

A BRIEF HISTORY: 1967-1973

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It has been a mere six years from establishment by legislative action to this self-assessment of The Evergreen State College. A brief review of those six years is appropriate, since the self-study uses the current academic year, 1973-74, as the base line, and since Evergreen today is a result of the preceding period. This introductory history will also make public a record of achievement in which the citizens and officials of this state can take considerable pride. For those who have been intimately and deeply involved in conceiving, developing and implementing this new institution, the alacrity with which these six years has passed has blurred the magnitude of their accomplishment. To have come so far in so different a way in so short a time warrants recognition and commendation to all those who dreamed a dream and then gave substance to it.

This history is abbreviated from one prepared by Dean E. Clabaugh, then Vice President for Business, for our candidacy visit in December 1971; to it has been added a brief summary of the first and second years of instructional activity, 1971-1973.

Background

In response to a November 1964 recommendation of the presidents of the five senior Washington colleges and universities, the 1965 Legislature created a Temporary Advisory Council on Public Higher Education instructing it to conduct studies of problems and needs of higher education, including the potential need and location for a new four-year state college. During 1965 and 1966 the Advisory Council, with the assistance of the consulting firm of Nelson Associates, Inc., carried out its charge, finally recommending that a new four-year public college be created in Thurston County. That recommendation was enacted in 1967, establishing the first publicly-supported four-year institution of higher learning in Washington in 75 years. The organizational meeting of the five-member Board of Trustees, appointed by Governor Evans, was held August 30, 1967. Members of initial Board were: Roger Camp (Vancouver), Halvor Halvorsen (Spokane), Albert Saunders (Tacoma), Trueman Schmidt (Olympia), Janet Tourtellotte (Seattle). Upon Mr. Camp's death in 1968, Herbert Hadley (Longview) was appointed to the Board, and upon Mr. Saunder's retirement in 1972, Thomas Dixon (Tacoma) was appointed to the Board.

The enabling act mandated that a site be chosen by December 1, 1967; Stanford Research Institute was employed by the Board on October 11, 1967 to assist in this selection. After considering 21 locations, the Board selected a 1000-acre site of largely undeveloped terrain with 3,300 feet of water frontage on Eld Inlet of Puget Sound, about two miles northwest of Olympia. The enabling legislation also authorized the College

to award undergraduate and graduate degrees through the master's level. The 1967 Legislature budgeted \$905,000 for purchase of site and site planning, \$500,000 for initial College organization and development and approved a \$15,000,000 bond issue for initial capital facilities, subject to voter approval in November, 1968.

The executive and legislative mandate to the College was for an innovative approach. Governor Evans declared the need for a "flexible and sophisticated educational instrument," as opposed to the "vast and immobile establishment," and expressed the need to "unshackle our educational thinking from traditional patterns." Senator Gordon Sandison, chairman of the Advisory Council remarked: "It was not the intent of the Legislature that this would be just another four-year college;...[the college would be] a unique opportunity to meet the needs of the students today and in the future because the planning would not be bound by any rigid structure of tradition as are the existing colleges nor by any overall central authority as is the case in many states." In keeping with this mandate, the Board of Trustees set as the goal for Evergreen purposeful innovation in educational and student living patterns, activities and community service programs, as well as facilities.

Since Washington had no master plan for higher education and since the other four-year colleges in the state had been founded before the turn of the century, there was no accumulation of experience in planning new colleges. The Board of Trustees, faculty, and staff had to develop a planning procedure without precedent in Washington. For the governing board and initial administrators at Evergreen not only was planning required to substitute for, and in many cases vicariously to overcome, tradition, it also had to cope with pressures to telescope the time available for planning to the bare minimum required simply to open doors to students.

Evergreen's Board of Trustees recognized that the selection of the first president was most likely the most important choice that it or any future Board could make; therefore, it was not until mid-January, 1968, that the studies of presidential selection approaches were completed and a procedure for appointing the first president adopted. Charles J. McCann was appointed as Evergreen's first president August 5, 1968 and began his duties November 1, 1968.

While the presidential search procedure was underway, the Board was still faced with a multi-horned dilemma--(1) the need to get many administrative procedures and initial activities started; (2) pressures to advance rapidly on the academic and facilities planning fronts to permit opening the college at least by fall 1971; and, (3) its policy that the new President was to "have a full hand in the development of a formalized academic structure" and its firm commitment to the policy that the President would be "totally involved in all major decisions regarding the staff and faculty." To meet these demands, the Board elected to follow three simultaneous courses of action: (1) Adoption of Board goals and guidelines; (2) Employment of a minimum administrative staff; (3) Appointment of consultants to undertake

initial academic program planning and development of educational specifications and to prepare the initial site and facilities plan prior to arrival of the President.

The Board recognized that the development of even a gross campus layout and physical plant plan must necessarily be coordinated with and dependent on academic program planning. Immediately following site selection, and to allow the first President, when selected, to build his own staff but aware that the presidential search would be lengthy, the Board selected, after a review of proposals submitted by numerous firms, both site master planning consultants and educational program planning consultants on March 19, 1968. Durham, Anderson and Freed and Quinton Engineers, Ltd.,--both of Seattle-- were appointed as a joint venture to prepare the basic campus master plan, including facilities location, and to develop design criteria, including structural standards and materials for the College campus. Arthur D. Little, Inc., of San Francisco, was chosen to work with the Board and staff to conduct appropriate studies and surveys on innovations in higher education, regional socio-economic factors, and student interests. A critical additional study, initiated by the President before he reported for duty on a full-time basis, dealt with "the formulation of a general model of the academic program at Evergreen; including a consideration of the allocation of faculty time for instruction, preparation of materials, regarding counseling, advising, and research, as required to meet the unique problems arising from the innovative programs and educational goals being studied and considered." The latter study was coordinated with an academic advisory committee of college and university administrators and students.* This committee also aided the President in critiquing his intentions, (see Preface).

Initial Staffing

Selection of top administrators followed upon the establishment of the basic educational philosophy. Staffing was late in some cases, not because the need didn't exist, but rather to provide the time to find the right

*Members of the Advisory Committee were: David G. Barry, former Dean of the School of Mathematics and Natural Sciences and Interim Executive Vice President at San Jose State College and later Vice President and Provost at Evergreen; John Bevan, Academic Vice President, University of the Pacific; Ernest Boyer, Vice Chancellor, State University of New York; Stanley Idzerda, President, College of St. Benedict; Warren Martin, Research Educator, University of California, Berkeley; John Stewart, Provost, John Muir College, University of California at San Diego; William H. Warren, Vice President, Antioch College; Roger Malek, planning consultant, Arthur D. Little, Inc.; Robert Jenks, graduate student, University of California at Berkeley; Maarten Ultee, senior, Reed College; Tim Dugan, senior, University of Washington; and Carl Mills, senior, Central Washington State College.

person for each position. Serving with the President were three Vice Presidents: David G. Barry, Vice President and Provost, formerly Interim Executive Vice President of San Jose State College; Edward Joseph Shoben, Jr., Executive Vice President, formerly Director of the Center for Higher Education, the State University of New York at Buffalo; and Dean E. Clabaugh, Vice President for Business, formerly Executive Director for the Board of Trustees and previously Washington State Legislative Auditor.

Other top administrators joined the staff between 1968 and 1971, the timing dependent on the need to activate operations as they developed in line with total college planning. Major positions filled early were in the areas of library services, computing, facilities planning, plant operations, accounting, financial planning and college relations. Academic hiring began in the early part of 1970 with the appointment of three deans*, who played the major role in selecting the College's first faculty from more than 7,000 applicants. An 18-man planning faculty--persons with interdisciplinary expertise and interests, recent strong teaching experience, and in tune with new ways of learning--began work in September 1971. Their specific assignment was to bring philosophy and concept into reality--moving ideas into academic programs. From their intense and long discussions from the pulling and tugging of ideas, arose the College's unique instructional program. The planning faculty, in turn, assisted the deans and provost in the next major task--recruiting 38 additional persons who would form the College's initial instructional team. The newer faculty included not only scholars and experienced teachers but also people from such professions as law, architecture, urban planning, sound and film engineering. The recruiting process finished, the entire faculty and many members of the College staff assembled for a nearly week-long retreat in June 1971 during which preliminary team program assignments were made and duties divided. The entire faculty reassembled in mid-September 1971 to move all programs into "go" condition following a summer in which they were in constant and close communication with each other and with students assigned to them by preregistration.

The balance of College staffing for opening year occurred throughout 1970 and 1971 as key positions were filled at various times in such areas as admissions, counseling, registration, student services, financial aid, recreation, housing, personnel, business services, security and numerous support services. Budgetary problems, brought about by declining economic conditions in the State of Washington, forced many operations to keep staffing at a minimum and, in many cases, double up on duties.

*Mervyn L. Cadwallader (Social Sciences), formerly Chairman of the General Program at State University of New York--Old Westbury; Donald G. Humphrey (Natural Science and Mathematics), formerly Chairman, Department of Biology, Oregon State University; and Charles B. Teske (Humanities), formerly Associate Dean, Oberlin College.

Facilities

The final 1968-71 legislative appropriation for capital construction at Evergreen totaled \$37,597,079. The 1970 and 1971 legislatures appropriated no construction funds, but did grant \$444,000 in pre-planning money for the development of drawings on a proposed Seminar Building, addition to the Laboratory Building, and a Drama-Music-Art facility. Capital construction also included a site improvements and preparation contract.

Buildings constructed for the College opening included the Library (which initially contained offices, classrooms, food services, bookstore, art gallery, and computing space, in addition to library services per se), lecture halls, student residential center, central utilities plant and shops and garages. The first phase of the College Activities Building, which accommodated food services and book store, became operational in Fall 1972; the first phases of the Recreation and Laboratory Buildings were opened during the winter quarter 1973.

Opening Day

Evergreen's opening proved to be as unique as its programs. Construction stoppages, particularly affecting on-campus housing for 602 of the approximately 1,100 opening-year students, combined to make utilization of facilities impossible by the September 27, 1971 target date. After considering several alternatives--including an outright delay--the College decided to begin operations off campus for the first month. As a result, students were registered by mail between September 27 and October 4. Instructional programs began October 4. Most of Evergreen's studies groups had previously planned to conduct off-campus retreats or field trips during the first two weeks of the year. These outings continued and, in some cases, were expanded. Studies groups also met in a variety of Olympia--area locations such as faculty homes, churches and the State Legislative Building. Other seminars were conducted in Seattle, Tacoma, and Yakima. In addition, students received reading, writing and special project assignments by mail.

Program coordinators arranged their own team schedules that made it possible for students to meet with and talk to faculty members and fellow students during the first month of operation. Faculty members also made special arrangements so that out-of-state students could participate during the first month. All activities carried full credit.

As President McCann said in a special letter to students: "Evergreen was designed from the outset to operate at times as a 'college without walls.' Evergreen places a lot of the responsibility for learning on your shoulders. Our programs and contracts put you in close working relationship with other students and your faculty members and in a coherent pattern of studies. These relationships hold no matter where the studying takes place."

The actual move to campus quarters was not accomplished until the weekend

of October 24-26. Evergreen had really and fully begun.

The First Two Years

The original enrollment growth and ultimate size projections for Evergreen called for some one thousand students a year reaching a total population of some 12-13,000 students plus 600-650 faculty in the early 1980's. Thus as the first year's instruction was underway, the selection of an additional 45 faculty and recruitment of nearly an additional thousand students was also underway. The first year was one full of joys countered by tribulations, of dreams rectified by reality, of commitment to a cause accompanied by personal sacrifice, and of the ambiguity that accompanies exploration. It was a time which few would or could again withstand, but would never exchange--Evergreen had come to be. And in its being, the faculty learned what it had yet to do to better and more quickly achieve Evergreen's educational goals. Administrative machinery creaked and groaned, but too came to implement what had been previously planned and learned to innovate for that which hadn't. The first year's end came with feelings of tremendous pride accompanied by a state of absolute exhaustion. And during that vigorous year, significant policy matters were either brought to completion (a non-tenure policy which nonetheless protected academic freedom) or initiated (salary and professional leaves).

Year two started well -- a month-long orientation and planning involving the first year and new faculty paid off in better designed programs; the experience of other administrative officers benefited by oiling the machinery of the necessary and vital processes of an academic institution -- new or old. But, mid-year brought an abrupt challenge: legislative intent for a much slowed growth, an action reflecting the downward shifts in enrollment nationally and in several of the Washington state colleges particularly. The most immediate impact was on administrative structure with the imperative of a streamlined and thinner administration. This event was a test of many things, and particularly of Evergreen's primary educational goals and governance: both not only survived the test, they appear to have been strengthened. But, that is the essence of the self-study which follows -- an analysis of what we now are.