

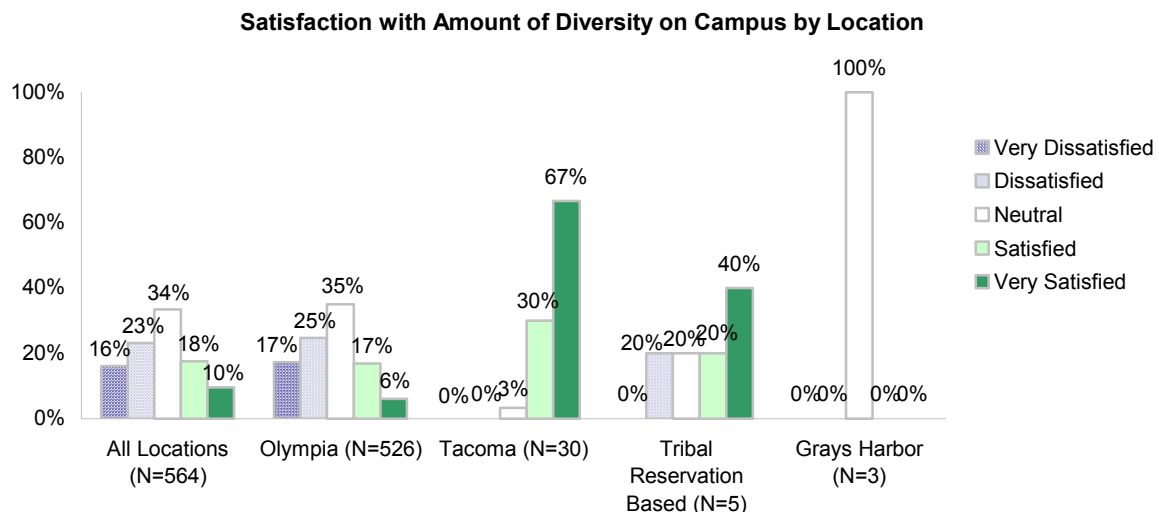
Diversity at Evergreen

Students were asked a series of questions about their level of satisfaction with the amount of diversity at Evergreen, the types of diversity they feel are lacking, ways that diversity could be improved, how important diversity is to their learning, and how much respect they think there is for different backgrounds, perspectives, and lifestyles on campus. This section includes both frequencies for closed-end questions and an analysis of the narrative responses that respondents provided to open-ended questions.

Level of Satisfaction with Diversity at Evergreen

One question in a series of satisfaction questions (see page 7) asked students to indicate their level of satisfaction with the amount of diversity at Evergreen (ethnic, political, socioeconomic, etc.). Students indicated their level of satisfaction on a scale of Very Dissatisfied (-2), Dissatisfied (-1), No Effect (0), Satisfied (1), and Very Satisfied (2). This was the only item on the satisfaction series with a mean that was a negative number. Thirty-nine percent of respondents indicated that they were “Dissatisfied” or “Very Dissatisfied” with the amount of diversity at Evergreen.

Merely looking at the level of satisfaction for all Evergreen locations in aggregate masks differences between the Olympia campus and programs at other locations. Differences were found in the level of satisfaction at Evergreen in Olympia, Tacoma, Grays Harbor, and the Tribal Reservation-based program. More students who studied on the Olympia campus indicated that they were “Dissatisfied” or “Very Dissatisfied” with the level of diversity, 42% compared to 20% (N=1) at the Tribal Reservation-based program and 0% at both the Tacoma and Grays Harbor programs.



Student Perceptions of the Types of Diversity Lacking at Evergreen

In order to further explicate student satisfaction with diversity and to begin to probe into student perceptions of diversity on campus, students were asked the open-ended question, “If you are dissatisfied with the amount of diversity at Evergreen (Question 8Q above), what kind of diversity do you find lacking?” Responses also began to unpack the many meanings and nuances that students associate with the word “diversity.”

This open-ended question was crafted so that students who had responded that they were “Dissatisfied” or “Very Dissatisfied” with the amount of diversity at Evergreen could explain in more detail how diversity was unsatisfactory. Of 260 students who responded to the open-

ended question, 86 were “Very Dissatisfied” and 123 were “Dissatisfied.” The remaining respondents were students who indicated that they were “Satisfied” (N=12), “Very Satisfied” (N=6), “Neutral” (N=32), or did not give information about their level of satisfaction (N=1) and still added comments regarding diversity. Many of these students had recommendations addressing diversity on campus.

Seven of the responses were from students studying at locations other than the Olympia campus. Five of these responses were from students studying in the Tacoma Program, one in the Tribal Reservation-based Community-Determined program, and one in the Grays Harbor Program. Most of these responses appear to be regarding Evergreen as a whole and these responses are included in the analysis of responses below. Specific references to diversity at locations other than Olympia are mentioned in the narrative.

Responses were coded into thirteen categories during analysis. These categories are: Ethnicity and Race; Political Diversity; Socioeconomic, Economic, and Class Diversity; Diversity of Perspectives and Open-mindedness; Cultural Diversity; Activities, Curricula, and Programs; Geographic Diversity, International Students, and Out-of-State Students; Student Image, Persona, and Lifestyles; Age Diversity; Religious Diversity; Gender and Sexual Orientation; Satisfaction with Diversity; and Other Comments/Types of Diversity.

The table below is meant to illuminate patterns among the narrative responses. Student comments were often multi-dimensional and often included comments on more than one type of diversity or issue. Therefore, categories are not mutually exclusive and percentages do not add up to 100%. Responses are shown for all respondents. An additional column shows percentages for those students who were “Very Dissatisfied” with the amount of diversity and who responded to the open-ended question, in order to indicate the patterns of responses among those students who were very dissatisfied.

Type of diversity and issues mentioned by respondents

	All Responses (N=260)	Students who indicated Very Dissatisfied with Amount of Diversity and Responded to Question ⁶ (N=86)
Ethnicity and Race	64.2%	76.7%
Political Diversity	30.4%	39.5%
Socioeconomic, Economic, Class Diversity	23.1%	33.7%
Diversity of Perspectives and Open-mindedness	15.0%	19.8%
Cultural Diversity	8.5%	12.8%
Activities, Curricula, and Programs	7.3%	7.0%
Geographic Diversity, International Students, and Out-of-State Students	5.8%	9.3%
Student Image, Persona, Lifestyles	5.0%	2.3%
Satisfaction with Diversity	4.6%	0.0%
Age Diversity	3.8%	2.3%
Religious Diversity and Acceptance	3.5%	2.3%
Gender and Sexual Orientation	1.9%	2.3%
Other comments/Types of Diversity	6.2%	2.3%

While many students answered this question in terms of a lack of something- for instance, a lack of people of a particular background or ethnicity or a lack of different viewpoints, other

⁶ A total of 91 respondents indicated that they were very dissatisfied with the amount of diversity at Evergreen. Of these respondents, five did not write a response indicating the type(s) of diversity they observed lacking.

students commented instead on a lack of interaction between students of different ethnicities or viewpoints. Some students whose comments were categorized in the *Activities, Curricula, and Programs* category wrote about issues of diversity in the classroom or campus activities that address diversity, racism, and discrimination that were lacking at Evergreen.

Issues Around Ethnicity and Race

Of the students who responded to the open-ended question, the greatest number expressed dissatisfaction with issues around ethnicity and race at Evergreen or a lack of ethnic or racial diversity. The lack of ethnic or racial diversity primarily referred to the student body, but a few students also included faculty and staff. A total of 167 students had comments that addressed ethnicity and race. About 77% of the students who said that they were very dissatisfied with diversity at Evergreen had comments that fit within this category.

Ethnic diversity was mentioned more often than racial diversity, although many students mentioned both ethnic and racial diversity. It is difficult, if not impossible, to tell how intentional respondents were in their use of the terms "ethnic diversity" versus "racial diversity." While these terms have distinct definitions comments are grouped together because of the amount of overlap within student comments.

Some students commented that the Evergreen student body is mostly white. Several respondents referred to the student body as consisting mainly of white middle-class or upper-middle class students, referring to both race and socioeconomic status. Other students specified ethnic or racial groups that they believed were underrepresented at Evergreen, including African American or Black students; Native American students; Hispanic and Latino students, with specific mention of Mexican students; Asian students, including a specific reference to Chinese students; and African students.

Some students attributed the lack of racial and/or ethnic diversity to the overall demographic composition of Olympia or the Pacific Northwest. One student wrote that as the number of minorities in the region increases, diversity will increase. Another student attributed a lack of ethnic diversity to the geographic region. The student wrote, "I guess there just aren't enough minorities in Olympia.... and I can understand why, this is not a friendly, diverse, accepting place, despite the white majority pretending it is."

While many comments generally mentioned racial and ethnic diversity or spoke of underrepresented ethnic or racial groups at Evergreen, other students wrote more specifically about issues stemming from their experiences around race and identity. One student expressed frustration at age and race discrimination on campus and wrote of not being invited to social activities, clubs, and forums. Another student wrote, "I feel that there is little integration between people of different races. We live in a very homogenous region and we need to address that." Another student wrote that because the minority community is so small, that students of color tend to be isolated.

There were comments regarding the way the institution addresses race and ethnicity, ranging from its statistics to a lack of focus on ethnic and racial diversity to a false sense of diversity.

Three students commented that Evergreen's official statistics on race and ethnicity are misleading because official statistics often include the Tacoma program and/or Tribal Reservation-based program, when there is little interaction between the different locations and student demographics differ significantly.

Another student wrote about a lack of institutional response to issues of racism. The student wrote, "I think that Evergreen is a fairly ethnically diverse campus, however, I am dissatisfied with the extent to which the institution fails to acknowledge and work with issues of racism. I

feel that the population of students of color is fairly small due to the lack of effective resources to make them feel welcome and comfortable.”

Several students wrote of Evergreen as an arena for cultural appropriation. One student wrote, “I think the ethnic diversity is very limited on campus, we’re a bunch of rich/middle class white kids. As a result of the flat quality of cultural richness, there is a lot of cultural appropriation.” Other students referred to a “false sense of diversity” or an image of diversity as a means to lure students to the institution rather than having substance.

Diversity in campus activities and in the classroom will be referenced again in the section regarding Activities, Programs, and Curricula. Several students felt that students of color were marginalized or tokenized in the classroom. Another student mentioned a lack of women and minority students in computer science classes. Other students wrote about the need for more programs and activities around ethnic diversity.

Political Diversity

Seventy-nine respondents, about 30% of those who responded to the open-ended question, mentioned a lack of political diversity. Some students simply responded that Evergreen was lacking in political diversity, while others elaborated that most Evergreen students are very similar in their political beliefs or that there is a lack of conservative students on campus. Some students commented that all or most Evergreen students are liberal or “left-wing.” A few students mentioned a lack of political diversity among faculty.

Some students spoke specifically of a lack of diversity in the political perspectives represented within the classroom. Students reported that something was missing in the classroom because there was a lack of diverse political viewpoints. One student wrote, “In my last seminar most of us had similar political positions and it made discussions slow and unchallenging. It also limited the learning possibilities.”

Some respondents wrote that students with different political opinions were left out or ostracized in conversations. Other students wrote that moderate or conservative students felt a lack of support or acceptance. One student wrote, “Conservative viewpoints are ridiculed, not taken seriously and shunned, for lack of a better word. To understand and appreciate one’s philosophy, you must be educated on its opposition.” Another student felt that faculty and students should not, “push their views onto other people.”

Another student responded that political diversity is present but “lacks a strong voice on campus” and commented that there is political diversity but that students with conservative opinions don’t feel comfortable sharing their opinions. Another wrote that political diversity on campus is improving.

Socioeconomic, Economic, and Class Diversity

Sixty respondents commented that socioeconomic, economic, or class diversity was lacking at Evergreen. Most respondents referred to students, although there were two comments that included faculty in the lack of socioeconomic or class diversity. There were respondents who commented that there are too many “rich,” “wealthy,” “middle-class,” “upper-class,” “upper-middle class,” and “privileged” students. There were also comments that there needed to be more working class or low-income students.

Some respondents wrote of class differences and difficult interactions between people of different income levels or class backgrounds. One student wrote of wealthy out-of-state students who “enjoy acting poor, while other students who have been poor or are poor are offended.” The student continued, “These wealthy students like to look poor and disheveled in the way they dress, when many of us were taught to look our best so we wouldn’t be looked down upon.” Another student wrote, “Socioeconomic diversity is almost as big a problem as

ethnic diversity. Everyone is either entirely too poor or 'trustifarians' which causes resentment by the lesser financially sound students."

One student wrote that a major obstacle for people of "lower socioeconomic status" was having to support themselves while going to school full-time.

Some students attributed the lack of socioeconomic diversity to wealthy out-of-state students, and by others attributed it to the high proportion of Washington residents.

Diversity of Perspectives and Open-mindedness

There were 39 respondents, 15% of the students who responded to the question, with comments address a lack of diversity in perspectives, a lack of open-mindedness, or the inability to share differing points of view.

Almost half of these comments describe student viewpoints, opinions, perspectives, and ideologies on campus as homogenous. Some of the comments regarding diversity of perspectives may also be referencing political beliefs, but many did not specify political thought. Most were general comments about similar or dominant perspectives among Evergreen students. Some students described a lack of "intellectual," "mental," or "philosophical" diversity.

Other students described a lack of diversity among student interests. One student wrote that everyone seems to "hate business and capitalism." Another wrote of an abundance of classes for students with certain interests, but very few for students with other interests, such as computer science. Another simply described a lack of diversity of interests in addition to a lack of diversity in age, political beliefs, and cultural background.

In addition to a reported lack of diversity of perspectives, opinions, and interests, students reported feeling that they were not accepted or were silenced because they or other students have perspectives differing from the mainstream on campus. The *Political Diversity* section also describes some of these comments. Students mentioned a lack of open-mindedness about different perspectives, one students writing that Evergreen needs, "Acceptance of all opinions without judgment. I think there are many students on campus who fail to express themselves in class for fear of their peers' reactions." Another student wrote of a kind of closed environment for discussion: "Evergreen is often not as diverse as it strives to be. In some ways, you could call the diversity pretentious and many of the people forming various groups as being tribal and not open to outside ideas or influences."

One student wrote of the need to address a campus climate in which some students do not feel comfortable expressing their views. The students wrote: "I think that there needs to be more encouragement of discussion among students about their own views. I see people getting shut down by others for expressing views that are not politically correct or don't support the popular Evergreen causes."

Cultural Diversity

Twenty-two students, about 9% of those responding to the question, referenced a lack of cultural diversity on campus. In most cases, it was difficult to get a sense of what students meant by "cultural diversity." This phrase can be used to describe many types of difference including ethnicity, race, class, politics, and worldview, among others.

In many cases, the phrase "cultural diversity" or the word "cultural" was paired with "ethnic diversity." In other cases, the phrase "cultural diversity" stands alone. For instance, one student wrote: "CULTURAL diversity is limited on the Evergreen campus, both amongst students and faculty. For the existing diversity, I found [the] TESC atmosphere too often results in cultural groups that 'stick to one another.'" This comment seemed similar to a the

one discussed above in which a student described various groups on campus as being “tribal” and “not open to outside ideas or influences.”

Activities, Curricula, Programs

Nineteen students, 7% of the students who responded to the question, referenced activities, curricula, and programs in their comments about diversity. All different types of diversity were referenced among these comments. This category includes comments related to addressing issues of race and class in activities and programs, to the diversity of faculty, to the range of course offerings, and to other comments such as the limited nature of advanced work at Evergreen.

One student wrote, “Student activities on campus do not promote the appreciation of diversity on campus. This means all diversity (i.e. ethnic, political, etc).” Another student wrote that there are no inter-cultural activities and another commented that they would like to see a “Native American course” taught.

Another student suggested:

More efforts towards special studies in ethnic studies, cross utilization of programs that center around ethnic studies. A true Native American studies program. Diversity days, lecture series. Native radio on KAOS, in conjunction with the programs that are there. Native law, offering local native languages, or hosting international programs with local ethnic groups... a blending of multi cultural studies would be great, if it is supported by real programs and activities in these areas, backed by the attendance, residence, or involvement with the actual people too.

Several students wrote that programs and the institution as a whole do not adequately address racism and class oppression. A student wrote that segregation is perpetuated by not addressing the issue. Another student wrote that racism is not addressed adequately in seminars, commenting:

Once a girl said to me, “Why should we look at multicultural art and racism? I have no way of solving these problems?!” These issues are not addressed in seminars in the manner they should be dealt with. Oftentimes, there is only a handful of students of color in one program at a time so they end up speaking for all of the other people of color that cannot be in the classroom, which puts a lot of pressure on them to speak and speak about personal and sensitive issues, while the white kids are not forced to discuss these issues, because they do not turn into tokens.

Another student wrote, “...we're so tolerant of everything that we spend more time stating disclaimers so that everybody knows we're not racist/sexist/etc. than we actually do saying anything relevant about the issue at hand.”

As mentioned in the section concerning issues and diversity around ethnicity and race, several students wrote of a lack of ethnic diversity among faculty, and another mentioned a gender imbalance. One student wrote that women and minorities are under-represented in the Computer Science programs and among technical staff at the college. Another commented that there is not enough diversity in the science department; however, it was not clear from the comment what type of diversity the student was referring to.

Another student mentioned that a faculty member that the student admired had left because of the lack of diversity on campus.

Relating to comments about the lack of diversity among student interests, two students commented that they felt there was a lack of diversity among course offerings at Evergreen. One thought there were not enough professors teaching business courses, and the other student wrote that there should be more than two courses for computer science.

Age diversity was mentioned as lacking in full-time programs. Comments on age diversity are described further in the *Age Diversity* section below.

One student wrote of a lack of advanced work in programs:

I don't know if you realize it, but the concept of advanced work for seniors is not working. We must complete the same assignments as the freshman, repeating the work over and over. If we choose to do something advanced, we must still do the freshmen work on top of the advanced work, which means we are not able to spend as much time on the advanced work as we would like.

Another student, in the midst of commenting on a lack of diversity at Evergreen, expressed appreciation for the incarcerated youth program at Evergreen as well as the older students on campus.

Geographic Diversity, International Students, and Out-of-state Students

Fifteen students, about 6% of the respondents to the question, included comments regarding a lack of geographic diversity, including a lack of international students or out-of-state students, and/or comments related to a lack of interaction with international students.

Eleven students commented on a lack of international students or the need for more interaction with international students. Several students commented that international students are often isolated from the rest of the student population, and one student specifically commented that English as a Foreign Language (EF) students are cut off from other students because all of their classes are located in the Seminar I building and they are all housed in the Mods instead of throughout campus housing.

Three students mentioned that most Evergreen students are from Washington or the Pacific Northwest. Two of the comments included suggestions for more out-of-state students or greater representation across the U.S. There was also a general comment that there should be more geographic diversity at Evergreen.

Student Image, Persona, Lifestyles

The comments of 13 students were grouped together because they addressed the diversity of lifestyles or student images on campus. Some students thought that there was a lack of different images or an overabundance of similar student "images" that dominated the student body. One student wrote:

In general among individuals everyone has the same views on politics, everyone dresses the same, everyone listens to the same music, everyone eats the same, it is an alternative to society's mainstream, but its mainstream alternative.

Another student commented:

Evergreen is alternative, but it isn't diverse. It attracts a certain type of person because it is a unique institution with the result of everyone conforming to the unique image of a "Greener."

Some students described a kind of social hierarchy "... that exists at other schools [and] at first seems to be absent [at Evergreen], but it is just as prevalent here. The difference is that the

ranking is reversed. People with ratty clothes, dreadlocks, and apathy towards academic pursuits now take the highest social positions. "

Other students made comments to the effect that Evergreen attracts too many "hippies," "stoner hippes," "slackers," and "granola." Another commented that there was a lack of students with a professional appearance. Yet another student commented that there should be more "social diversity" including more "fashion buffs," "shoppers," and students who support athletics.

A total of four comments regarded sports, including a lack of sports and athletes, and comments that Evergreen students are very judgmental toward athletes. One student wrote, "Yes, this is a school whose focus is not on sport, but that doesn't mean the students who are should be treated poorly because of it."

One student felt that there is a lack of students who eat meat. They wrote that Evergreen is "lacking people who do eat meat and aren't vegan/vegetarian... seems like everyone here is into organic stuff and criticize the ones who don't."

Finally, one respondent wrote that Evergreen lacks diversity of experience and lifestyle in addition to a lack of political and age diversity.

Age Diversity

Ten students, or about 4% of the students who responded to the question, wrote about age diversity on campus. All but one of these comments regards the need for more age diversity. The other comment was an expression of appreciation for the older students on campus. Some students commented specifically on a lack of age diversity within full-time programs. One student wrote that there is age as well as race discrimination on campus.

Religious Diversity and Acceptance

Nine students had comments pertaining to a lack of religious diversity or a lack of acceptance of students with religious beliefs. Many of them wrote generally of a lack of religious diversity. One student wrote that Christians are hated and another commented, "Acceptance of people who believe in God is definitely minimal." Another student wrote that there is "not enough opportunity for students of faith. "

Gender and Sexual Orientation

Five students offered comments pertaining to gender and sexual orientation. One student wrote that there is a lack of homosexual students on campus and another commented that there is more homophobia on campus now than in the mid-1990s. Another wrote that there is a lack of sexual diversity. Two students wrote of a lack of gender diversity or balance, one specifically referred to gender balance among faculty.

Other Comments and Types of Diversity

There were 16 students with comments that referenced diversity, but whose comments did not fit in any of the categories described above. Several of these comments referred to other types of diversity. One student mentioned a lack of diversity in terms of students with physical disabilities. Another student commented: "I just don't think the people with alternative learning styles in our society are represented at Evergreen." Another student noted a lack of language diversity in addition to a lack of ethnic diversity.

Another student simply commented: "I think the word diversity is thrown around a lot at Evergreen, but when one looks around I don't see it as more diverse than any other campus." There were other comments in which diversity was said to be lacking, but students either wrote in that all types of diversity were missing or they only generally referred to diversity

without specifying what kind. One student wrote that all kinds of diversity were lacking except artistic, another commented that all were lacking except "left-wing."

One student wrote that there is little outreach to Tacoma from the main campus, and that there is no career counseling, disabilities facilitator, medial or social advice, and no tutors to help in the computer lab. Another student attending the Tacoma campus wrote of hearing that there is no diversity on the Olympia campus and commented that this is strange since one of Evergreen's goals is "change through diverse collaboration."

Another student wrote, "Well, it's more up to those belonging to a group that qualifies as 'diverse' to enroll at Evergreen. So there's not a whole lot Evergreen itself can do other than move to L.A. or New York, maybe."

One student simply took the opportunity to write that they take night classes and therefore often lack sleep.

Strategies for Addressing Diversity on Campus

A total of 308 students responded to this question, "What do you think would improve diversity on campus?" There were discernable patterns among the responses. Common themes were developing strategies for reaching out to new students; providing more financial aid and lowering the cost of attendance; improving programs and courses; changing the composition and cohesiveness of the Evergreen community; offering new activities and student groups; and promoting dialogue and acceptance on campus.

Percentages in the text below reflect the percentage of students that wrote at least one comment within each theme or category. Percentages do not add up to 100% as many students offered more than one suggestion or suggestions pertaining to multiple themes.

Reaching Out to New Students: Recruitment, Outreach, Admissions, and Marketing

A little more than a quarter of respondents to this question (N=81) mentioned finding new ways to reach prospective students and draw them into the college. Respondents used several terms to describe methods for bringing new students to the college, including recruitment of new students, outreach in new or diverse locations, marketing to specific segments of the population, and changing admissions policies.

Several students suggested recruitment and outreach in high schools, community colleges, and communities with more socioeconomic or ethnic/racial diversity. Other respondents emphasized attracting more nontraditional students, especially in full-time programs. One respondent wrote, "Hey, recruit student[s] of color, recruit older non-traditional students. It seems like you want us older students of color to be only at the Tacoma campus or taking night classes only." Another respondent thought that Evergreen should appeal to more conservative students.

Some students suggested more outreach should be done in urban areas. Other students wrote that there should be more recruitment of out-of-state students. Some students said that recruitment should focus less on the Pacific Northwest. One student specifically mentioned that there should be more recruitment in the Midwest and East Coast. Another mentioned recruitment and outreach in Texas, Hawaii, California, and New York City. Conversely, another student suggested more in-state recruitment. Another suggested recruiting more international students.

One student felt that there should generally be a larger student population on campus, and mentioned being opposed to building any more housing on campus.

There were also suggestions that outreach could be achieved through cultural events on campus that are publicized more broadly. One student mentioned providing anti-oppression trainings that are highlighted when talking with prospective students. Another student mentioned that programs could sponsor projects in which students do service learning projects in low-income communities or communities with other types of diversity and in the process attract new students.

There were comments regarding the admissions process. One student suggested: "A higher admissions standard to attract more than an abundance of students looking to get out of a traditional educational model." Another simply wrote that diversity could be improved through the admissions process. Several students mentioned that they supported affirmative action in the admissions process. There were also suggestions to provide more support to prospective students in the financial aid and application process.

Marketing was mentioned by some students. There were suggestions for more targeted marketing and other students wrote that marketing efforts should include a broader audience.

Some students had specific suggestions for improving Evergreen's advertising. There were suggestions for more or better advertising. Some students thought that there should be more advertising in areas with more diversity or at international schools. One respondent criticized the practice of advertising on MTV. Similar to comments on marketing, some thought that advertising should focus more on particular segments of the population, while others thought advertising should appeal to a broader audience.

Some respondents focused on the need to change Evergreen's image. One student suggested, "Breaking down the stereotypes of Evergreen in the surrounding community." Another suggested, "attempting to deconstruct the idea of the stereotypical evergreen student (aka white, middle class, liberal.)" Several students thought the school had an image of being a "hippy school" or that there were widespread "hippy" and "pot-smoking" generalizations about Evergreen students.

One student suggested that the school logo should be changed: "Improve the school logo. Get rid of EverGreen and go back to the more refined logo of the trees and mountains."

Several students mentioned positive publicity. One student suggested that Evergreen needed to "widen distribution of news covering the bad ass stuff happening in and around Evergreen. Highlight the alumni and individuals who have gone on to open local businesses." Another student suggested that Evergreen should be promoted through more culturally diverse media and publications. Another student thought that Evergreen should not be publicized in fashion magazines such as *Seventeen*.

Making the College More Accessible: Financial Aid and Cost of Attendance

Suggestions addressing financial aid and the cost of attendance in order to make Evergreen more accessible were mentioned by about 18% (N=54) of those who had suggestions for improving diversity. Students wrote of increasing availability of financial aid and work-study. Many students wrote that financial aid and scholarships should be targeted to specific groups of students.

Thirty-five students had suggestions for scholarships. One student wrote: "always always always more scholarships, more financial aid. And not in the form of loans because those are false wins in a situation that does not promise to get an individual into a life that will help them pay back the money they've borrowed."

Many of the students who had suggestions for scholarships wrote of the need for more scholarships for students of color. Some of the students specifically mentioned that there should be more four-year scholarships for students of color or that there should be more scholarships for students of color that do not involve playing sports.

Other students had suggestions for scholarships for other groups of students. Students wrote that there should be more scholarships for students who have fewer resources or who come from low-income families. Another student suggested more scholarships focused on retraining students. Two students responded that there should be more scholarships for older students. Other students thought there should be more scholarships for out-of-state students, with one suggesting more four-year scholarships for out-of-state students. Another student suggested more scholarships for women. Another suggested more scholarships for "media production focused students."

One student wrote generally that there should be "more incentives for single parents and returning students."

Some students suggested lowering or even abolishing tuition. A few students commented that education should be free for all.

One student thought that financial aid should be less bureaucratic and there should be living standards on campus that "do not create constant set backs--AFFORDABLE campus housing, more practical meal plans."

Addressing Diversity through Programs and Courses

About 19% (N=57) of the respondents mentioned improvements to Evergreen's programs and courses to address diversity. Some of these comments were aimed at increasing cultural awareness and appreciation and providing anti-racism training, while other suggestions were to offer courses that appeal to particular groups of students.

There were suggestions for more programs and courses on anti-oppression, anti-racism, diversity, and non-violent communication. One student wrote:

I think that extensive programs to deal with and educate the student body about issues of racism and improve interracial relations are much needed... As far as recruiting students of color, I think that there should be more programs, both academic and social, to accommodate their interests.

Several students commented that anti-racism or diversity classes should be mandatory for students, faculty and/or staff. One student wrote of Evergreen needing: "Faculty that are aware and can call out racism and other targeting behavior. Work within different agencies (advising, health center, food service) around diversity and anti-oppression." Another wrote that faculty members should have training on how to conduct seminars that address issues around racism and diversity. Another student wrote that faculty should be "accountable for interrupting oppression in their seminars." Yet another commented that faculty need to realize that some of their students are older, and be less condescending towards students. See comments in the section below on strategies for promoting dialogue and acceptance, page 37.

One student suggested that trainings on diversity should be required as part of orientation or new student advising workshops. Another student suggested having a four-credit anti-racism class and one-credit community discussion group every quarter.

Some students suggested broadening or changing offerings and the types of fields represented in the curriculum. One student wrote: "I think that a more diverse student body would be drawn to a more balanced/diverse selection of faculty who could create more varied curricula." Some students suggested more classes that are multicultural and cover culture and history of various ethnic groups, and more faculty for area or cultural studies such as African Studies, Asian Studies, Latino Studies, and Native Studies. A few students suggested more technical, science, and business programs. One student wrote that in addition to more religious diversity among students that there should be more programs that include religion. Another student wrote that there should be "fewer humanities programs about changing the world and living holistically, instead a more scholarly approach for these programs." Another respondent suggested that language studies should be integrated into full-time programs, so that students do not have to take evening and weekend studies courses to learn languages. Another student referenced Evergreen's mission and available courses, writing:

Quit focusing on what the school is 'not' - 'We are not like other schools... only at Evergreen' - and start finding out what this school is actually trying to do. Not all of us want to take math classes for activists, or have our desire to focus on performing arts compromised by having to take Guerrilla Street Theatre and such.

Several respondents suggested new exchange programs or more awareness of existing exchange programs. One student suggested exchanges or partnerships with international schools or traditionally black colleges. Another student suggested, "finding a sister school in China that we could develop a relationship with for student/instructor exchange." Another suggestion was for an intramural exchange program bringing students from around the world. Another student suggested an exchange at a more local scale: "I think inviting members of the community to interact with students (i.e. senior citizens, high school students) in programs or seminars as a way of connecting academic work to something outside of academia."

One student had suggestions for addressing the needs of low-income students:

Less wealthy, design programs so poorer people can attend. Tons of them have \$1000 - \$3000 dollar trips/expenses that poorer persons cannot afford even with additional funds from financial aid (they may need this for dental care or emergencies that other students' don't have to worry about.) There could be more quality, less heavy workloads in the night and evening classes. Those classes are geared toward working people, right? The workloads and quality of faculty are poorer in those areas, esp. Biology that some people need.

One respondent commented that there should be better retention of faculty that are aware of anti-racism and other related issues, especially retention of women of color.

Some respondents felt that there should be more "intellectual" or "ideological" diversity among faculty. As mentioned in the section *Promoting Dialogue and Acceptance* below, a few respondents wrote that faculty should be "less political in the classroom," or that more political positions and beliefs should be represented in the classroom. One respondent wrote that faculty should not direct their political views at students as often, or that they should use less political rhetoric.

Three other respondents felt that academics at Evergreen need to have more rigor and that expectations needed to be raised in terms of academic success. Another respondent wrote that there should be "a more focused division between BA and BS studies to create high learning opportunities."

Changing and Strengthening the Evergreen Community

Eighteen percent of respondents (N=56) focused on either changing the demographic composition of the Evergreen community (including students, faculty, and staff) or strengthening the community in terms of interaction between different groups. Some of the comments regarding recruitment of and outreach to specific groups of students are described in the section *Reaching New Students* above, and are not included in this group, though those comments are also reflections of suggestions for demographic change to the campus community. These comments are more general and do not include suggestions for recruitment, outreach, admissions, or marketing strategies.

Many of the students wrote that there should be more students of color. Some students wrote that there should be more exchange and international students. Another wrote that there should be more religious groups represented on campus. One student suggested 1,000-2000 more students on campus. Another suggested more out-of-state students and students with more than freshman standing in on-campus housing.

Some students suggested that there should be more diversity among faculty and staff. Some students specifically mentioned ethnic or racial diversity and others suggested more intellectual or ideological diversity among faculty. One respondent wrote that more women and minorities should be hired in Information Technology and other technical positions.

A few respondents wrote that there should be fewer "rich kids," "hippies," or "white, upper-class, liberals." Other respondents wrote that there should be more "republicans," "political conservatives," "mainstream Christians," "conservative students," and more "center-to-right opinion." One student wrote, "We're a very contented bunch of liberals, by and large, and it would do us good to have more of those annoying conservatives around to keep us sharp..."

Several students thought that there should be fewer cliques and that there should be more integration and acceptance among groups of students. Several students wrote that there should be more of a sense of welcoming, a more positive environment, and more support for students of color. Another student wrote that there should be "Increased support for students of color, queer, etc. by campus and community."

Seven students mentioned the need for greater interaction with international, English as a Foreign Language (EF), and English as a Second Language (ESL) students on campus. One student thought that EF students should be in more than just one program and that this defeats the purpose of the exchange program. Another student wrote that EF students should not be segregated in housing. Another wrote that there should be "determined inclusiveness with the EF students" and also suggested a "language lab." Another student suggested "introductions to EF students."

Some students spoke to the need for a stronger campus community. One student suggested more community-building activities (also discussed in the *Activities* section below). Another student wrote of the lack of a unified Evergreen voice:

I think that in some ways our diversity (as a campus) prevents us from being unified. I think that we should NEVER stop celebrating our differences, but there is lack of unified Evergreen voice. We have no student union/government, all we have is a bunch of students and student groups doing what is important to them. Which is fine, it's important for someone to be able to create a campaign, or bring an issue into the light when it's important to that person, but we (as a college) are so transient and self-minded that it's very difficult to organize the whole college. And if we could all organize, we could send very powerful messages, and accomplish a lot, rather than just talking, or making some small student group have to start from scratch every time there's an issue that needs to be considered.

Another respondent wrote of the need for community, commenting on the need for a stronger campus community. The student wrote, "Again, lots of talk about community, but I find it sorely lacking."

Activities and Groups to Address Diversity

About nine percent (N=27) of the respondents had comments pertaining to additional activities or groups outside of the classroom to address diversity. Other suggestions were for lectures year round instead of just at graduation. Six students suggested more events such as international/cultural events, fairs, concerts and festivals and cultural diversity teach-ins that addressed cultural diversity. Another student suggested "A non-'Greener' party for the political right (to get to know the political right)."

Two students spoke about the need to make Day of Absence/Day of Presence more prominent. One student wrote that the event needs to be promoted much more by the faculty and the college. One student suggested that no classes be scheduled during the Day of Absence/Day of Presence. The other student thought that the activities on these days should be further expanded into additional activities throughout the year.

Four students had suggestions pertaining to campus sports. One student wrote that there should be "A more positive look toward athletics, and the money they generate for this

school.” Another student suggested more emphasis on school athletics, and another suggested directing more funds to recreation. Another student simply suggested an archery range.

Some students suggested better funding for KEY services and First Peoples’ Advising. One respondent suggested the creation of International Student Services instead of the EF program. Other respondents suggested better funding for student groups and for students to plan events and for more active student groups. Two students suggested a student union or student government to better represent students, especially marginalized voices. Another respondent suggested the creation of a Diversity Council “that would assist in the development of goals for the college in this area.”

One student suggested that volunteer work should be mandatory, commenting that 25-50 hours of volunteer work per quarter would make students more “well-rounded.” Another student wrote, “More community-building activities. More student controlled areas of campus where students could create and provide services to other students (i.e. coffee shop).”

Strategies for Promoting Dialogue and Acceptance

About 10% (N=32) of respondents who had suggestions for addressing diversity mentioned strategies for promoting dialogue and acceptance both inside and outside of the classroom.

There were many comments pertaining to the need for more openness and less self-righteousness among members of the campus community. Some students referenced the need for more open dialogue around political views or other perspectives. One student wrote:

People feel that their opinions and backgrounds must fit very specific criteria in order to be recognized. While these opinions and backgrounds are not what most of society would consider the “norm” it is oppressive nonetheless. There must be discussion from all sides. And encouragement for different opinions.

Another student wrote that there should be “More emphasis on acceptance without regard to political, social, ethnic/racial, or economic status.” Another thought students should be encouraged more to express various beliefs. Another student felt that there should be more acceptance of different viewpoints, regardless of their “political correctness.”

Several students had suggestions regarding strategies for promoting dialogue around diversity and racism in seminars. One student wrote:

I think that each faculty member should have training on how to conduct a seminar that discusses these issues in an upfront manner (no sugar coating). Every student in this seminar should be forced to speak about racism and diversity, because many white students do not speak at all in these discussions. In this learning environment where we are learning from each other every student must feel comfortable, and many students of color here do not feel comfortable in their living situations on campus or in the classroom. So, this should be discussed at one point or another so we can get past it to learn from each other rather than having heated discussions where someone ends up crying (yeah, it’s happened to me).

Another student wrote: “Less political views from faculty directed at students. More structure as far as openness of discussion in seminar.” One student wrote: “Stop thinking that having one black person in each class is enough for an open discussion on anything world related.” Yet another student suggested setting up seminars between programs.

Another student had several suggestions for enhancing dialogue, writing: ‘Examples of learning across significant differences-- develop a vocabulary for such learning by practice-- de-emphasize divergence of appearance from ‘norm,’ and celebrate, draw-out, and value how

divergence of thought converges to form society.” Another suggested incorporating more non-violent communication into programs to “require people to communicate on a feelings + needs basis, clearly identifying observations, feelings, needs, + requests.”

Another student wrote: “There is a built-in slant toward the left in an alternative institution such as Evergreen, which is fine and personally preferable. But I would like to see a more rigorous intellectual standard for the ideas and arguments that we exchange in our work.”

Several students wrote of the need for more open-forums and discussion of certain ideas and concepts. One student wrote that there should be more discussion of other cultures, justice for all, and American culture. Another student wrote that there should be “more understanding of women's disadvantaged role.” Another respondent wrote, “Increasing awareness about diversity in areas other than race (i.e. religion, socioeconomics, gender). Also, the atmosphere for discussing race is angry and uncomfortable.”

One student wrote that there should be less criticism directed towards students who are not vegetarian and choose not to eat organic food.

Other Comments on Diversity

About 5% of respondents (N=14) wrote comments that diversity at Evergreen is fine or that there will be more diversity in the future. About 16% (N=50) stated that they had no suggestions or didn't know how to improve diversity at Evergreen. There were 15 comments in addition that did not fit in the themes above.

Of the respondents wrote that diversity at Evergreen is fine or adequate, all but one respondent had expressed satisfaction with the amount of diversity at Evergreen in response to a question about level of satisfaction with the amount of diversity⁷. One student who had expressed dissatisfaction wrote:

I think the population at Evergreen will naturally become more ethnically diverse as more people learn about our school and what it has to offer. In the past, and now, it has been a specific group or type of people who have sought out a school like Evergreen, and it shows in the population. But the educational experience offered here is a growing trend, and I think that will naturally add diversity that has been lacking.

Another student wrote that while Evergreen in Tacoma does “a great job with diversity on campus,” the student commented that they do not know what the Olympia campus does.

Of the students who wrote that they had no suggestions, two students thought that there was nothing that could be done about diversity, short of moving the college elsewhere. Other respondents acknowledged that diversity is a difficult or complicated issue.

The comments that did not fit easily within other themes include a comment that “Evergreen seems to tokenize diversity -- turning it from a lovely concept into a dirty, insensitive, ignorant word.” Another student called for the administration to take a stand on diversity. Another student wrote, “Stop Jim Crowing us -- make Tacoma part of the school. Give us a book store once a week.”

Several of these respondents had comments about changing society, culture, and the educational system. One student wrote that there should be “a complete overhaul of society, one that encourages young p.o.c. [people of color] to finish high school and attend college.” Another student wrote that America should “...stop attempting genocide or past genocides. A

⁷ The question was, “How satisfied are you with the amount of diversity at Evergreen (ethnic, political, socioeconomic, etc.)?”

total cultural overhaul (sorry it's no fault of TESC.)" Yet another wrote that the American educational system needs to be reformed to allow "minorities the same advantages that non-minorities have."

Another student wrote that it's tough to address this problem because Evergreen is "a very liberal arts college, duh." Other students who had been neutral or satisfied about the amount of diversity on campus wrote several ambiguous comments such as: "new chairs," "promoted conservatives," "Uh... end poverty? World peace?" "McDonalds, BurgerKing," "Tolerance by not promoting or publicizing education and articles against," "Stronger alumni support and recommendations," and "Less 'politically correct' buy in to media faculty and students need to think beyond slanted press mentality." One student wrote in that not on campus much and so the issue does not pertain to them; another student wrote of not having enough time to think.

Importance of Diversity on Student Learning

Students were asked to rate the importance of diversity on campus to their learning. Students rated importance on a scale of 0-6, with Not at All (0), Somewhat Important (3), and Very Important (6). The most common response was very important.

How important do you think diversity on campus was to your learning? (N=567)

	Mean	0 Not at All	1	2	3 Somewhat Important	4	5	6 Very Important	Missing (N)
All Respondents	4.02	6.3%	3.8%	6.8%	21.2%	17.4%	15.3%	29.1%	11

Respect for Different Backgrounds, Perspectives, and Lifestyles on Campus

Students were asked how much respect there is on campus for different backgrounds, perspectives, and lifestyles. Students rated the amount of respect on a scale of 0-6, with No Respect (0), Some Respect (3), and A Lot of Respect (6). The most common response was Some Respect.

How much respect do you think there is for different backgrounds, perspectives, and lifestyles on campus? (N=567)

	Mean	0 No Respect	1	2	3 Some Respect	4	5	6 A Lot of Respect	Missing (N)
All Respondents	3.89	1.1%	5.9%	9.4%	25.8%	20.3%	19.6%	18.0%	5