

The Evergreen State College

1998 Progress Report on Diversity and Participation by People of Color Performance, Graduate Education and Leadership - Attachment A-2

Plans For Reviewing and Evaluating Institutional Action Plans and Goals

Institutional action plans and goals dovetail with current State Accountability measures. One of the State Accountability measures is an indicator that tracks the participation of faculty in diversity conferences, workshops, seminars, and similar events. In the 1995-96 baseline year, 26% of the college's faculty participated in diversity activities. The target for 1998 was to increase the level of participation to 27.7%, with a long-range goal of 50% participation. In 1998, 67 full-time faculty, out of a total of 153 full-time faculty, or 43.8 %, participated in extensive faculty development training on diversity, well exceeding the targeted goal.

The diversity activities ranged from the five-day Intercultural Communication Institute at Portland State University, to a weeklong summer institute at Shoreline Community College on diversity, to a variety of locally offered institutes, for example, "Recent Scholarship on Race, Gender, Class" and "Humans and Nature in the Pacific Northwest."

The content of these workshops included American Ethnic studies, intercultural understanding, and pedagogical theory and practice in teaching students with special needs and diverse learning styles. Working and studying in other cultures through international programs was another dimension of the college's program to embrace diversity in its curriculum. Eleven members of the faculty were involved in programs that included substantial study abroad.

Mentoring and Recruiting Undergraduate Students of Color to Pursue Graduate Degrees

Mentoring. It should be noted that our faculty rotate so that they teach in the undergraduate curriculum as well. When faculty rotate back from teaching in the graduate programs, they bring first-hand information about the graduate programs to their undergraduate students. Faculty advising of undergraduate students is an important and integral component of teaching at Evergreen.

The MIT 2000 Program, whose cohort will start in Fall 1998, will focus on the Native American Learner. The MIT program has given their time and resources to recruit MIT 2000 students from Native American populations. Representatives from the program have gone to reservations, Native American events in Washington state and Portland, and Native American community centers in Mason County, Tacoma, and Seattle. In addition to advertisement in local, regional, and national native publications, recruitment and application assistance workshops have been conducted at Evergreen's Longhouse. Much of this recruitment overlaps with undergraduates who have been encouraged to consider the MIT program; some of the students in the Native American Studies program have created a group interested in education and teaching. The MIT program has coordinated with Tina Moomaw, the Longhouse Coordinator, in reaching out to undergraduate students.

MPA Program. There has also been dialog between the MPA program and the Tribal program administrators in terms of developing MPA electives that deal specifically with issues of tribal administration. These offerings would be designed to attract students from the reservation-based programs, as well as others interested in tribal administration.

Other recruitment efforts. In addition, there are recruitment efforts in place for the MES, MPA, and MIT programs at Evergreen's Tacoma campus (three times a year) and other events in Tacoma and Seattle. For example, representatives from these programs have gone to Evergreen's Evening/Weekend Program advising days to speak with students about the programs. They have also participated in Evergreen's Graduate School Fair and the Graduate School Fair conducted by the Minority Student Advising Office at the University of Washington. The MES and MPA have gone to Evergreen's tribal-based programs as well, to speak with students about graduate programs.

Although First Peoples' Recruitment has not institutionalized a process which incorporates the needs of graduate recruitment (they have focused our attentions on undergraduate recruitment only) they did work with MIT in 1997 to assist with recruitment for the Fall 1998 entering class.

All three graduate programs have been advertised in *Indian Country Today* in the past 3 years; both MPA and MES programs were advertised in *Black Issues in Higher Education*.

Presentations and Activities by Institutional Leaders

TESC Board of Trustees adopts Role and Mission Statement for the College: “Making Learning Happen”

The April 1997 revision of the college’s mission statement affirms the trustee’s commitment to institutional goals for participation by people of color. The mission statement includes these principles that directly address diversity issues:

- 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 populations, guides Evergreen’s community-based programs at Tacoma and 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 mix in the composition of its student body, staff, and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, gender, and sexual orientation. (For complete text of Role and Mission Statement, see page 3.)

TESC Board of Trustees adopts Diversity Statement

The Evergreen State College Board of Trustees, adopted a Diversity Statement on February 11, 1998, that re-affirms their 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 Board of Trustees has long supported access to higher education for all students. “We believe that we have a continuing obligation to provide opportunity to persons and communities that have historically not been well served by public education.” (For complete text of Diversity Statement, see page 4.)

Evergreen President testifies before Washington State Senate Law and Justice Committee

Jane Jervis, President, The Evergreen State College, testified at the Senate Law and Justice Committee re: Initiative-200 and Senate Bill 6689, February 4, 1998. (Text follows on page 5.)

Evergreen’s Women Leaders

President Jane Jervis, Joye Hardiman, Jean McGregor, Stephanie Coontz, and Carol Minugh are six Evergreen women who have been recognized for their leadership and achievement at a celebration of the 150th anniversary of the women’s rights movement, “Living the Legacy, a Salute to Washington Women,” reported in *Academic Affairs at The Evergreen State College*, Winter 1998.

**ROLE AND MISSION STATEMENT
FOR THE EVERGREEN STATE COLLEGE**

“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, humanities, social sciences, 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 that underlie 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 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 require 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 placebound populations, guides Evergreen's community-based programs at Tacoma and 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, gender, and sexual orientation.
- * Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.

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 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.

As Last Revised 4/9/97
Originally adopted 3/16/89 & Revised 9/25/91

By _____(Chair)
Dwight K. Imanaka

Attest: _____(Secretary)
Carol Vipperman

DIVERSITY STATEMENT

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.

Adopted: February 11, 1998

By: /s/ Carol Vipperman
Chair

Attest: /s/ David E. Lamb
Secretary

board/policies/pol#11diversity

February 4, 1998
Senate Law and Justice Committee
Jane L. Jervis, President, The Evergreen State College

I would like to begin with some personal background to put my testimony in context. In 1955 I graduated from a segregated high school. In college, the chairman of the math department at Harvard told me that I could not major in math because girls could not be mathematicians. When I graduated from college with a major in physical sciences, I was told by several notable employers that they did not hire women in professional positions, but could I type? In 1962 I was fired from my job as a technical writer at Texaco because I was pregnant. This was not so long ago.

Sixteen years later, in 1978, I received my PhD from Yale University, and I began a new career in higher education. Evergreen is my fourth job. In each of those four jobs, including this one, I was the first woman ever hired. In each of those four jobs, I would not have been considered as a candidate except for Affirmative Action. Everyone knew that the dean had to be a man; the dean had always been a man, the president had always been a man. That's what a dean looks like. That's what a president looks like. Affirmative Action helped those institutions to look beyond comfortable assumptions about what a dean or a president had to look like, and to consider what the requirements for the job really were, and what the qualifications really were. I was considered for those positions because I was a woman, but I was hired because I was the best qualified candidate. I will not assert that I have been the best dean or president that ever was, but I do assert that I have not been the worst, and I have certainly been qualified.

I tell you this personal story to set the context for our opposition to this initiative before the Legislature. For our society and for our collective future, we need to use all the talents of all of our people. We need to actively seek out and develop candidates for admission to college -- candidates who have always been told that college was not for them because they are dark-skinned, or female, or disabled, or too old, or too poor. We need to actively seek out and develop candidates for employment as teachers, as deans, as legislators, as technicians, as contractors -- candidates who have always been discouraged from aspiring because they are dark-skinned, or female, or disabled, or too old, or too poor.

We must not -- we cannot afford to admit or to employ people who are not qualified. Failure harms everyone. But unfortunately we still need to be reminded to be clear-eyed and hard-headed about what really is a qualification, and what is simply an old assumption based on our personal history and our limited experience. Even in the 1950s, being male was not really a qualification for being a mathematician.

We support the intent of Senate Bill 6689, which forbids quotas and which forbids hiring or selecting unqualified persons. We do not have and we do not want quotas. We do not and we do not want to select the unqualified. But passage of the Initiative now before the Legislature may well prevent us from actively seeking out talent and ability in places and among people that continue to despair of opportunity. We cannot afford that. We urge the legislature to place an alternative before the people.

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