</p>	<p>Collect information on retention rates: first to second quarter retention rates; second to third quarter; and fall to fall.</p> <p>Collect data on withdrawal dates within the quarter. Collect information on five-year trends in college retention.</p> <p>Collect information on persistence within multi-quarter programs.</p>	<p>Institutional Research</p> <p>Institutional Research, SASS</p> <p>Institutional Research, SASS</p>		

	What financial resources are available to support the retention of students?	Disaggregate by planning units and individual faculty (contracts). Find out what kind of information the campus collects about students who leave multi-quarter programs or the institution through exit interviews.	SASS		
<u>Sub-categories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
Transitions	Look for patterns in student movement across programs and planning units Look for patterns in SOC transitions compared to majority population. Does a disproportionate number of SOC need developmental help?	Collect information on transitions from introductory programs to related upper division programs, where definable. Collect information on student visits to learning centers, designating equivalents of developmental education where possible	Institutional Research QRC and WRC		
Critical filter courses	Most colleges have “barrier” courses, courses that many students have to take but that have high “failure” rates: drop outs, zero and reduced credits. Identify which courses are acting as barrier courses over the course of several years.	Collect information on single programs over a five year trend that serve as prerequisites for many programs and areas of study (e.g. Core, INS, FOVA, HHD). Collect information on patterns of student success and failure in these programs over five years.	Institutional Research SASS		

<p>Professional-technical progression</p>	<p>The goal is to get information on patterns of professional/technical goal attainment.</p> <p>Are students stopping out because of professional opportunities or are they dropping out?</p>	<p>Collect information on patterns of student achievement by checking student records at predetermined credit hour intervals over five years. Exit interviews with identified 'stop outs.'</p>	<p>Institutional Research</p> <p>Advising and Career Development</p>		
<p>Degree-ready progression</p>	<p>The goal here is to get information on patterns of student progression towards graduation.</p>	<p>Collect information on student progression at appropriate credit intervals, e.g. 30, 40, 75 credit hours, to monitor progress toward degree.</p>	<p>Institutional Research</p>		

<u>Subcategories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
Student Completion of degrees	Who is getting degrees of which types? Are students who are getting degrees and certificates getting their licenses?	Collect information on BA, BS, BAS and Masters degrees. Identify programs that keep data on licensing rates.	Institutional Research PUC's and Masters programs		
Goal attainment by intent and purpose to attend	Comparing goal attainment with student intent allows the campus to collect information for those who attend college for general skill development, rather than a degree or certificate.	Compare success rates based on student intent as one measure of success, using 'goals' and 'intention' questions from student surveys	Institutional Research		
Transfer rates	This allows the campus to account for students who are "succeeding" in that they have transferred, although without finishing the programs on campus.	Collect information on cohort students who transfer to other institutions without completing degrees.	Institutional Research		

3. Campus Climate: What are the effects of campus relations on students, faculty and staff?

<u>Subcategories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
Student Peer Relations	<p>What is the nature and extent of diversity-related issues?</p> <p>What is the perceived effect on learning?</p>	<p>Focus groups, fishbowls, interviews.</p> <p>Student survey responses related to campus diversity; new campus climate survey?</p>	<p>SASS</p> <p>Institutional Research</p>		
Student-Faculty Relations	<p>What is the nature and extent of diversity-related issues?</p> <p>What is the perceived effect on learning?</p> <p>What percentage of students are taught by faculty of color at some point in their TESC education? Is race a factor in student evaluations of faculty? To what extent do students/faculty feel that race affects the quality of interaction with faculty and students of other races? To what extent do students, faculty, and staff feel supported to develop cultural skills? What is the perceived climate for risk-taking for the purpose of personal and professional growth regarding race?</p>	<p>Number and type of student complaints about faculty; focus groups, fishbowls, interviews.</p> <p>Student survey responses about learning climate; new campus climate survey?</p> <p>Interviews</p>	<p>Deans, SASS, Agenda Committee</p> <p>Institutional Research</p> <p>SASS</p>		
Student-Staff Relations	<p>What is the nature and extent of diversity-related issues?</p> <p>What is the perceived effect on learning?</p> <p>To what extent do staff feel that their interactions with students are influenced by race?</p>	<p>Information from student interviews related to issues of diversity and campus climate.</p> <p>Student survey responses to staff relation questions; new campus climate survey?</p> <p>Interviews</p>	<p>SASS</p> <p>Institutional Research</p> <p>HR</p>		

<u>Subcategories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
Faculty Peer & Supervisory Relations	<p>Is the racial climate a significant factor in the quality of the teaching environment for faculty? What is the quality of the classroom experience for faculty of color regarding peer support and collegiality, student/faculty interaction? Are perceptions of the quality of the classroom experience for faculty and students of color shared by both white faculty and faculty of color?</p> <p>To what extent do faculty in racially mixed teams experience problems with collaboration that are perceived to be race based or compounded by race? To what extent do faculty in racially mixed teams equally share responsibility for raising and addressing issues of race?</p>	Complaints and grievances related to issues of diversity; surveys, interviews.	Provost, Deans, SASS, VP's, Agenda Committee		
Staff Peer & Supervisory Relations	<p>What is the nature and extent of diversity-related issues?</p> <p>Do staff feel they have equal access to developing strong relationships with managers and administrators with power to influence their advancement? To what extent do staff feel that race is a factor in the quality of interaction, collaboration, communication, and camaraderie within their work teams, across work teams?</p>	Interviews	HR, VP's		
Faculty-Staff Relations	<p>What is the nature and extent of diversity-related issues?</p> <p>What are the perceptions of these issues?</p>	Interviews	HR, Deans, VP's, Agenda Committee		

Public Spaces	Do public spaces (e.g. reception areas, student study spaces, and the buildings) reflect the college's commitment to diversity? Do the areas reflect the students you serve?	Conduct an environmental audit of public spaces, including the outside of buildings to assess the potential messages being sent to students, faculty, and staff.	Facilities and SASS		
<u>Subcategories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
Office space, departmental outer areas, and work space.	Does the artwork or other décor reflect diversity? How is the artwork selected? Do all students see themselves represented in the pictures on the walls?	Conduct an environmental audit. Take pictures of the office areas to assess the potential messages being sent to students, staff, and faculty of color.	Faculty		
Campus Grounds	What do you observe about the campus grounds that reflect and support the college's commitment to diversity? Does the artwork reflect the community you serve? How is artwork selected?	Conduct an environmental audit. Take pictures of the campus grounds and assess the potential messages being sent to students, staff, and faculty of color.	Facilities, Faculty		

4. Hiring, Retention, Development, Promotion, and Satisfaction of Staff, Faculty and Administrators

<u>Sub-categories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
Staffing	Provides a profile of institution’s staff. Are people from underrepresented race/ethnic populations in positions of authority throughout the College?	Collect information on staffing by employment classification over a five year period. Disaggregate by faculty, senior administrative, and planning units.	HR (staff); Gallegos & Deans (faculty)		
Recruitment and hiring process	<p>To determine the degree to which:</p> <ul style="list-style-type: none"> • hiring committees are prepared to think about gender, race and cultural biases in interview questions and assessment of applicants; • multiple points of view are represented on hiring committees; • hiring committees are diverse and reflect the student population; • job announcements ask for evidence of experience and/or support of diversity; • application questions, interview questions, teaching demonstrations, and other aspects reflect institutional commitment to fostering a diverse community; • hiring committees are informed of the institution’s commitment to diversity; • candidates asked to demonstrate ability to support campus commitment to diversity. <p>Does the institution have an established threshold for determining whether a hiring pool is diverse enough? Are positions attracting diverse applicants? Are positions advertised in places likely to reach diverse applicants? Does the hiring process support campus strategic initiatives on diversity?</p>	<p>Collect information on the placement of job announcements.</p> <p>Collect information on the classification levels of positions advertised; and positions filled without public advertisement. Collect information on the screening process.</p> <p>Collect information on the campus practices with regard to determining whether a hiring pool is sufficient to continue with the hiring process.</p> <p>Collect information on the diversity of the applicant pools. If pools are diverse, what percentage of people hired are from underrepresented race/ethnic populations?</p>	HR (staff) and Gallegos (faculty); Provost and Deans		

	To what extent are commitment to cultural diversity, cross-cultural communication skills, etc, considered decisive, job related factors by hiring authorities/selection committees?				
<u>Sub-categories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
Retention of staff	<p>Identify the nature of retention issues.</p> <p>Are employees of color staying or leaving in the same proportions as Whites? Why/Why not?</p> <p>Why do staff of color choose to work at TESC? Is the racial climate at TESC a positive, negative, or neutral factor in their TESC experience?</p>	<p>Collect information over a three to five-year period by category of employment for the retention of staff.</p> <p>Collect available information from staff who have departed (e.g. exit interviews through Human Resources).</p>	HR (staff) and Deans (faculty)		
Professional development	<p>Are professional development opportunities offered to create a positive climate?</p> <p>Does the campus require diversity training for all its employees?</p> <p>Are professional opportunities offered that promote a positive racial climate?</p> <p>Staff and Faculty Competencies: what are the abilities of staff and faculty to support students/staff/faculty of different cultures? Are managers/leads prepared to support and lead multicultural departments, units, teams, and individuals?</p> <p>How are departments conducting business in ways that are patterned on cultural modes other than Eurocentric? Does the college develop/evaluate supervisors and managers cultural competencies?</p>	<p>Identify programs offered that promote a positive climate and career progression.</p> <p>Collect information on numbers and types of diversity training offered to employees (voluntary, mandatory, content, scope).</p> <p>On and off campus, and how the college/employee uses the training information; % and number (unduplicated) of employees who participate in training.</p> <p>In what ways does your unit</p>	<p>HR (staff) Provost and Deans (faculty)</p> <p>HR, Development Dean</p> <p>HR, Development Dean</p> <p>Work unit supervisors, Deans</p> <p>HR,</p>		

	<p>Which managers actively support staff development of cultural competencies through education, training, assignments, etc.?</p> <p>To what extent do staff feel race-related factors (race, color, national origin, accent, spoken language proficiency, etc.) are used to their benefit/detriment in decisions about assignments, development, evaluation, corrective action, promotion, and other job-related decisions?</p> <p>What financial resources are available for professional development, and how are those resources distributed?</p>	<p>support groups of staff or faculty interested in exploring issues of race and racism?</p> <p>How much is spent for which activities, and how many participant/employees are served?</p>	<p>Development Dean</p>		
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5. Academic Instruction and Classroom Dynamics

<u>Sub-categories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
<p>Curriculum</p>	<p>Does the curriculum allow students to see themselves and their histories accurately reflected in the curriculum?</p> <p>To what extent do college-wide learning outcomes reflect the institution’s commitment to diversity?</p> <p>What is the nature of college diversity requirements/to whom does it apply?</p> <p>Does the curriculum allow students to have opportunities to develop multicultural competencies—the skills necessary to work and live in a multicultural world as socially responsible citizens?</p> <p>To what extent does the curriculum reflect local, regional, national and international issues and concerns?</p> <p>To what extent does the curriculum reflect racial and ethnic diversity?</p> <p>To what extent does the curriculum reflect equity and social justice perspective in relation to race, class and gender identities?</p> <p>How many and what percent of core faculty are incorporating racial and other multicultural material into their programs, and how many/what percent are not?</p>	<p>Collect information on the college-wide ‘learning across significant differences.’</p> <p>Collect information on the extent and importance of Expectation 2 (“Participate collaboratively and responsibly in our diverse society”) in the stated learning goals of classes and programs.</p> <p>Collect information on professional development opportunities that support curriculum transformation or integration related to learning across significant differences.</p> <p>Visibility of multicultural elements in catalog and program descriptions</p> <p>Collect information on diversity-related program content; credit equivalencies in identifiable areas of multicultural diversity</p>	<p>Curriculum Dean</p> <p>Curriculum Dean</p> <p>Development Dean</p> <p>Curriculum Dean</p> <p>Institutional Research</p> <p>Faculty</p> <p>Faculty</p>		

<u>Sub-categories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
Pedagogy	<p>What kinds of professional development opportunities are available?</p> <p>What financial resources are available for these opportunities, and how are the resources distributed?</p>	<p>Collect information on professional development opportunities provided to faculty on creating inclusive classrooms, supporting multiple ways of knowing, practicing culturally responsive teaching and assessment, and honoring diverse histories, backgrounds and perspectives.</p>	<p>Development Dean</p>		
Library resources	<p>To what extent do the resources support learning outcomes and students' ability to live and work in a diverse world?</p> <p>What financial resources are available for these services, and how are the resources distributed?</p>	<p>Collect information on the number of volumes, visuals, and other material that reflect racial and ethnic diversity by curriculum areas.</p>	<p>Dean of the Library</p>		
Instructional support services	<p>Are instructional support services equally accessible to all students? Are they provided in appropriate places, at appropriate times and in ways that support a diverse student population?</p> <p>What financial resources are available for these services, and how are the resources distributed?</p>	<p>Collect information on the kinds of instructional support offered at the institution, including instructional technology (e.g. media support services).</p> <p>Collect information on which students use instructional support services at the institution. Include basic demographic information on students using services.</p>	<p>Media Services, CAL, IT, WRC and QRC</p>		

6. Campus Services for faculty, students and staff

<u>Sub-categories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
Student support services	<p><i>What are the programs and activities on campus that are designed to promote development and academic achievement?</i></p> <p><i>What is known about their effectiveness?</i></p> <p>Are students satisfied with services?</p> <p>What financial resources are available for these services, and how are the resources distributed?</p>	<p>Collect information on programs and activities that support development and academic achievement, such as: recruitment and retention programs, advising and educational planning support; programs specifically developed to support the academic achievement of students of color; programs with a component aimed at supporting and promoting the success of students of color</p> <p>Collect information from student and alumni surveys regarding satisfaction with services.</p>	<p>SASS</p> <p><i>Institutional Research</i></p> <p>SASS</p>		
Outreach	<p>How does student services hold itself accountable to communities of color off and on campus?</p> <p>Where are recruitment efforts focused?</p>	<p>Collect data on student services efforts to provide information to communities of color both on and off campus regarding programs and services.</p>	<p>SASS</p> <p>Admissions</p>		
Co-curricular Services	<p>How do student clubs and other co-curricular programs support learning across significant differences? What number/percent of faculty sponsors are White, other?</p> <p>What financial resources are available for these services, and how are the resources distributed?</p>	<p>Collect information about co-curricular programs and efforts that support learning across significant differences in the curriculum.</p>	<p>S.&A. (Mercado)</p>		

7. Institutional/Administration Policies, Practices and Resources

<u>Subcategories</u>	<u>Purpose (what you want to know; questions or issues to consider with respect to the subcategory)</u>	<u>Scope (type/source of data)</u>	<u>Suggested Unit responsible for gathering data</u>	<u>Results (what are your findings? What does the data say?)</u>	<u>Recommendations for Action</u>
College marketing/public information	How do college materials reflect the diverse campus population and the service area? How do marketing efforts reach out to diverse people on campus and in the service area? How are students of color portrayed in marketing materials? Are they overrepresented? What efforts are being made to recruit students from communities where there is a high concentration of underrepresented racial/ethnic populations?	Collect information on campus materials and marketing efforts—content and distribution.	Communications and Admissions		
Community Relations/Outreach	<p>What formal and <i>ad hoc</i> partnership efforts connect the campus with communities of color?</p> <p>How does the work of the Foundation strengthen relations with communities of color?</p> <p>To what extent does the college cultivate and engage in strong partnerships and relationships with communities of color and insure that the college is viewed as a key player within communities of color? Are such relationships concentrated in one or two offices?</p>	<p>Collect information on campus/community partnerships and regular community outreach efforts.</p> <p>Collect information on the campus foundation efforts.</p> <p>Collect information on the make-up of the college advising committees that includes community members.</p>	<p>Magda Costantino</p> <p>Foundation</p> <p>Eddie Harding</p>		
Mission statement, values, strategies plan, and policies	How is the college structured to support diversity? Do current practices that unintentionally detract from the college’s commitment to diversity? Do the key decision making bodies reflect the diversity of people in the service area, in the student body, where the college wants to be in terms of diversity?	<p>Identify whether the mission statement, strategic plan, and key campus documents reflect the campus commitment to diversity.</p> <p>List the composition of key decision-making bodies.</p>	President’s Office (Gallegos)		

The Evergreen State College
Total Enrollment (Undergraduates and Graduates)
Statistics
Fall Quarter 2005
All Students (Graduate and Undergraduate)

	Number	Percent
Headcount	4,470	100.0%
Resident	3,554	79.5%
Nonresident	916	20.5%
White	3,112	69.6%
African American	231	5.2%
Hispanic/Latino	186	4.2%
Asian/Pacific Islander	196	4.4%
Native American/Alaska Native	198	4.4%
Not Indicated	517	11.6%
Other	11	0.2%
Alien	19	0.4%
Full-time	3,799	85.0%
Part-time	671	15.0%
Male	1,993	44.6%
Female	2,477	55.4%
Average Age	26.3	-
Regular (Degree-seeking)	4,252	95.1%
Special (Non Degree-seeking)	218	4.9%
Olympia Campus	4,184	93.6%
Tacoma Program	213	4.8%
Tribal Reservation-Based Program	57	1.3%
Grays Harbor	16	0.4%
Students with disabilities	367	8.2%
First generation students	735	16.4%

Undergraduate Students

	Number	Percent
Headcount	4,171	100.0%
Resident	3,280	78.6%
Nonresident	891	21.4%
White	2,886	69.2%
African American	218	5.2%
Hispanic/Latino	175	4.2%
Asian/Pacific Islander	188	4.5%
Native American/Alaska Native	180	4.3%
Not Indicated	498	11.9%
Other	11	0.3%
Alien	15	0.4%
Full-time (12-20 credits)	3655	87.6%
Part-time (<12 credits)	516	12.4%
Male	1,874	44.9%
Female	2,297	55.1%
Average Age	25.8	-
Regular (Degree-seeking)	3,962	95.0%
Special (Non Degree-seeking)	209	5.0%
Olympia Campus	3,885	93.1%
Tacoma Program	213	5.1%
Tribal Reservation-Based Program	57	1.4%
Grays Harbor	16	0.4%
Students with disabilities	350	8.4%
First generation students	728	17.5%
Pell Recipients (received any quarter)	1544	37.0%

Graduate Students

	Number	Percent
Headcount	299	100.0%
Resident	274	91.6%
Nonresident	25	8.4%
White	226	75.6%
African American	13	4.3%
Hispanic/Latino	11	3.7%
Asian/Pacific Islander	8	2.7%
Native American/Alaska Native	18	6.0%
Not Indicated	19	6.4%
Other	0	0.0%
Alien	4	1.3%
Full-time (10-16 credits)	144	48.2%
Part-time (<10 credits)	155	51.8%
Male	119	39.8%
Female	180	60.2%
Average Age	33.5	-
Regular (Degree-seeking)	290	97.0%
Special (Non Degree- seeking)	9	3.0%
Olympia Campus	299	100.0%
Tacoma Program	0	0.0%
Tribal Reservation-Based Program	0	0.0%
Grays Harbor	0	0.0%
Students with disabilities	17	5.7%
First generation students	7	2.3%

Diversity in Faculty Development and Curriculum Planning

One of Evergreen's primary means of faculty and staff development over many years has been summer institutes. The funding for these has fluctuated according to budgets and availability of grant funding. From 1999 through 2002, Evergreen held the following workshops related to diversity:

- *Manifest Images: The Use of Technology on the Representation of Diversity* (4 days, 1999)
- *Student Diversity Requires New Approaches to Teaching and Learning* (4 days, 1999)
- *Critical Moments* (4 days, 1999)
- *Sovereignty and Collaboration: Tribal Issues* (4 days, 1999)
- *Critical Moments* (4 days, 2000)
- *Building toward a Unified Native American Presence* (4 days, 2000)
- *MPA and Tribal Governance Program* (4 days, 2000)
- *Teaching Inclusively* (1 day, 2002)

In the summer of 2003, members of the academic, student affairs and President's office organized an intensive Summer Diversity Institute. Using a method of "grounded research," the participants in this institute spent three days together discussing their experiences and observations of racism and other discriminations on campus. The outcome of the institute was a list of some eight to ten small, but well focused projects intended to begin addressing the college-wide practices that contributed to institutional racism and discrimination. It is important to note that the initial focus of this group was on racism, although other kinds of oppression were, and continue to be, equally weighted. We initially focused on racism, because in the previous February during the Day of Presence, students of color had taken the initiative to articulate their experiences with racism and asked for a strong college response.

A number of projects initiated at the Summer Institute came to fruition, and have helped set a foundation for subsequent efforts over the last three years. For example, in the fall 2003 Faculty Curriculum Retreat, over 150 faculty members attended a day-long discussion of racism in the curriculum and college practices. This was an unusually large turn out (given other faculty retreat events) and reflected a wide interest and concern about racism among the faculty. And while the day's discussions were fruitful, there was a call to clearly follow up and to expand the focus to include more than racism.

In the summer of 2004, we offered a number of summer institutes on topics of diversity and racism. The institutes that we offered included *Race Literacy*, *Facilitating Hot Topics*, and *Diversity Institute*. We also contributed support to the *Native American Studies Faculty Symposium* that was organized by the Northwest Native American Research Institute on campus.

Each of the six team program planning institutes also included a morning's discussion on racism. At least 75% of all faculty members attended one of these planning institutes; they attend with their team members and spend the time planning their upcoming program. By

including an emphasis on diversity in these institutes, we extended a strong invitation to faculty to (1) think carefully about what they could do to make all students feel welcome and recognized in their program, and (2) be mindful of the cultural significance of what was being taught and how. Colleagues who were planning a Diversity Speaker Series came to each of the planning institutes, and actively got programs involved in the Series. The results of these efforts are hopefully reflected in the End-of-Program Reviews.

Most recently in the summer of 2005, we again included a number of institutes dealing with issues of discrimination. These included a second version of *Facilitating Hot Topics*, along with *Reinventing the Silk Roads*. A five-day summer institute, *The Scholarship of Teaching and Learning at Evergreen: Pedagogies of Engagement and Equity*, was co-facilitated by the Office of Institutional Research and Assessment, Washington Center for Undergraduate Education, and the Learning Resource Center. Over the course of the five days, faculty and staff participants reflected on data related to student demographics, diversity learning, differences in who uses Evergreen services and who participates in various educational experiences, student experiences and satisfaction with diversity on campus, among other research findings. Each day, several faculty and staff also presented their scholarship and approaches to teaching that engages diverse learners.

In addition to summer institutes, this year we also hosted a two-day September Symposium. Faculty and staff members were invited to make presentations on their scholarly, artistic or community-based research as well as their thoughts and reflections about the college and curriculum. Joye Hardiman, the director of the Evergreen Tacoma program, opened the Symposium with a keynote address entitled, *Shifting the Premises: Tales of Tacoma – The Campus that Community Builds*. The presentations at the Symposium were a wonderful measure of the degree to which concerns about diversity and discrimination are permeating both teaching and community service for faculty and staff. What follows is a sample of such presentations:

- *Revitalizing Native Traditions: Back to the Future*
- *A River of Culture*
- *Beyond Talk: Placing Race at the Center of Education*
- *Political Opposition and Identity: A Case Study from 19th Century France*
- *The Middle East in an International and Community Context*
- *Peace, Mercy and Justice*
- *Deep Critical Pedagogy: Intersections with Autobiographical Research and Identity Formation*
- *Reflections on My participation in the Roots 2005 Seminar*
- *Gateways for Incarcerated Youth Program*
- *The River People*
- *Evergreen's Exempt Salaries and Salary Increases: What They Are, How They Compare, What Stories They Tell, How They Are Connected to Evergreen's Core Values*

Current correlation between portfolio expectations, the five foci, and the six expectations

<u>Current handbook</u>	<u>FIVE Foci</u>	<u>Six Expectations</u>
<p>According to the faculty handbook, in the areas of teaching, the portfolio is supposed to demonstrate that the faculty member is able to do some of the following. The handbook states that this list is not intended as an exhaustive list (bold added to show connection):</p> <ol style="list-style-type: none"> Contributing to the learning environment in programs through designing and executing parts of a program's curriculum, subject matter expertise, interdisciplinary approaches to material, ability to counsel and advise students, facilitation of a stimulating and challenging atmosphere, innovative work in seminars, lectures, labs, workshops and field work, and effective sponsorship of individual contracts and internships. 	<p>Interdisciplinary Study -- Students learn to pull together ideas and concepts from many subject areas, which enable them to tackle real-world issues in all their complexities.</p> <p>Collaborative Learning -- Students develop knowledge and skills through shared learning, rather than learning in isolation and in competition with others.</p> <p>Learning Across Significant Differences --Students learn to recognize, respect and bridge differences - critical skills in an increasingly diverse world.</p> <p>Personal Engagement -- Students develop their capacities to judge, speak and act on the basis of their own reasoned beliefs.</p> <p>Linking Theory with Practical Applications --Students understand abstract theories by applying them to projects and activities and by putting them into practice in real-world situations.</p>	<p>Articulate and assume responsibility for your own work. A successful Evergreen graduate will know how to work well with others, not only in the workplace or social contexts, but as an active participant in the struggle for a more just world. You will assume responsibility for your actions as an individual and exercise power responsibly and effectively.</p> <p>Participate collaboratively and responsibly in our diverse society. A successful Evergreen graduate will understand that by giving of yourself you make the success of others possible. A thriving community is crucial to your own well-being. The study of diverse worldviews and experiences will help you to develop the skills to act effectively as a local citizen within a complex global framework.</p> <p>Communicate creatively and effectively. A successful Evergreen graduate will know how to listen objectively to others so as to understand and accept a wide variety of viewpoints. By developing a genuine interest in the experiences of others, you will learn to ask thoughtful questions, to communicate persuasively, and express yourself creatively.</p> <p>Demonstrate integrative, independent, critical thinking. A successful Evergreen graduate will have the ability to appreciate and critically evaluate a range of topics, across academic disciplines. As you explore these disciplines, you will develop a greater curiosity toward the world around you, and its interconnections, that will enhance your skills as an independent, critical thinker.</p> <p>Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.</p>

<p>2. Fostering students' intellectual and cognitive development.</p> <p>3. Fostering students' communication abilities.</p> <p>4. Displaying intellectual vitality.</p>		<p>A successful Evergreen graduate will understand the importance of the relationship between analysis and synthesis. Through being exposed to the arts, sciences and humanities, and coming to your own critical understanding of their interconnectedness, you will learn to apply appropriate skills and creative ways of thinking to the major questions that confront you in your life.</p> <p>As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.</p> <p>A successful Evergreen graduate will be able to apply the personal frame of reference you develop as a result of this unique education in order to make sense of the world. This understanding will allow you to act in a way that is both easily understood by and compassionate toward other individuals across personal differences</p>
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New Faculty Orientation: The Portfolio

Introduction

An important focus for our work together in the upcoming year will be the faculty portfolio. Maintaining a portfolio is a traditional practice and artifact at the college. It was the portfolio, rather than academic departments or majors, that was to be the institutional structure that reflected faculty and student work. As many colleagues will tell you, though, its use today is varied.

The portfolio is a natural focus for our work as each of you deliberately joins the Evergreen faculty and community. It is also a very practical focus for us. Each of you, at the end of this year, will have an evaluation or final conference with a dean to assess your work for the year. The basis of that evaluation will be your portfolio. Throughout the year we will focus on the different elements of the portfolio, the critical teaching practices that those elements are tied to, and engage in the reflective and writing activities that go into creating the portfolio documents.

We will approach the portfolio in two ways: first, it is a thing – a box, a folder, a three-ringed binder, a disk – where each of you will collect and organize required documents (listed below); second, and equally important, it is created through reflective practices (e.g. design of curricular materials, evaluations of students work, self-evaluation) done individually and with your team mates. It is these practices that are at the heart of good teaching for your team, and your own efforts to deepen your intentions and understanding as a teacher. When we meet during the year, we will regularly focus on questions of teaching and learning, and engage in our own provocative, reflective practices, including making time during our meetings to do some informal writing.

Contents of Faculty Portfolio

1. An annual self-evaluation by the faculty member each of the past five academic years that the person has taught at Evergreen for at least part of one quarter. In each of these self-evaluations the faculty member addresses, at least, the criteria for evaluation and reappointment of faculty set out in section (12) of this policy.
2. All evaluations by the faculty member of other Evergreen faculty with whom the faculty member has taught with at Evergreen and all evaluations of the faculty member by these faculty.
3. All evaluations of or by the faculty member required by an Evergreen curriculum planning unit or graduate program.
4. All evaluations of the faculty member by Evergreen students of the faculty member.
5. All self-evaluations of the faculty member's Evergreen students and all of the faculty member's evaluations of these students.
6. All program or contract syllabi, covenants, and descriptions connected with the faculty member's teaching at Evergreen.
7. Other people's descriptions and/or evaluations of the faculty member's participation in college affairs.
8. Any other material that the faculty member wishes to include.

Portfolios and the Scholarship of Teaching and Learning

Other groups of faculty on campus are piloting a new format for organizing their portfolios that is connected with work on the scholarship of teaching and learning (SOTL) nationally, and we want to include new faculty in this project as well. These SOTL portfolios are organized into three categories: faculty intentions for student learning; descriptions of assignments, projects and so forth that are designed to support students' learning; and reflections on what students are actually learning. What characterizes the SOTL portfolios is the centrality of students' learning, and the act of scholarship lies in examining how or inquiring into how students are learning whatever they are learning in your program. For instance, for any particular project or assignment, your reflection and writing might focus on the following kinds of questions:

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- what is your intention in terms of student learning, and how is the specific intention connected to the larger program goals?
 - where do students start, or what do they bring to this assignment/project and how will you and they know?
 - what will levels of development look like, in terms of beginning, developing and advanced performances?
 - how will students assess their own learning with respect to this particular assignment?
 - where does this assignment lead? What follows this assignment?

The overarching question in these SOTL portfolios is the basic one: so what? As with other forms of scholarship, scholarly inquiry into teaching is connected with larger questions in the field and among peers. The audience for your own scholarship might be your disciplinary colleagues or your colleagues at TESC. It might also be yourself, in terms of your own development as a teacher.

The SOTL portfolio builds on the TESC teaching portfolio by emphasizing and organizing the actual writing of #1 above.

Origins of SOTL (Scholarship of Teaching and Learning) at TESC:

In 2002, the Washington Center co-directors, working collaboratively with the dean for faculty development, extended an invitation to all faculty at Evergreen to participate in a project called *Assessing Complex Knowing*. The project was designed to be consistent with international work on the scholarship of teaching and learning, specifically the course portfolio project. The purpose of the project was to create opportunities for faculty to reflect on the relationships between what they hoped students would learn in their courses and programs, the kinds of assignments and projects they were designing, and the work that students actually did. In 2004, Washington Center hosted a summer institute on SOTL, and invited colleagues from Portland State University to participate, because PSU has a robust and nationally recognized SOTL program, including venues for explicitly connecting faculty research with student learning. A report from that institute, with recommendations for TESC, is attached.

Since 2002, Washington Center has been facilitating faculty conversations about teaching and learning through informal gatherings during the academic year, writing retreats, summer institutes, and by inviting TESC faculty to participate in state-wide and national projects, like the retreat on assessing interdisciplinary learning with Veronica Boix-Mansilla from Harvard in March 2006. Washington Center led a workshop at the EWS mid-winter retreat that was grounded in SOTL. Working the six expectations, faculty participants outlined the student learning that mattered most, and then they worked on strategies for helping students provide evidence of that learning. This work, on defining learning outcomes and looking at evidence of student learning, is at the core of SOTL projects.

Current work: In the fall of 2006, with support from the provost, Washington Center is sponsoring a SOTL project called *Assessing Learning at Evergreen*, using the protocols for collaborative conversations on students' work that were first developed by Project Zero. This project will be open to all TESC faculty. This on-campus project will be part of a larger national project involving twenty colleges, focused on the same theme.

Basic Structure and Timelines Sustained College-wide Engagement

Winter Quarter

- Determine the focus for the following academic year, using an open process that is inclusive of faculty, staff and students.
- Identify possible presenters for both academic and workplace relevance.
- Faculty will be encouraged to involve their academic programs the following academic year.

Spring Quarter

- Secure presenters.
- Work with faculty and other presenters to identify and develop support materials.
- Develop Summer Institutes.

Summer Quarter

- Conduct summer institutes and develop employee questionnaire.
- First institute: participants will explore series content and themes, strategies for teaching the material, and work place relevance.
- Second institute: participants will develop facilitation skills.
- Staff and faculty institute: to train seminar facilitators for program's campus wide seminars.

Fall/Winter/Spring Quarters

- Distribute employee questionnaire.
- Each quarter features one presentation/activity, related reading material, facilitated college-wide discussions (including participation of academic programs and related inquiry/learning communities), publication of small group discussion reports, and tabulation of questionnaire responses.

CONFLICT TYPE:

Alleged Victim: Student___ Faculty___ Staff___ Visitor___ Unknown___ # of indiv. ___

Alleged Perpetrator: Student___ Faculty ___ Staff___ Visitor___ Unknown___ # of indiv. ___

___ Sexual Factors: _____

___ Hate/Prejudice/Discrimination Factors: Issue identified by alleged victim? _____

(select all that apply)

Race/Ethnicity ___ Gender ___ Sexual Orientation ___ Gender identity ___

Religion ___ Ability___ Age___

Target group: _____ Violator group: _____

___ Domestic conflict: Relationship type _____

CONFLICT CHARACTERISTICS:

Physical Harm___ Assault___ Medical Attention___

Property damage ___ Firearm/weapon involved___

Harassment___ Threats___ Intimidation___ Aggression___

Insulting speech, gestures, images___ Tension___

Verbal___ Non-verbal___

SETTING:

___ On-campus:

Party___ Classroom___ Home/Dorm___ Office___ Public Space___

___ Off campus:

College-sponsored event___ Home___ Public Space___

REPORTED (How?) Formal___ Informal___ Anonymous?___

(When?) Part of Quarter: Beginning___ Middle___ End___

ADJUDICATION: By whom? _____ Outcome: _____

By whom? _____ Outcome: _____

CONTRIBUTING FACTORS: Alcohol___ Other drugs___ Psychological___**Other:** _____