

The Evergreen State College
Diversity and Participation of People of Color
In Higher Education
2000 HECB Survey Response

"We believe that if teaching and learning are to be effective, they must draw from many perspectives and include a multiplicity of ideas. This is true for teaching across disciplines; it is also true for TEACHING ACROSS DIFFERENCES. Evergreen believes in preserving and articulating differences of ethnicity, race, gender and sexual orientation, rather than erasing them or shoving them to the sidelines, and this belief is reflected in the design and content of our programs."

Excerpted from The Evergreen State College 2001-2002 Catalog

Goal V-A Through year 2001, public baccalaureate institution and community and technical college leaders will demonstrate increased commitment to the value and role of ethnic/racial diversity in learning, teaching, research, and service.

TESC leaders are continuing and have added to previous efforts. Examples of their ongoing commitment include the following:

Presidential Appointment

The Board of Trustees and the College were very successful in recruiting culturally diverse candidates for the college presidency. The successful candidate, Dr. Thomas L. Purce, brings excellent credentials, as well as cultural diversity, to highest office of the institution.

Public Service Centers

The Evergreen State College leaders continue to demonstrate their commitment to the value and role of ethnic/racial diversity in learning, teaching, research and service through

their ongoing support of the public service centers housed on the campus. Today, TESC supports the work of the following research and service centers:

- The Evergreen Center for Educational Improvement (K-12)
- The Labor Education and Research Center
- The Longhouse Education and Cultural Center
- The Northwest Indian Applied Research Institute
- The Washington Center for Improving the Quality of Undergraduate Education, and
- The Washington State Institute for Public Policy.

Much of the work of these centers is focused on developing pedagogical, curricular and structural solutions to the challenges academia faces in becoming truly responsive to the long-standing educational aspirations of people of color. Here are some examples of the work currently conducted by the various public service centers at TESC:

The Evergreen Center for Educational Improvement (ECEI)

The ECEI works with communities state-wide to improve K-12 education programs, conducting research, providing models and materials to build expertise and partnerships at the local level across the state. Recent examples of diversity-related activities include the following:

- A project titled “Improving American Indian Student Reading Through Culturally Appropriate, Contextual Curriculum Units” was funded by the HECB. The purpose of this project is to develop, implement and test three K-2 reading curriculum units in six predominantly American Indian schools (members of the Unity Project.) The themes of the units are “The Canoe,” “The Drum,” and “Hunting and Gathering.” These themes represent central elements of Pacific Northwest Native culture.
- Forty-six presentation/workshops have been developed, conducted and sponsored by the ECEI. The presentation topics include Reading and Math for Second Language Learners, Reading and Native American Students, Curriculum Development, The Six Trait Analytical Model for Writing, Literacy Development, Educational Reform and Standards-based Education. Audiences for these presentations and workshops have included representatives from: Office of the Superintendent of Public Instruction, WA State Math Council, Northwest Indian Fisheries Commission, The WA Organization for Reading Development, Puget Sound Council of Teachers of Math, WA Association of Educational Grants Managers, WA Indian Education Association, Thurston County Leadership Association, WA Association for Bilingual Educators, The Foundation for Russian American Economic Cooperation, Native American educators, The Evergreen State College bilingual and MIT students, Puget Sound ESD, Yakima, Grapeview, Everett, and Bellevue School Districts, Renton Technical College, Pierce College, University of Washington and the Teacher’s Academy in Ellensburg.

Recent Publications/Research Studies from the Evergreen Center include:

- The “Encounters” curriculum, by Llyn DeDanaan, focusing on the use of primary historical documents to investigate the historical “encounters” between Native

Americans and the settlers. The curriculum development process is intended for use in WA State history classes.

- “Reading and Second Language Learners” is a supplemental teacher resource summary of the “lessons learned” from research about how students learn to read when English is not their primary language.
- “Reading and Native American Students” is a study of published research regarding the most appropriate methods for addressing the educational needs of Native American children in public schools.

The Labor Education Center

The Evergreen State College Labor Education Center develops educational programs in a collaborative fashion with labor unions, community members and students to address issues relevant to workers and their unions. The Labor Education Center also offers credit-granting labor studies classes through TESC’s Part-time Studies program.

Examples of recent activities include:

- Working directly with labor unions to integrate anti-racist and anti-discrimination themes into its educational curriculum. Samples include the center’s Summer School for Union Women and its Rank and File School for Laborers.
- Assisting the Asian Pacific American Labor Alliance with an oral history project focused on Asian Pacific American Workers in King County, Washington. The Labor Center and Evergreen staff will help conduct and transcribe interviews, photograph workers, and develop a display system for a traveling exhibit.
- Working primarily with Latino and indigenous non-timber forest workers and their supporters on research related to labor and immigration policies and workers’ harvesting practices in the woods of the Pacific Northwest.
- Joining with faculty from Evergreen’s Tacoma campus and with faculty from the University of Washington-Tacoma to plan a Women of Color and Labor History conference for Winter, 2002. The same planning group is also reviving the New School for Union and Community Organizing, to be held in Tacoma, in the Winter and Spring of 2002.
- Offering Labor Studies classes on the following topics: *Racism, Race, and the Labor Movement in the United States* (Spring Quarter, 2000).

The Longhouse Education and Cultural Center

As a public service center and gathering place that can accommodate several hundred people, the Longhouse at Evergreen is the first building based on Native American tradition and infused with modern teaching technology on a public campus in the United States. The Longhouse hosts a variety of educational and cultural functions, such as lectures, conferences, performances, ceremonies, and other diverse cultural activities, and offers hospitality for students, the college, and nearby communities.

Reflecting Northwest Native American traditions, the Longhouse provides flexible classroom and meeting space for the Reservation-Based Tribal Program, houses Native American Studies, and supports the Native Economic Development Arts Program.

- The Northwest Indian Applied Research Institute (NIARI) and the Longhouse Education and Cultural Center collaborated with Enrollment Programs and College Relations to create a comprehensive recruitment program specifically targeting Native American students. Current Native students at Evergreen are trained as recruiters to attend college fairs and speak directly with Native student organizations at regional community colleges.
- Created a brochure that features the Native faculty and staff, information about the two public service centers, academic programs and the college in general. Native students are featured in the brochure emphasizing the advantages of an Evergreen education. To supplement the brochure, the Northwest Indian Applied Research Institute created a recruitment video that also targets prospective Native students.
- The Longhouse will host the 2001 Gathering of Indigenous Visual Artists of the Pacific Rim Conference, in June 2001, bringing indigenous artists from Canada, Continental U.S., Hawaii, New Zealand, Bali, the Philippines and Norfolk Island to the Northwest.

Northwest Indian Applied Research Institute (NIARI)

NAIRA expands the services that the college can offer the tribes, enabling Evergreen to assist local tribes to meet their economic, governance and resource goals. At the same time, the Institute provides additional, real-life learning opportunities for Evergreen students. Since September 1, 1999, the Institute has engaged in designing and conducting research projects, workshops, symposia, and conferences on Indian issues in the following programmatic areas: Cultural Revitalization, Governance, Natural Resource Management, and Economic Sustainability. The past year's activities and events include:

- A two-day conference entitled "*Caucus of Native Leaders, Activists and Academics*" on January 28 & 29, 2000 at the Longhouse. Evergreen students were invited to be observers while a prestigious group of tribal representatives discussed and debated issues. This two-day session was video taped. The footage is being developed into a series of educational videos that will be made available to Native Studies programs throughout the United States.
- Co-sponsored a Native Foods Systems conference on August 30, 2000 at TESC's Longhouse. Tribal representatives learned more about creating their own community gardens where native foods and medicines could be cultivated for community use or for profit. TESC's organic farm played a vital role in growing native plants for the project.
- Sponsored several Masters in Public Administration (MPA) applications projects, which focused on tribal and Native American citizens' contributions to the economy of Washington State. TESC MPA students researched in detail tribal government and community economic and administrative programs in order to complete their projects.
- Sponsored on-going research for the development and implementation of Washington State Tribal and Native American curriculum for use in junior and senior high school. These lesson plans address topics such as: Native American Stereotypes and Realities, Washington State Diversity: Three Geographical & Cultural Regions, and Saving Salmon from Extinction. Lesson plans will be disseminated through NIARI's website and through the Office of Superintendent of Public Instruction, Indian Education Office, and will be offered free of charge.

- Co-sponsored Dr. Haunani Trask, a Native Hawaiian activist who spoke in a forum open to TESC students, faculty and administration. Dr. Trask spoke about the Native Hawaiian recognition legislation and Native Homeland issues.
- Funded two Native art projects, which provided art modules to TESC's Reservation-Based/Community Determined academic program. These modules were offered during Fall and Spring, 2000.

Washington Center for Improving the Quality of Undergraduate Education

The Washington Center for Improving the Quality of Undergraduate Education was established in 1984 as a public service initiative of The Evergreen State College and has developed into a network of faculty and administrators at 48 of the state's public and private, two-year and four-year institutions. Creating powerful learning experiences for all students is at the heart of the Washington Center's mission. Much of the Center's work consists of providing professional development opportunities for faculty, staff and administrators that lead to the creation and or strengthening of:

- communities of active and diverse learners;
- curricular coherence through learning communities;
- structures and practices that embrace cultural pluralism; and
- organizational structures that promote learning and enhance diversity within communities.

A steady commitment to the success of diverse learning infuses the Center's agenda. This is demonstrated through the increase in the number of projects relating to diversity issues and through the inclusion of diversity issues in all aspects of the Center's programming. These projects have been undertaken recently:

- *Fostering Academic Success of Students of Color: Transitions from Two-Year to Four-Year Public Colleges and Universities in Washington* (1998-2000). This project was initiated by Evergreen, approved in concept by the provosts/academic VPs of the public four-year institutions, and developed through the Washington Center in collaboration with the State Board for Community and Technical Colleges. Five four-year, four two-year, and two out-of-state institutions were represented.
- *Cultures and the Process of Learning*, 1998-2001. Continuing collaboration with State Board for Community and Technical Colleges around student of color academic success.

In the 2000-2001 academic year, these strands of work continue:

- *Critical Moments Project: Deepening our Understanding of Cultural Diversity through Critical Analysis, Effective Interviewing, Case Writing, and Case Teaching*
- The Washington Center received a grant from the William and Flora Hewlett Foundation to support the development of the Critical Moments projects on four campuses—Seattle Central Community College, Tacoma Community College, South Puget Sound Community College and The Evergreen State College. The grant continues through 2002. Critical Moments is an educational project that aims to retain underrepresented students. Through developing and teaching diversity case stories, the project fosters reflective practice and critical inquiry through the vehicles of race/ethnicity, gender, disability, age, class, and/or sexual orientation. The case

stories reflect critical events in the educational experiences of mentally and physically challenged students, older students, female students, students of color, gay/lesbian students, and/or first-generation students.

Sharing and analyzing these moments can enhance the academic skills, ease the isolation of underrepresented students, and help the institution plan more proactive strategies to help students persist and succeed.

- *Cultures and the Process of Learning*, 1999-2001. A series of five day-long workshops is being offered over a two year period. These workshops are designed for community college faculty. The project is initiated by and funded in part by the State Board for Community and Technical Colleges and includes:
 - *Asian American Cultures and the Process of Learning*, Tacoma, November 1999
 - *Asian American Cultures and the Process of Learning*, Tacoma, January 2000
 - *Latino/a Cultures and the Process of Learning*, Yakima, May 2000
 - *African American Cultures and the Process of Learning*, Tacoma, Fall 2000
 - *Native American Cultures and the Process of Learning*, Seattle, Winter 2001
 - *(Due to high demand, both the Asian American Cultures and the African American Cultures workshops were repeated.)*
- “Enriched Learning For All: Teaching and Organizing for Access and Excellence” is the theme of the Washington Center’s annual conference in 2001. The keynote speech, “Engaged Multicultural Learning: Math as a Test Case” represents the Center’s continuing effort to bring questions of diversity to bear on all aspects of learning and teaching. The Washington Center’s Planning Committee is committed to making student learning—the learning of ALL students-- the focus of the next three annual conferences.
- *Deepening Learning Community Work in the State and Nation*. The learning community strand of the Washington Center work includes a strong focus on cultural inclusion and student success. Planning interdisciplinary, team-taught programs encourages faculty to range out beyond the usual boundaries of their disciplines and their academic training as teachers. The Washington Center received a grant from the PEW Charitable Trust to support learning community work nationally. As part of that grant, publications and conference presentations will be developed on learning communities as a strategy for supporting students of color and non-traditional students. The commitment of the Washington Center to foster cultural inclusiveness in teaching and learning will continue in its work both inside and outside the state.
- *Faculty Development at the Evergreen State College*: in collaboration with the dean for faculty hiring and faculty development, the Washington Center helped develop a series of workshops for faculty on general education. One day of those four day sessions focused on making the curriculum and the pedagogy of programs at TESC more inclusive. Workshop leaders for those sessions included Willie Parson, Jan Kido and Emily Decker; additional consulting was provided by Gilda Sheppard, Betsy Diffendal, Llyn DeDanaan and Rita Pougiales.

Washington State Institute for Public Policy

The Washington Legislature created the Washington State Institute for Public Policy in 1983. A Board of Directors representing the Legislature, the governor, and public

universities governs the Institute and guides the development of all activities. The Institute's mission is to carry out practical research, at legislative direction, on issues of importance to Washington State. The Institute conducts research activities using its own policy analysts, consultants and academic specialists from universities. New activities grow out of requests from the Washington Legislature and executive branch agencies, often directed through legislation. Institute staff work closely with legislators, as well as legislative, executive, and state agency staff to define and conduct research on appropriate state public policy topics.

Current assignments include a wide range of projects in criminal justice, youth violence, higher education, K-12 education, and welfare policy.

Goal V-B Through year 2001, public baccalaureate institution and community and technical college leaders will demonstrate increased efforts to provide a campus environment that is free of ethnic/racial discrimination and harassment.

TESC leaders are complimenting existing programs with new projects and activities to provide a campus environment that is free of ethnic/racial discrimination and harassment.

The Longhouse, Community and Student Collaborations

One of the most effective ways to provide an environment that is free of ethnic and racial harassment is to offer opportunities for students, faculty and staff to experience cultures other than their own. The Longhouse offers a variety of events and programs throughout the year that bring the Evergreen community together with the Native communities. It has supported an annual pow wow, sponsored by the Native Student Alliance, which provides cultural programs in the form of concerts and performances. The Longhouse also hosts conferences, workshops and artist-in-residence programs that bring Native people to campus. The Longhouse also sponsors twice yearly Native art fairs that promote economic development for Native artists and increase community exposure to a wide variety of Native art styles.

Center for Mediation Services

The Center for Mediation Services is housed on campus and staffed by volunteers who have completed formal phone conciliation training and are informed about college grievance policies. The center offers problem solving and referral, conciliation and mediation services, and well as conciliation and mediation training to the campus community.

Diversity Accountability Measure

The Evergreen State College supports the statewide emphasis on accountability as one means of demonstrating its commitment to improving the quality and efficiency of higher education. Evergreen chose diversity as the topic of its mission-specific measure. The measure is composed of three items: (1) fall-to-fall retention of students of color; (2) a measure of faculty development work done at Evergreen designed to enhance the capacity of faculty to understand and work with diverse people (the proportion of faculty participating in such activities); and (3) additional student outcome data drawn from the College Student Experiences Questionnaire (the specific item is estimated gain in "Understanding other people and the ability to get along with different kinds of people").

Retention of undergraduate students of color across all Evergreen campuses from Fall 1999 to Fall 2000 was 78%, as compared to 76% for white undergraduate students. Retention of students of color is typically higher on Evergreen's Tacoma campus than on the Olympia campus, which remained true for 1999-00 retention rates. For 1999-00, undergraduate students of color returned at a rate of 82% on the Tacoma campus compared with 77% on the Olympia campus. For the current biennium, target retention for students of color on the Olympia campus was 79% for 1999-00 and 80% for 2000-01.

In 1999-00, 52% of Evergreen's faculty participated in diversity-related faculty development activities, which is double the 26% who participated in 1995-96. The College set a long-term goal of 50% faculty participation in diversity-related development activities in our 1998 accountability plan. We exceeded that long-term goal in 1999-00.

The student diversity learning outcome target put forward in our 1998 plan for 1999-00 performance was 3.27, which we exceeded with 1999-00 performance of 3.32. We hope to continue our growth in this area with a targeted increase on this measure to 3.38 by 2000-01.

Policy Training and Intervention

The Special Assistants to the President for Civil Rights and Legal Affairs and for Equal Opportunity continue to provide staff, faculty and students with training on their rights and responsibilities regarding harassment and non-discrimination based on race/ethnicity.

The President's Diversity Fund

The Evergreen State College President's Diversity Fund continues to support the college community's effective functioning in a multicultural environment. It is endorsed by the Board of Trustees, sponsored by the President and administered by the Special Assistant to the President for Equal Opportunity.

Programs produced and/or sponsored by the fund increase campus awareness and encourage a welcoming, inclusive multicultural community climate. Examples of recent events and activities produced or supported by the fund in 1999-2000 include:

- World Trade Organization Conference – Conference presenting the perspectives and analysis of many cultures on the effects of the World Trade Organization.
 - Rachel Carson Cinco de Mayo Forum on Pesticide Use in Agricultural Production – Informational forum with a panel that included representatives of agribusiness, a pesticide research organization, and farmworkers. The program also included a cultural entertainment program.
 - Taipei Fu Hsing Acrobatic Troupe -- from the Chinese Acrobatic Department of the National Fu Hsing Dramatic Arts Academy.
 - South Sound Tribal Histories, Cultures and Economic Development Lecture Series – A partnership with the academic program of the same name and NIARI, dealing with Native American history, culture and economy.
 - Strategic Interventions for Anti-oppression, a workshop facilitated by Leticia Nieto Johnson.
 - No Barriers – A presentation by Mark Wellman, quadriplegic climber for disability awareness, a partnership with the college's Access Services Office.
 - Intersections: The WTO, IMF/World Bank & Community Alliances Conference, exploring the global economy and policies that directly impact local people's livelihood. Brazilian Senator Marina Silva, participated in a panel: Communities Confronting Globalization.
 - "Women, Dissent & Creativity", a lecture by Nawal El Saadawi, Arab feminist writer.
 - Day of Absence / Day of Presence, a unique campus program offering two days of workshops and events focused on multicultural community building. Special attention was paid to the impact of majority culture and white privilege on our college environment.
 - Images of Diversity: Film as a Tool for Social Action and Empowerment, this film screening and presentation by filmmaker Ellen Sumpter was a partnership effort with TESC's Tacoma Campus.
 - Madonna Thunderhawk, Native American activist, discussed current Native struggles with corporate development in South Dakota.
 - The Mystical Arts of Tibet, traditional dances and music by Tibetan monks from the Drepung Loseling Monastery, in honor of Asian Heritage Month.
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- Eye Candy, Hip Hop, Film and Lecturers, a partnership with Evergreen's Tacoma Campus, provided a program of lectures, films and music around the theme

“Reclaiming History from the Narratives of Oppressors” for the campus and the surrounding community.

- Genderqueer: Northwest Transgender and Intersex Film Festival, a partnership with numerous student organizations to present a four-day film festival, including films from twelve countries, speakers, vendors, workshops and discussion sessions. Speakers include Leslie Feinberg and James Green.
- Graduation Ceremony Real-Time Captioning, a partnership with the MPA Student Association, Student Activities Administration, and Access Services to provide real-time captioning for the hearing-impaired during graduation ceremony.

Goal V-C Through year 2001, public baccalaureate institutions and community and technical colleges will demonstrate increased inclusion of material on cultural pluralism, ethnic diversity, and race and racism in American society across a broad array of undergraduate courses.

TESC continues to demonstrate a commitment to the inclusion of material on cultural pluralism, ethnic diversity, and race and racism in American society across a broad array of undergraduate and graduate programs. At Evergreen, this commitment is articulated in both the design and content of academic programs, as well as in the establishment of structures supporting multicultural curriculum.

International Programs

Additionally, faculty members and the International Programs Coordinator support study abroad programs. Multicultural perspectives and content are explored in a variety of lower- and upper-division interdisciplinary programs, including study abroad programs focused on race and gender issues in a variety of countries.

Representative Examples of Undergraduate Offerings that Address Issues of Cultural Pluralism, Diversity, and Racism

1999-2000

African Music, Dance and Culture
All Over the Place: Stories in a Multicentered Society
The Balkans in Our Times: Land, People, Myths
Bilingual Education and Teaching
Crescent, Cross and Cupola: Islam and Christianity
Cultural Crossing: Labor and Migration in the Americas
Employment Law

The Making of the Modern Woman
Music and Dance of Brazil and the Caribbean
Quickening of the Nations: Indigenous People
Reservation Programs: Community Determined
Transitional Studies: Historical, Theoretical, Pragmatic
Turning Eastward: Exploring East/West Psychology

2000-2001

Victoria Still Rules
Philosophy as a Form of Life
Writing for the Common Good
History of Marriage and Family in America
Ecological v. Political Boundaries
Quiet Revolution

When to Manage, When to Lead
Justice at Work
Gender, Conflict & Change in Pol. Context
Ethics in Business & Public Policy
Organizational Conflict Management
The World as Marketplace I

Mexico: Masked & Unmasked
Biogeography & the Fate of Human Societies I, II
Community Information Systems
After the Ice
Making Your Place
Foundations of Well-Being

Bad Girls and Dangerous Women
We, the People
Psychological Resilience
Law, Civil Rights, and Social Justice
Employment Law

Masters Programs in Public Administration, Environmental Studies, and Teaching

During the year 2000, the College combined the support staffs of the existing three graduate programs into a unified support staff for the Graduate Studies Office. A major reason to do this was the need to increase inquiries, applications, and matriculating students. Each of the graduate programs historically had a commitment to achieving a diverse student body, and the new office was to keep that earlier commitment while improving the strength of the respective applicant pools for each program.

Organizing the new Graduate Studies Office involved a total of five new appointments, four of which were completed by the end of 2000. It was important to achieve diversity among the staff. We were fortunate that the successful candidates for two of the jobs were people of color, which gave the office a strong component of diversity.

Masters programs continue to assess and address any issues that may come up for students of color in relationship to their graduate studies at TESC. The programs have quarterly meetings for this purpose.

The **Masters in Public Administration Program (MPA)** continues to attract more women and people of color than other graduate programs in the field. Recruitment efforts increased in the Native American community; the director attended four additional recruitment events. In addition, two recruitment efforts in Tacoma were successful in attracting a diverse array of students to the program. The additional recruitment efforts and the direct involvement of the director in recruitment events led to increases in female and minority students. The class of 1999-2000 included more than 30% minorities.

- After a 1998 review of alumni, the curriculum was adapted to include a component on Native Americans in the program's first core course. Additionally, all core MPA courses include units on social justice from the perspectives of race, class and gender.
- Planning is underway for a new MPA Collaborative Administration and Tribal Governance Cohort. Pending legislative approval, the MPA program will add a new service, providing a quality MPA program targeted towards tribal issues and tribal government operation in the context of collaborative relationships with state, federal, and local governments. A survey was completed showing strong support for a set of courses leading to an MPA degree that is relevant to current challenges of tribal government. The MPA director, Linda Moon Stumpff, did the research and planning necessary to bring the proposal to the Board of Trustees, the HEC Board and the preparation of an initial budget.

The director also convened the faculty in a faculty institute to discuss the implementation of the program and held a conference of tribal officials and interested potential students and participants.

In late 2000, the **Masters in Environmental Studies Program (MES)** conducted a demographic research project on its applicants. We found that the number of inquiries, applicants, and matriculants who were people of color was steady at a low level (< 15% each year). In order to make this program more visible, three steps were initiated in 2000-2001. First, we organized a full information session on Evergreen's Tacoma campus, which has a high proportion of students who are people of color. Second, faculty members from Olympia and Tacoma organized a conference on Environmental Justice on the Tacoma campus. Third, we appointed a student to help develop a better outreach plan to reach potential students of color. This level of enhanced activity will continue in the future.

The MES Director, John Perkins, attended a conference held by the American Association of Universities and Colleges on multicultural and diversity issues in higher education during the 1998-1999 academic year. As a result, he is in the initial stages of designing a professional mentorship program for MES students.

The **Masters in Teaching Program** continues to seek to attract diverse students into a program in which multiculturalism is an interwoven feature. The following are examples of how multiculturalism has become an integral feature of the MIT program design:

- Mission reflects a strong commitment to "prepare future teachers to provide children and youth with culturally responsive and equitable schooling opportunities."
- Admissions criteria include "experience with individuals from diverse cultural (racial/ethnic) background."
- Application process for the 2000-02 program required a two-page essay exploring challenges one will face in "meeting the expectation to become an advocate for multicultural and anti-bias teaching."

- Effort is made to identify field placements in locations where MIT students will encounter students of color in the classroom.
- Staff selection process includes position descriptions and interview questions calling for candidates to demonstrate a commitment to equity and social justice.
- Program themes (Multiple Literacies: Working with the Kids in Front of You is the theme for 2000-02).
- The Evergreen Foundation offers the Lloyd Colfax Scholarship. This recently doubled in size, now offering scholarships to two Native American students, covering year one of the MIT Program's in-state tuition.
- The Hearst Endowment for Native American MIT students is also growing with an additional contribution from both the Hearst Foundation and matching funds from the HEC Board.

Center for Native American and World Indigenous Peoples Studies (NAWIPS)

This academic planning unit sponsored Core (Freshman, Sophomore) and Upper Division academic programs in Native studies during 1999-2000 and again in 2000-2001 and will do so again in 2002-2003. These are on-campus programs.

Additionally, Evergreen has experienced on-going success with the Reservation-Based/Community Determined undergraduate degree program. Under the leadership of the Provost this academic program received authorization from the HEC Board to offer courses on any reservation the state. The program offers reservation-bound Native Americans in the region the opportunity obtain a bachelors degree.

In previous years all program classes were held on a rotational basis solely on the various reservations. In order to increase the commitment to the value of shared learning among the various tribes the 99/2000 program started meeting as an entire program in the TESC Longhouse for 3 weekends each quarter. The change was a significant improvement in allowing tribal students the opportunity to interact with on-campus students. It also allowed the tribes to explore the diversity among the various Indian nations. Students studied the process of cultural, social, economic and political self-determination in a variety of contexts. The program also grew from 52 students in the 98/99 academic year to 61 by the end of the 99/2000 academic year.

Planning began in this year to provide some coordination between the Reservation-Based/Community Determined program and an on-campus first year program studying similar issues of cultural pluralism and diversity. Issues of race and ethnicity were to be explored by the two very different groups of students working together. The pilot association is currently on going with an assessment due at the end of this academic year.

In 2000-2001, the Reservation-Based program students meet with the on-campus core program in Native Studies for a portion of the monthly weekend program. As a large number of the students in the core program are non-Native, the experience has greatly increased cross-cultural understanding. Most of the students in the Reservation-Based

program are older returning students and serve a mentoring role to the largely freshman students in the core program.

The NAWIPS academic planning unit altered its leadership structure to include the coordinators of the Longhouse Education and Cultural Center. This allowed better sharing of information among the campus' Native American leadership and stronger links between the academic programs and the cultural activities of the Longhouse.

The Evergreen Longhouse Ethnobotanical Garden and Education Project

The Ethnobotanical Garden and Education Project was started in 1995 by adjunct faculty member Marja Eloheimo and her students with a \$1000 grant from the Sierra Club. Its purposes include:

- To preserve, honor and better understand native plants of the Pacific Northwest.
- To acknowledge and better appreciate the relationship between the Native People and the native plants of the Pacific Northwest.
- To restore and enhance the landscape at the Longhouse.
- To provide opportunities for learning related to Pacific Northwest native plants and people-plant relationships.
- To provide opportunities for interdisciplinary, inter-community and inter-cultural collaboration.

Work on the project continued through 1999-2000. Students enrolled in a four credit evening course and work-study students carried out activities related to all of the project goals. New aspects of the project were also introduced. These included:

- Student creation of a native plant demonstration area on Red Square
- Student design of a circle of raised beds to be used for a medicinal plant garden
- Approval by the Campus Land Use Committee (CLUC) to construct the circle of raised beds in the Longhouse Ethnobotanical Garden
- Inter-departmental funding of the raised beds with contributions from Academics, Facilities, and the Ethnobotanical Garden Project
- Expansion of the project to the Skokomish Reservation
 - Funding for construction of the Skokomish medicinal circle garden through the Northwest Indian Applied Research Institute
 - Preparation of the Skokomish site for building
- Collaboration between Evergreen students, faculty and Skokomish spiritual leader and healer Bruce Miller in the selection of plants to be included in both the Longhouse and Skokomish gardens, drawing upon Skokomish medicinal plants and those used in western herbalism.

Goal V-D Through the year 2001, presidents, trustees, regents, executive staff, and faculty leaders at public baccalaureate institutions and the community and technical colleges will demonstrate increased awareness

and capacity to inspire, model, and lead in their efforts to combat racism and promote cultural pluralism and ethnic/racial diversity.

TESC Board of Trustees, President, executive staff, and faculty leaders continue to inspire, model and lead campus efforts to combat racism and promote cultural pluralism and ethnic/racial diversity.

Examples of leadership and initiatives they have supported include:

College Awareness Program

Evergreen has joined with the HEC Board, the State Board for Technical and Community Colleges, OSPI and the other four year colleges to propose a statewide inter-sector diversity program that has been presented to the 2001 Legislature. If funded, this significant project would be a milestone of inter-sector collaboration and a deep intervention in terms of "diversity needs." The proposal includes specific diversity work on each of the four year college campuses as well as statewide work aimed at professional development of K-12 teachers in the area of diversity, and a series of activities aimed at building the pipeline of students of color going on to college. This latter aspect of the project sees this as a long-term issue. It would work in select schools and communities at a very early point, beginning with the fourth grade. If funded, Evergreen would be the institution to coordinate the statewide parts of this project.

Consistent Support for Non-discrimination and Attainment of Affirmative Action Goals

In 2000, the position of Special Assistant to the President for Civil Rights and Legal Affairs was vacated. President Purce refilled the position, appointing Maia Bellon, a former Assistant Attorney General to the position. This position and the Special Assistant to the President for Equal Opportunity:

- Provide the campus with programs that celebrate diversity and explore the challenges of today's multicultural community.
- Deliver training on non-discrimination, sexual harassment and diversity.
- Investigate and resolve complaints of discrimination and harassment.
- Develop and guide the campus in its implementation of the college's Affirmative Action Plan.
- Ensure equal opportunity in the college's hiring processes.
- Administer the President's Diversity Fund, which provides financial support for diversity-related projects initiated by students, faculty and staff.

Between 1998 and 2000, 25% of all faculty hired and 23% of all new staff hired were people of color. Currently 26% of the continuing and visiting faculty and 23% of the permanent staff are people of color.

The Y2000 Faculty and Staff of Color in Higher Education Conference

For the fourth year in a row, The Evergreen State College was well represented at this statewide conference focusing on issues of concern to faculty and staff of color.

Evergreen faculty and staff involvement in the 2000 conference in Yakima, Washington included:

- Staff member Paul Gallegos, served on the planning committee for the fourth consecutive year and presented “Movin’ Up” a workshop exploring strategies for pursuing a degree while working in higher education.
- Staff member Barbara Determan, served on the planning committee for the fourth year.
- A contingent of faculty and staff attended the conference.

Goal V-E. Through the year 2001, students, faculty, and staff at public baccalaureate institutions and community and technical colleges will demonstrate increased awareness and capacity to inspire, model, and lead in their efforts to combat racism and promote cultural pluralism and ethnic/racial diversity.

Students, faculty and staff continue to demonstrate growth in their awareness and capacity to inspire, model, and lead efforts to combat racism and promote cultural pluralism and ethnic/racial diversity. The following examples are representative of their commitment and varied methods of leadership.

Student Leadership in Community Justice Issues

The college has newly established the student Housing Arbitration Panel (HAP) to review and hear policy and conduct violations and determine remedies to restore justice to the Housing Community. Student mediators are also available to provide conflict resolution for Housing residents. Housing student staff receive training in cultural diversity as part of their preparation for fulfilling their leadership responsibilities.

Student Organizations

Students organize, staff and fund a number of organizations intended to enhance the experience of community for students of color, promote cross-cultural communication, educate the community and celebrate diversity.

- American Indian Science and Engineering Society (AISES) works to increase the number of Native American engineers and scientists.
- Asian Solidarity in Action (ASIA) seeks to provide a forum where students of Asian descent can share their ideas and concerns.
- Evergreen Political Information Center (EPIC) creates a sustained community of both political education and action.
- Evergreen Queer Alliance (EQA) is dedicated to serving the needs of the lesbian, gay, bisexual and transgender community at TESC and in Olympia.
- Jewish Cultural Center (JCC) works to sponsor Jewish cultural events on campus.
- Latin American Solidarity Organization (LASO) works to promote awareness of the cultural and political conditions, as well as the languages of Latin America.
- Chicano Student Movement of Atzlan (MEChA) strives to create a space for education, information, and to confront issues that affect the Chicano/Mexicano population of TESC and Olympia.

- Native Student Alliance (NSA) serves the Native students and the larger tribal community through recruitment, retention and support for the cultural respect of each individual according to his or her origin.
- The Ninth Wave, formerly the Irish American Student Organization, is dedicated to exploring and transmitting the cultural traditions of the greater Celtic Diaspora.
- Sexual Harassment and Assault Prevention Education (SHAPE), provides education, resources and advocacy for sexual assault prevention for the campus community, using student and faculty advocates and outside community organizations.
- Students of Color Anthology, publishes an annual collection of artistic works by Evergreen students about the experience of students of color.
- Talking About Race is dedicated to opening up dialogue within and across cultural barriers in an effort towards ending misconceptions and racist behavior.
- Umoja was established to create a place in the Evergreen community that teaches and provides activities for Africa-American students.
- Women of Color Coalition is dedicated to creating a space for women of color and the larger Evergreen community that is free of racism, classism, sexism, ageism, ableism, homophobia, and sizeism.

Student Affairs Division Leads with New Training Mandate

Art Costantino, Vice President for Student Affairs, instituted a mandatory training series for all staff within the division. Included in the mandatory series are programs on the prevention of sexual harassment, non-discrimination and Affirmative Action, ADA and ethics.

Additionally, Academic Advising staff have committed to expand their participation and leadership in multicultural programs and events in the 2000-2001 academic year.

Leadership in Association of Washington Student Affairs

Christine Ciancetta, the college's International Programs Coordinator, was elected Secretary Chair Elect of the Association of Washington Student Affairs (AWISA) the statewide international student affairs professional organization. Through her efforts, Evergreen hosted the Fall AWISA meeting. Several workshops highlighted the role of international students in higher education.

Ciancetta also met with interested international students about the formation of an international student support group to be of assistance to new, incoming international students and to increase visibility regarding the experience of international students on campus. Students are now beginning to organize this club for next academic year.

Representative Examples of Faculty and Staff Development and Community Activities

- Larry Geri presented a paper at the International Institute of Administrative Science First International Regional Conference in Bologna, Italy in June 2000. His paper, titled "New Public Management and Neo-liberal Reform in Supranational

Organizations," examined the nature and causes of the reform programs being implemented by many United Nations agencies.

- Joye Hardiman was a part of a cultural exchange/study tour to Kenya, East Africa, in March 2000, conducted by Arunga and Associates. She presented a paper in Nairobi to women in positions of leadership, educators and directors of development and income producing projects on "Community Building, Collaboration and Celebration: Lessons from the Yard People and 20 Years of Learning Community Design." She also conducted a workshop on "What Happened When We Left Your Shores—a short course in African Diasporic History" at the Mbogo Girls Secondary Academy in Homa Bay.
- Patrick Hill presented a paper at the annual meeting of the American Committee on Irish Studies and made preparations for the 2001 field study program in Limerick, Ireland in June 2000.
- Alice Nelson presented a paper titled "Memory and Cultural Resistance: New Women Writers of the Chilean Post-Dictatorship" at the XXII International Congress of the Latin American Studies Association, held in Miami, Florida, March 16-18, 2000.
- Tosca Olson presented a paper called "Forming and Transforming the Teaching Self in Different Institutional Environments" with her colleague Rachel Einwohner (from Purdue University) at the annual meetings of the Pacific Sociological Association in March 2000. Tosca and Einwohner both received the same teacher training and sociology degree at the University of Washington, and emerged from graduate school with very similar teaching strategies and philosophies. After working at Evergreen and Purdue for two years, however, they have realized that their teaching identities and pedagogies have developed in different directions. This presentation was an exploration of how an instructor's "teaching self" evolves and is shaped by the cultural and institutional environment in which she teaches.
- Linda Moon Stumpff wrote a paper with Teresa Rapida of Portland State University on Tribal Administration Programs in Higher Education that Teresa will deliver to the National Coalition on Indian Education in Albuquerque, New Mexico in April 2000.
- Gail Tremblay attended the Women's Caucus for Art (WCA) conference and the College Art Association Conference in New York City in February. Gail completed her term as the National President of WCA. Gail was also a participant in a roundtable discussion "Rewriting the History of 20th Century American Art."
- Sean Williams received a contract from Oxford University Press to publish her book manuscript on Indonesian music, tentatively titled *The Voice of the Ancestral Ship: Music of the Sundanese Highlands, West Java*. The book started out as her doctoral dissertation, then was significantly revised and given two new chapters after more recent fieldwork in West Java in 1996. The basic premise of the book is that Sundanese rural music (zither, bamboo flute, and voice) serves as a bridge to the rural past for aristocratic urbanites. The music also reconnects listeners with their ancestors, the tiger-spirits of the highland forest. Oxford will put out a hardbound version for libraries and a paperback version with CD. Oxford anticipates publication of this book by November 2000.

- A team of faculty and administrators attended the ten-day AAC&U institute entitled "Boundaries and Borderlands III: Search for Recognition and Community in America", in July 2000. Participants included: faculty Lance Laird, Hensoon Jun, George Freeman and Michael Pfeifer, and staff members Phyllis Lane and Holly Colbert.

Goal II-A Has your institution/system increased financial support?

Yes. As demonstrated in the responses to questions V. (A-E), the work of achieving the goal to increase the participation of people of color in higher education is woven into the fabric of Evergreen. Much of the work contributing to this goal is not identified as "cultural pluralism" work. However, the following examples illustrate the creative programs to which Evergreen is applying increasing resources.

Tacoma Campus Expansion

Evergreen has made a commitment to expand its multicultural Tacoma Campus from its current size of 35 lower division students (through a bridge program with TCC) and 170 upper division students to 350 students. This year, substantial investments were made in faculty, staff and a new facility to accommodate that growth. In January 2001, TESC Tacoma moved to a new site and into a wonderful innovative facility.

MPA Tribal Governance Track

A budget proposal was submitted in the college's biennial budget request for a new MPA tribal governance cohort at a cost of about \$225,000 per year. The proposed budget includes funding for two new faculty members, as well as for targeted student services, outreach and academic counseling for the tribal governance cohort.

The college has also prepared a \$250,000 FIPSE grant proposal to provide the research necessary to support the program.

Funding was provided by the Provost and through the Washington Institute for Improving the Quality of Undergraduate Education for a faculty institute on tribal affairs and tribal governance, and for preliminary coordination and planning.

Expansion of Upward Bound Program

The mission of Upward Bound is to provide eligible economically and educationally disadvantaged high school students with a structured interpersonal support program aimed to improve academic, social, and emotional skills and empower students to believe in themselves and their abilities to succeed in high school and pursue higher education.

The program has expanded to serve an additional 15 students attending Lincoln High School in Tacoma, one of the program's target schools, with the intention to create a new program, the Upward Bound Academy, within the existing Upward Bound program. The eligibility requirements of the academy are aimed towards students who are least likely to graduate from high school or enter post-secondary education. Students that are

not eligible for the regular Upward Bound program because of a low grade point average or failed classes will now be eligible through the Upward Bound Academy program. This program will provide students with additional one-on-one contacts to include tutoring, academic advising, career and personal counseling, and daily encouragement. The program will also provide a college campus residential, summer academic experience.

This addition brings the number of students served by the Upward Bound Program to 90, a growth of 20%. The program received an additional \$64,200 in federal funds to support this expansion in services.

Growth in Reservation Based/Community Determined Academic Program

The Reservation Based/Community Determined academic program received an increase in funding from \$13,900 to approximately \$15,000. The program was also given an additional \$5,000 for summer recruitment efforts. Additional planning was done to further increase support in the 2000/01 academic year.

Indigenous Artists Conference Grant Proposal

NAIRI has submitted a grant proposal for \$200,000 to the Paul Allen Foundation for funding to co-host the June 2001 Gathering of Indigenous Visual Artists of the Pacific Rim Conference.

Technology Augmentation Pilot Project

The Evergreen State College was awarded a \$75,000 grant from the Microsoft Corporation to establish the Technology Augmentation Pilot Project (TAPP), which utilizes computing and communications technology to enhance undergraduate teaching and learning at the Skokomish reservation through Evergreen's Reservation-Based/Community Determined Program. This 18-month pilot project augments Evergreen's unique interdisciplinary and participatory curriculum model with today's communication technology to enhance student learning and introduce new technologies to the Tribal community in ways that are meaningful, culturally appropriate and sustainable.

The project has had a positive impact on the Tribe as well as the Reservation-Based Program. Technology requirements, Power Point, Introduction to Microsoft Word, and Excel, for example, have been included in all student course work. Students have been introduced to Web Crossing as a part of their Spanish and Quantitative Reasoning studies; students desiring credits in either were required to log on and respond to questions on the Web. Spring quarter students will have access to digital multi-media production tools to create class presentations using still and motion images, sound, and text. Projects are expected to range from basic Power Point presentations to video-edited oral histories of significant people and events from Tribal communities.

Goal II-B Has your institution/system increased the number of FTEs supporting this effort?

Yes. The work of advancing the values of inclusion and multiculturalism is considered a responsibility of each member of the Evergreen community. Additionally, people of color

have been appointed to a number of new leadership positions since 1999 to support specific campus efforts to improve participation rates of people of color. These include:

- Associate Director for Graduate Program Student Recruitment
- Assistant to the Director, Tacoma Campus
- Academic Advisor, Upward Bound, and
- Director of Student Employment.

The college administration has also appointed people of color to existing leadership and high profile roles in the President's Office, Academic Affairs and Student Affairs, including the positions of:

- Dean of the Library
- Mental Health Therapist
- Administrative Secretary to the Vice President for Student Affairs
- Academic Specialist, K.E.Y. Student Support Services
- Admissions Counselor, and
- Special Assistant to the President for Civil Rights and Legal Affairs.

Additionally, the Reservation Based/Community Determined academic program received an increase in FTEs from 1 to 3 in the years from 95/96 to 99/2000. Further, a dedicated administrative role was assigned and funded to support the program.

II. C. Has your institution/system increased other forms of institutional support (e.g., publicity, outreach, targeted student services) for this effort?

Yes. TESC continues to add to its outreach efforts in support of the goals for participation of people of color in higher education. In addition to the programs and activities mentioned earlier in this report, the following are examples of methods the college continues to use to reach out to diverse communities with a message of welcome.

Additional Reservation-Based Courses Authorized

The Reservation Based/Community Determined academic program received authorization from the HEC Board to offer courses on any reservation in the state. We have also added special weekend services (financial aid, admissions, the library, etc.) to take advantage of the program's weekend gatherings. This has strengthened access to on-campus services for these students.

Employee Recruitment

Paul Gallegos, Special Assistant to the President for Equal Opportunity, led the development of a new employment recruitment brochure that is now in use by the college. The brochure reflects the college's commitment to diversity through images of our diverse staff and text conveying our multicultural values. It is being distributed at all employee

recruitment venues, including those targeting women, military veterans, people with disabilities and people of color.

**Examples of Ongoing Students of Color Recruitment Events,
First People's Recruitment, 1999-2000**

- National TRIO Program Day--March, 2000
- Hispanic Chamber of Commerce of South Puget Sound - Latino Scholarship Day with follow-up sessions--Winter, 2000
- Foster High School College Information Night--Winter, 2000
- The Thurston Group--Winter, 2000
- City of Seattle Summer Youth Employment Program and Upward Bound - Job and Education Fair--March, 2000
- GEAR UP College Fair--August, 2000
- Shelton High School Migrant Student Studies Skills Class - visit to Evergreen, Spring 2000

Additionally, three admissions counselors are serving on a statewide Multicultural Commission. The Commission consists of minority representatives from all public and private Washington State colleges. They've created a college informational night for students of color (November, 1999) and are putting together a summer bus tour of colleges for students of color in the state to take place in Summer, 2001.