![evergreen logo]

February 18, 2025

TO: President John Carmichael
                Faculty Agenda Committee
                Members of the Faculty
                Board of Trustees

FROM: Grant Acceptance Policy Disappearing Task Force

SUBJECT: Final Report and Policy Recommendation

The Grant Acceptance Policy Disappearing Task Force, appointed in June 2024, has completed its charge.

The Task Force has worked diligently since June to consider the broad range of potential issues and impacts inherent in adopting a grant acceptance policy for Evergreen. With this report, we present a proposed grant acceptance policy (Appendix 1) that:

- Seeks to ensure that the College can protect its ethical integrity, reputation, mission, and resources in accepting grant funding.
- Calls for consistent review of all grant proposals prior to acceptance of funding.
- Provides an ethical framework, grounded in widely accepted ethical practices, that considers the impact of proposed grant activities as well as the College's relationship with funding organizations,
- Upholds academic freedom and academic responsibility as core College values.
- Allows the College to protect itself from unwelcome, externally driven agendas that impinge on its mission, values, and activities as a unique institution of higher education.

The proposed policy seeks a workable balance to ensure that Evergreen can uphold its ethical obligations and institutional integrity when it accepts much-needed grant funding to support public service, student programs, research and scholarship, institutional improvements, and creative activities—initiatives that are essential work at an institution of higher education, and that, especially at Evergreen, depend disproportionately on external financial support.

We acknowledge that it was impossible to develop a policy recommendation to address every concern raised by College community members and within the Task Force itself. Evergreen is a diverse and complex institution. Its values are often in tension. Some parts of the proposed policy are products of compromise, not consensus. In the report and supporting documents that follow, we have attempted to represent faithfully the differences of opinion we heard from members of the faculty, staff, student body, and Task Force members, and to explain the rationale for the Task Force's ultimate decision to propose a specific policy direction. We also provide a minority report that presents the dissenting views of some Task Force members in areas where we did not reach agreement.

While acknowledging these differences, we can report that the Task Force achieved unanimous agreement that a) the College needs a comprehensive grants acceptance policy and a consistent procedure for reviewing grant proposals in advance of decisions to accept or reject funding, and b) such a policy should require Evergreen's grant-funded activities adhere to broadly recognized ethical standards in keeping with the College's mission and stated values.

We trust the Task Force's work will strengthen Evergreen's grant acceptance practices, and that it will better align those practices with the College's stated values and mission.

Report contents

The final report includes the following documents:

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- Appendix 5: Community consultation findings
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- Appendix 7: Minority report

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Grant Acceptance Policy Disappearing Task Force
Summary of Activities and Recommendations
February 2025

Background

This Disappearing Task Force resulted from the Memorandum of Understanding (MOU) signed between the Evergreen State College and the Evergreen Gaza Solidarity Encampment on April 30, 2024. The Task Force was charged to recommend a college grant acceptance policy to "provide criteria for accepting or refusing grant funding based on the purposes of the grant. Criteria would include such considerations as whether grants facilitate illegal occupations abroad, limit free speech, or support oppression of minorities" (Memorandum of Understanding, 2024).

The charge called the Task Force to develop a work plan and complete the following tasks:

1) Conduct research about ethical philanthropy, academic freedom, Evergreen policies and practices related to grants, and relevant policies from other institutions.
2) Seek input from members of the Evergreen community before finalizing recommendations.
3) Provide quarterly progress reports to the Geoduck Student Union (GSU), the Faculty Agenda Committee, and the Executive Leadership Team.
4) Deliver recommendations to the Faculty, President, Faculty Agenda Committee, and Board of Trustees.
5) Identify and address how the policy proposals would (or would not) affect the academic freedom of members of the Evergreen community, and the principle of shared governance.

The complete charge is included in this report packet and available here.

Task Force membership

- John McLain, Chair, Associate Vice President for Strategic Initiatives, Grants and Foundation Relations
- Trevor Speller, Ph.D., Vice Provost, Academic Budget and Operations, Member of the Faculty
- Laura Vermeulen, Director, House of Welcome Cultural Arts Center
- Therese Saliba, Ph.D., Member of the Faculty
- Anonymous, Member of the Faculty

- Three students and one alternate (non-voting) student nominated by the Geoduck Student Union

Overview of Task Force Activities

The entire Task Force met biweekly during the summer and fall quarters, and weekly during the month of January. Subcommittees also met between meetings and all members worked on tasks asynchronously.

The Task Force held its first meeting at the end of spring quarter. During the summer it created a work plan and a community agreement to guide its decision making. It then conducted extensive research about academic freedom, ethical philanthropy, and other college and university policies that address acceptance of grants. During the second half of the summer, the Task Force familiarized itself with Evergreen's grant-supported initiatives as well as current practices governing the pursuit and acceptance of grant funding. We summarize the findings of our research in the next section of this document.

During the fall quarter, the Task Force concentrated on two strands of work: policy development and community consultation. In November we released a draft policy for review and comment by faculty and staff and in December we gathered feedback through focus group discussions and a survey. More details are in our fall quarter report, attached and underline.

In December we requested and received an extension to complete our work. During the opening weeks of winter quarter, we completed analysis of our community consultation, revised and finalized the recommended policy, and produced this report.

Summary of Research

We conducted research in three areas: ethical philanthropy, academic freedom, and policies at other institutions.

Ethical philanthropy: To define ethical philanthropy, we drew on Edgar Villanueva's *Decolonizing Wealth* (2021), which argues that "whether we're getting or giving access to money... we need to put all our money where our values are" (5, 10). We also examined The Grants Professional Code of Ethics (https://grantprofessionals.org/page/ethics) and conferred with the Investment Policy Disappearing Task Force on their research for socially responsible investments. With these ethical frameworks at the center, we aimed to develop policy recommendations that coincide with our core college values, mission, and ethical responsibilities while meeting the needs of our diverse students through multiple issues and future contexts.

Additionally, grants are seen as an association between the grantor and a college or university, one in which the institution accepts sponsorship of the grant; the University of Washington (the flagship state public university) makes the nature of these relationships clear in its policies.

Academic freedom: The American Association of University Professors (AAUP) defines academic freedom as follows:

> Academic freedom is the freedom of a teacher or researcher in higher education to investigate and discuss the issues in his or her academic field, and to teach or publish findings without interference from political figures, boards of trustees, donors, or other entities. Academic freedom also protects the right of a faculty member to speak freely when participating in institutional governance, as well as to speak freely as a citizen (AAUP FAQs on Academic Freedom).

We researched numerous AAUP and academic articles that recognize academic freedom is not an absolute freedom, but one that is tied to ethical responsibility and institutional integrity. The research showed that while academic freedom includes robust protections for scholarship and teaching, an individual scholar's academic freedom should not outweigh other ethical considerations. These include the questionable use of funding to influence academic and extracurricular activities, to promote or reinforce oppressive norms, contribute to discriminatory practices, or impinge on the free expression of others. Academic freedom is tied to the responsibility to maintain professional ethics, professional competence, and collective responsibility, as well as legal norms and college policies.

We also recognize that national higher education is facing a crackdown on academic freedom and free speech. For example, a 2022 AAUP statement condemned discriminatory legislation that redefines antisemitism and racism to prohibit teaching that is critical of Israeli and United States history and policy. More recently, AAUP has condemned the implementation of university policies against free expression and peaceful protest, and AAUP joined a lawsuit to block anti-DEI executive orders, which threaten academic freedom.

Policies at other institutions: The Task Force analyzed policies from the University of Washington, the London School of Economics and Political Science, the Union Theological Seminary, and the Council on Public Liberal Arts Colleges which includes Georgia College & State University, Commonwealth University, Sonoma State University, Western Oregon University, Fort Lewis College, Ramapo College, and the Evergreen State College. The Task Force found that these policies consistently referenced and placed value on grant consistency with college missions, grantor-university collaboration, ethical, risk, and socially responsible considerations, a review process that includes experts and key stakeholders, transparency in review and decision-making, and disclosure of conflicts of

interest or potential harm. Specifically, in accordance with socially responsible considerations, some institutions referenced restricting grants from organizations that violate international human rights laws, engage in arms manufacture and sales, or have destructive impacts on the environment.

The Task Force also conducted a review of Evergreen's current policies and practices and familiarized itself with the range of grant-funded activities at the College.

Additional details of our research, including links to sources, are included in the attached summer quarterly report (Appendix 3).

Summary of Consultation Findings

The Task Force collected community feedback about the draft policy it released in November through a survey and discussion groups. We summarize our findings here; a full report is included in Appendix 5. The survey was open from December 1, 2024 through January 1, 2025. Sixty members of the Evergreen community responded to the survey. Through the survey and discussions groups, we sought community feedback specifically on the preliminary draft policy issued in November (Appendix 4) and gave space for other comments; as a result, the Evergreen community provided specific and concrete feedback about the policy implications of the draft proposed policy and could express thoughts or concerns about issues the Task Force may not have considered.

There was broad agreement among survey participants that grants with a harmful impact on persons, or unwelcome influence on Evergreen's people and curriculum, should not be accepted: 92% of all respondents and 78% of those with grant experience agreed or strongly agreed that Evergreen must take responsibility to ensure that the purpose and activities of a grant avoid undue influence on the speech and extracurricular activities of students.

There were extensive differences of opinion among respondents concerning the amount of consideration academic freedom should have in grant acceptance decisions: 73% of all respondents and 61% of those with grant experience agreed or strongly agreed that academic freedom is fundamental and should take precedence in grant acceptance decisions. Nonetheless, most respondents did not think such precedence completely superseded other concerns or interests of the College: 63% of all respondents and 65% of those with grant experience agreed or strongly agreed that academic freedom is not absolute and should not outweigh other considerations.

Respondents were asked about their support for the criteria for declining a grant. The responses reveal division over what criteria should be considered when declining a grant as well as differences of opinion between those with and those without grant experience. For

example, 92% of all respondents and 52% of those with grant experience agreed or strongly agreed that the funding organization must not engage in arms dealing, manufacturing, and other indiscriminate armaments; and 95% of all respondents compared to 43% of those with grant experience agreed or strongly agreed that the funding organization must not advocate for foreign governments or entities involved in controversial, anti-democratic, or human-rights-abusing activity.

The participants of the discussion group for faculty and staff with grant experience revealed concerns about the time and effort that could be required to a) conduct research to establish definitively if funders meet proposed criteria, and b) administer an additional review process as described in the policy, will have a dampening effect on the pursuit of funding. Participants worried that both activities would require additional work by staff already at capacity and would take additional time in an already time constrained process driven by external deadlines.

Appendix 6 provides description of the Task Force's describes how the Task Force addressed community feedback in the development of a final recommended policy.

Summary of Recommended Policy

Informed by feedback from the community as well as its own research, the Task Force has completed a final recommended grant acceptance policy for Evergreen, included as Appendix 1 of this report. In keeping with the Task Force charge, the policy provides guidance and criteria for both accepting and refusing of grant funding. The following offers a summary of the recommended policy with rationale:

- External grant funding is an important resource that supports Evergreen in meeting its educational and public service mission.

- By accepting grant funding, the College is in effect taking ownership of grant-supported activities and other consequences resulting from the funding. Acceptance of grant funding can have significant tangible and intangible impacts at the College. Thus every potential grant should be evaluated and grants should meet certain conditions to be accepted.

- To be accepted grants should adhere to Evergreen commitment to ethical and social responsibility. The recommended policy defines those ethical standards by drawing from widely accepted ethical principles governing research (The Belmont and Menlo reports). These principles include respect for persons, beneficence, and justice as well as adherence to federal, state, and local laws governing the College and international law that is not superseded by federal, state, and local laws (e.g., international humanitarian law and international human rights law).

- Because accepting grant funds represents a de facto association with a funding organization, the College should consider a funding organization's mission, purpose, goals, and activities as part of its acceptance decision process.

- Grants should always support the College's mission and purpose.

- A decision to accept grant funding must, whenever possible, protect the academic freedom of individual scholars and researchers pursuing grant support. Individual academic freedom, however, is not absolute. Grants are awards to the College and their acceptance must also consider other factors, including whether a grant: 1) introduces a grantor-driven agenda that seeks unwelcome influence at the College over students, faculty, staff, curriculum, or College activities; 2) impinges on the free expression and academic freedom of other members of the College community; 3) misrepresents the College or College community members; 4) violates of the Social Contract; and 5) proposes activities that—for administrative, resource, or other reasons—may be beyond the College's capacity for credible success.

- To determine whether grant funding meets the required conditions for acceptance, all proposed grants should be carefully reviewed prior to acceptance using a consistent procedure based on transparent criteria. The policy does not establish the review procedure, but it does require that a procedure be developed and published within 90 days of enactment of the policy, and it provides requirements that must be addressed within the procedure.

- Based on Task Force research, a majority of members found that some conditions could arise with grant funding that warrant an automatic decision to refuse funding. Those conditions are addressed in the policy. The views of the minority members are described in the minority report.

- Based on historical data about the types of grants the College applies for and receives, the Task Force concluded that most future grants will only need to undergo review similar to the required review process currently in practice—i.e., a review that is conducted by the grants office, chief financial officer, and the divisional representatives of those divisions impacted by the grant. A majority of members, however, determined that the policy needed to authorize an additional review process when deemed necessary to ascertain if the grant was appropriate for acceptance by the College. The minority's views on the conditions that should trigger an additional review are described in the minority report.

Minority report

A minority report (Appendix 7) is included to present the positions of members who disagreed with aspects of the Task Force's final compromise.

Conclusion

The Task Force worked carefully and diligently to understand the complexity of grant seeking and grant funding at Evergreen. We reviewed federal grants as well as those from foundations and NGOs. We discussed several cases where grants and other external funding posed ethical challenges—both at Evergreen and at other institutions of higher education. Through extensive research, consultation, and in-depth discussion, we modeled Evergreen's shared governance process and developed these final grant acceptance policy recommendations in alignment with our charge.

Although the College's current Fundraising policy provides some guidance concerning grants, Evergreen has not had a policy that specifically addresses grant acceptance. Adoption of such a policy is in keeping with many institutions of higher education, including peer liberal arts institutions and Washington State public universities. We agree that Evergreen needs a policy to make good decisions in a transparent, consistent way that coincides with our mission, core values, and ethical responsibilities while meeting the needs of our diverse community through multiple issues and future contexts.

Works cited

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Additional works consulted by the Task Force are cited in the summer quarterly report (Appendix 3).

Appendices

Appendices include the following:

Appendix 1:   Final recommended grant acceptance policy, February 2025
Appendix 2:   Task Force charge from President Carmichael
Appendix 3:   Task Force summer and fall quarter progress reports
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Appendix 1: Final recommended grant acceptance policy, February 2025

Related Policies: Evergreen State College Foundation
Fundraising
Social Contract (WAC 174-121-010)

Previous Policy: The College had no prior grant acceptance policy.

1. **Purpose**
The Evergreen State College welcomes grant funding from external organizations to help fulfill its role as a public institution of higher education. The College encourages faculty and staff to pursue grant funding for projects that support its education and public service mission. This policy establishes that, to be accepted by the College, a grant must a) meet defined ethical principles, b) align with the College's stated mission and values, and c) demonstrate it can be successfully implemented within the College's administrative, financial, and physical capacities. The policy defines criteria for grant acceptance and authorizes establishment of a process for its implementation.

2. **Rationale**
Beyond financial considerations, grant funding often has multiple additional impacts that the College must evaluate before accepting a grant award. Grants frequently involve commitment of College administrative, financial, and physical resources that are not always supported by grant funding. Furthermore, grants constitute a relationship between the College and a funding organization; such relationships represent a demonstration of Evergreen's values and priorities as an institution. Finally, grant funds are College funds, and activities funded by grants are *de facto* activities undertaken and approved by the College; these activities are Evergreen's responsibility and as much an expression of the College as activities funded by other sources of revenue.

3. **Grants must adhere to the College's commitment to ethical and social responsibility.**
As a public institution of higher education, Evergreen commits itself to operate within sound ethical principles in all its activities, including those funded by grants. This is further reflected in the College's mission, which states that the College "supports and benefits from local and global commitment to social justice, diversity, environmental stewardship, and service in the public interest." Based on these principles, the College will only accept grants where the purpose and activities of the grant adhere to the following principles, which coincide with ethical principles governing research:

3.1. **Respect for persons:** The grant treats all human beings as autonomous agents whose opinions and choices are valued. People with diminished autonomy are protected.

3.2. **Beneficence:** The grant seeks to avoid harm to human beings and the environment, to mitigate potential harm resulting from grant activities, and to maximize possible benefits to people, the environment, and society.

3.3. **Justice:** The grant treats all human beings in a manner that is equitable and fair, upholds Evergreen's Equal Opportunity and Diversity Policy, and respects the College's commitment to advance social justice.

3.4. **Respect for law, including international law, and public interest:** Grant deliverables uphold the laws under which the College must operate and do not promote actions that are against the law or serve to undermine public trust. Grant deliverables will honor international humanitarian law and international human rights law as recognized by the United Nations, the International Committee of the Red Cross, and other internationally recognized bodies when such law is not expressly prohibited by local, state, and federal laws.

3.5. **Academic freedom and integrity:** Members of the Evergreen faculty are entitled to full freedom in their teaching and research and in the dissemination of their ideas **consistent** with the First Amendment. Academic freedom provisions for faculty are outlined in various governance documents, including the College's collective bargaining agreement with the United Faculty of Evergreen.

Academic freedom also places responsibilities on individual scholars and researchers. These include demonstration of ethical practices, good faith endeavors to be accurate and truthful, operating only within one's area of expertise, and commitment to non-discrimination. Academic freedom and responsibility are inseparable and must be considered simultaneously; they are shared by all members of the academic community.

Grant funding to the College to support research and activities also presents unique institutional responsibilities to ensure the ethics and integrity of the College's operations and preserve public trust. These responsibilities can come into tension with concerns for individual academic freedom. This policy recognizes that grants are awards to the College and not to individual investigators. Participation in grant-funded activities is a privilege and not an entitlement of employment at Evergreen.

As such, the College must take responsibility to ensure that grants avoid 1) grantor-driven agendas that seek unwelcome influence at the College over students, faculty, staff, curriculum, or College activities; 2) impingement on the free expression and academic freedom of other members of the College community; 3) misrepresentation of the College or College community members; 4) violation of the Social Contract; and 5) engagement in grant activities beyond the College's capacity for credible success. Academic freedom is not absolute and will not outweigh these additional responsibilities carried by the institution.

4. **The mission, purpose, goals, and activities of funding organizations and partner organizations will be considered as part of determining the purpose of a grant.**
   It is not possible to completely separate a grant's purpose from the work of a funding organization or partner organization(s); thus the purpose of these organizations must be considered in determining if the purpose of a grant meets College requirements.

5. **Grants must support the College's mission and purpose and demonstrate plausibility for success.**
   As an extension of the College's work and public identity, grants must align with the College's stated mission. No grant proposal or activities shall misrepresent the College or its students, staff, faculty, alumni, or interested or affected parties. The College also must ensure that a grant does not introduce unacceptable institutional risks and liabilities that may result from grant administration, activities, or public scrutiny. The College will only accept a grant that, in addition to meeting ethical requirements, demonstrates a plausible chance for success within the College's available human, financial, and physical capacities.

6. **All grant proposals will be evaluated prior to accepting funding.**
   Before accepting grant funding, the College will, based on the purposes and activities of the grant, evaluate every grant proposal, including renewals, for adherence to ethical principles and alignment with the College's mission and values. Aspects to be reviewed and considered within each grant proposal include but may not be limited to:

   - Goals and objectives of the proposed grant
   - Activities and spending of the proposed grant
   - Mission, purpose, goals, and activities of the funding organization
   - Mission, purpose, goals, and activities of partner organizations participating in a grant project.
   - Support of and alignment with the College's mission and values
   - Risks to the College, including risks to reputation.
   - Plausibility for success of grant as proposed.

College faculty or staff proposing a grant will provide all available information and documentation about the grant as part of the evaluation procedure. Failure to submit grant information for review in a timely manner or withholding of key information may result in non-acceptance.

7. **Requirements for acceptance of grant funding**

   7.1. **Grants must meet the requirements described in sections 3 through 6 of this policy to be accepted.**

   7.2. **Grants must be reviewed and approved according to a consistently applied College procedure, the parameters of which are outlined below.** Unreviewed grants will not be accepted.

   7.3. **The grants office is the only entity on campus authorized to submit grant proposals on behalf of the College.** Grants from proposals not submitted through the grants office, unless that submission was approved in advance, may not be accepted.

   7.4. **Principal investigators and other grant directors must have a current official employment relationship with The Evergreen State College as faculty or staff through the duration of the grant.** Official employment means the employee receives a regular, competitive salary and benefits in a position that exists for the benefit of the College. This includes regular and adjunct faculty and full- and part-time staff appointments.

8. **The College establishes the following specific criteria for an automatic non-acceptance of a grant, in keeping with the requirements outlined above.**

   8.1. **In considering the purpose, goals, objectives, and activities of a specific proposal, the College will decline any grant that:**
   - Violates laws and policies applicable to the College.
   - Seeks to exercise control or an unwelcome grantor-driven agenda to influence any of the following at the College: curriculum, educational materials or student

projects, student organizations, campus events, faculty or staff hiring, campus climate, or grant outcomes.
- Seeks to influence legislation or participates in political advocacy for foreign or domestic governments.
- Violates College policies and procedures, including the grant review process.

8.2. **In considering the mission, goals, objectives, and activities of funding or partner organizations, the College will decline any grant from a non-governmental organization that:**

- Affiliates with, supports, or legitimizes human rights violations, illegal occupation, limits to free speech, or the oppression of minorities.
- Takes part in the manufacture or dealing in weapons prohibited by the rules of international humanitarian law as published by the International Committee of the Red Cross.
- Engages in fossil fuel extraction or acts in conflict with the College's commitment to sustainability and environmental justice.
- Politically advocates for foreign governments or entities that engage in anti-democratic, human rights abusing activity.

Should a domestic government agency be the granting organization and involved in the above activities, additional review may be advised and the proposed grant subject to non-acceptance.

9. **Final authority to accept or decline grant funding rests with the president of the College.** The president designates this authority in most cases to the divisional representative and the chief financial officer but may revoke that designation at will. The president may also decline grant funding for reasons not covered in this policy.

10. **This policy also applies to the College's acceptance of grants sought or secured by The Evergreen State College Foundation on behalf of the College or to support College activities.**

11. **The College will implement a procedure to ensure compliance with this policy**. The procedure will be developed and implemented within ninety (90) days of enactment of this policy. The procedure developed will meet the following requirements.

    11.1. **The procedure will be administered by the grants office.**

11.2. **The procedure will be posted in a place easily accessible to all faculty, students, and staff.**

11.3. **The procedure will be designed to be as efficient and timely as possible in recognition that many grant proposals have deadlines.**

11.4. **The grants office will have authority and responsibility to gather all relevant information required for determining if a grant is eligible for acceptance.** Faculty or staff proposing a grant will supply the grants office all information requested and available to them for evaluation.

11.5. **All proposed grants will undergo a thorough review conducted by staff in the grants office, the chief financial officer or their designee, and the divisional representatives in the divisions impacted by the grant.**

11.6. **Each divisional representative is responsible for grant acceptance decisions for grants administered within or affecting their respective divisions. The chief financial officer is responsible for grant acceptance decisions in all divisions of the college.** All decisions are subject to review by the president, who has ultimate authority for final grant acceptance decisions.

11.7. **The approval of both the chief financial officer and the divisional representative is required for acceptance of all grant funds, unless superseded by the president.**

11.8. **The College will require additional review of grant proposals (beyond grants office, divisional representative, and chief financial officer reviews) when necessary to reach an informed decision.** The grant proposal requires additional review when a variance with the acceptance criteria in this policy is suggested or appears possible in the proposed grant. The divisional representative will convene an independent review relying on interested/affected parties, including faculty, staff, and/or students, to advise on the appropriateness of the grant.

11.9. **Funding organizations and partner organizations reviewed for previous grants may not require repeat review for each new proposal.** The procedure should allow for periodic review of repeating organization for continued alignment with this policy.

11.10. When possible, grantseekers will be given an opportunity to make the revisions necessary for the proposal to meet requirements and mitigate risk.

11.11. The procedure will be reviewed and renewed as needed to reflect changing administrative functions at the College.

12. Definitions

Grant: An award of financial assistance, including a cooperative agreement, in the form of money, or property in lieu of money, to an eligible grantee. The definition does not include technical assistance (i.e., services) instead of money; revenue sharing; loans; loan guarantees; interest subsidies; insurance; direct appropriations; or assistance such as fellowships or other lump sum awards for which the grantee is not required to account.

Grant activities: Any good or service procured or any or action undertaken to meet the requirements of a grant, including items that are a) paid for using grant funding; b) paid for by other sources in fulfillment of grant requirements; or c) provided by voluntary or in-kind sources. Examples of grant activities include but are not limited to purchases; research; employment; volunteer recruitment and coordination; community development; client services; student services; student activities; product development; facilities construction, maintenance, and refurbishment; marketing and communications; educational and extracurricular programming and development; health initiatives; conservation; compliance; arts projects; and internships. Grant activities are often, though not always, encompassed in grant award agreements.

Grant proposal – all digital and/or physical materials required by a funder to consider making a grant award. Such documents may include but are not limited to initial inquiries (sometimes called letters of inquiry), forms, narratives, budgets, resumes, position descriptions, letters of support, assurances, publications, and other documents or media in support of a proposal.

Grantor-driven agenda — outcomes, results, or conditions that a funding organization seeks to bring about through the awarding of grant funds. In some cases, a grantor-driven agenda may coincide with the mission and priorities of the College and in some cases it may be an unwelcome intrusion that runs counter to the College's mission and priorities; determinations of welcomed agenda will be determined at the institutional level.

Funding organization — A private organization, nongovernmental agency, or government agency that provides funding for a grant.

Partner organization — An organization external to the College that participates in grant activities as approved by the funding organization. Partner organizations may or may not receive funding from a grant.

Purpose of a grant — The reason or reasons, stated or inferred, that a funding organization would provide grant funding and that Evergreen would accept grant funding. It is encompassed by two components: a) the goals, objectives, and activities stated or implied in a grant proposal on behalf of Evergreen; and b) the mission, goals, objectives, and activities of the funding organization, stated by the organization or inferred by its activities.

Divisional representative — The vice president or other senior executive with responsibility for managing an administrative division of the College. [Current College divisions include Academics; Advancement; Administrative Operations; Enrollment Services; Finance; Legislative Affairs; Marketing and Communications; and Student Engagement, Equity and Support (SEES).]

Chief financial officer — the vice president or other senior executive charged with overseeing the College's financial functions.

Interested or affected party — An individual, office, or organization at Evergreen that has an active role in or is likely to be significantly impacted by a particular project or initiative.

Academic freedom — Academic freedom is primarily defined by the faculty collective bargaining agreement (CBA). That agreement defines academic freedom based on the 1940 American Association of University Professors Statement on Academic Freedom and Tenure, along with the 1970 Interpretive Comments to that statement. AAUP, with a mission "to advance academic freedom and shared governance," continues through the present day to issue statements defending academic freedom and condemning administrative and legislative efforts to restrict academic freedom and the discriminatory impacts of restrictive policies.

Through the CBA, the faculty and the College agree that the College, as other institutions of higher education, is conducted for the common good, which depends upon the free search for truth and its free exposition. Fundamental to that purpose is academic freedom, which applies to both teaching and research. Members of the faculty are entitled to full freedom in

their teaching and research and in the dissemination of their ideas consistent with the First Amendment.

Academic freedom also places responsibilities on individual scholars and researchers. These include demonstration of ethical practices, good faith endeavors to be accurate and truthful, operating only within one's area of expertise, and commitment to non-discrimination.

Grants office — The office responsible for all pre-award grant administration and proposal submission at the College [currently the Grants and Foundation Relations office in Advancement].

Appendix 2: Task Force charge from President Carmichael

Scope, work plan, membership and support

Background

As part of the agreement between the college and the Evergreen Gaza Solidarity Encampment, the Grant Acceptance Policy Disappearing Task Force is charged.   The agreement calls for the task force to recommend:

> …a policy that would provide criteria for accepting or refusing grant funding based on the purposes of the grant. Criteria would include such considerations as whether grants facilitate illegal occupations abroad, limit free speech, or support oppression of minorities.

Relevant current policies include the **College Fundraising Policy**.

Scope

Please propose criteria for accepting or refusing grant funding based on the purposes of the grant. These criteria, when they are finalized and approved, will be included in a separate, new policy that replaces the portion of the current policy that speaks specifically to grants.

Work Plan

The task force should develop a work plan that includes:

1. Research
   a. Identify readings and other educational resources needed to become familiar with ethical philanthropy and academic freedom.
   b. Gather information from college staff on current college policies and practices.
   c. Examine relevant policies from other institutions.
2. Consultation
   a. Seek input from members of the Evergreen community before finalizing recommendations.
   b. Provide quarterly progress reports to the Geoduck Student Union, the Faculty Agenda Committee, and the Executive Leadership Team.
3. Recommendations
   a. Identify and address how policy proposals would (or would not) affect the academic freedom of members of the Evergreen community, and the principle of shared governance.
   b. Deliver recommendations to the Faculty, the President, the Faculty Agenda Committee, and the Board of Trustees by the end of Fall Quarter 2024. The President will circulate the task force's report to students, faculty, and staff via e-mail and will respond to recommendations in Winter 2025. The president's response will include a clear statement of the process for final decisions that would allow for implementation to begin in Spring 2025 and be completed by Spring 2026.

Membership

Under the agreement, the disappearing task force will include three students appointed by the Geoduck Student Union, two faculty appointed by the Faculty Agenda Committee, and additional staff appointed by the President. The President will designate a chair or co-chairs of the task force.

Support

Katherine Sackmann will provide administrative support for the task force's work, including scheduling and notetaking as needed. Requests for additional budgetary support should be referred to the Office of the President.

Appendix 3: Task Force summer and fall quarter progress reports

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Grant Acceptance Policy Disappearing Task Force

Quarterly Report

Summer 2024

September 23, 2024

To: Geoduck Student Union, Faculty Agenda Committee, and Executive Leadership Team

From: Grant Acceptance Policy Disappearing Task Force

Subject: End of Summer Quarter 2024 Grant Acceptance Policy DTF Quarterly Report

Overview

As outlined in the Task Force charge derived from the Memorandum of Understanding signed between the Evergreen State College and the Evergreen Gaza Solidarity Encampment on April 30, 2024, we are charged with recommending:

> …*a policy that would provide criteria for accepting or refusing grant funding based on the purposes of the grant. Criteria would include such considerations as whether grants facilitate illegal occupations abroad, limit free speech, or support oppression of minorities.* (Memorandum of Understanding, 2024)

Along with this responsibility, members of the Grant Acceptance Policy Disappearing Task Force (GAP DTF) must develop a workplan that includes providing "quarterly progress reports to the Geoduck Student Union, the Faculty Agenda Committee, and the Executive Leadership Team." We submit the progress report below in the spirit of community transparency, even as we recognize that our work is still in process and requires further consultation with the Evergreen community.

After the first meeting on June 15, the Task Force developed a schedule to meet bi-weekly on Mondays from 2-4 PM. Members are also engaged in significant work and research outside of meeting time. As we near the upcoming Fall Quarter, new schedules mean these meeting plans are subject to change; however, commitment and attendance thus far

have stayed the course since day one. Meetings have been consistently well attended, with 100% attendance by students, faculty, and most staff as summer vacations have allowed.

Throughout the summer our work has included, but not been limited to:

- Review and clarification of Task Force scope as outlined in the President's charge.
- Development of a community agreement establishing group norms and a guide for decision-making.
- Creation of a Teams workspace for easily accessible Task Force business.
- Development and approval of a work plan to ensure the completion of Task Force responsibilities within the allotted time frame. The work plan structure is derived from the charge and broken into three periods: research, consultation, and recommendations. Summer has constituted most of our research period, and our work will soon transition to consultation after drafting preliminary findings to shape policy.

Charge Review & Community Agreements

Charge Review

In review of the charge, the DTF asked if we can expand the MOU to include other considerations for grant acceptance, such as environmental justice. President Carmichael responded that he saw the scope of the MOU as the *minimum* considerations and they could be expanded, but he cautioned against broadening the scope in ways that make it difficult to accomplish the charge on time.

We also inquired about if we can consider the nature of the funding organization in grant acceptance, but President Carmichael reinforced that we must focus on "the purposes of the grant" rather than funding organizations (although we did find complicating examples in our research).

Community Agreement

In addition to agreements about respectful communication, learning, and inclusive decision-making, the group also agreed to the following considerations:

> *Evergreen's grants represent relationships between the College and various granting agencies—federal, state, tribal, corporate, and non-profits. We will prioritize associations that align with our college mission, and grants whose purposes meet our mission, values, and concerns raised in the MOU. When relevant, we will coordinate with the Investment Policy DTF on socially responsible associations.*

In the spirit of equity, we recognize that Evergreen's public service centers are run primarily or substantially on grants and should not be significantly disadvantaged by the new grant acceptance policy.

Committees & Summer Research

The GAP DTF established several subcommittees to lead work and research in specific areas, including for summer: Work plan development, Academic freedom research, Ethical philanthropy and other institutional policies research, College-wide consultation plan development, and Summer Quarter progress report.

Collectively, we began with a complete review of Evergreen's own grants list, policy and agreements before we began to research other institutional policies. These included:

- Evergreen's [Fundraising policy](#), within which the college's grant policy is housed.
- Grant Pre-approval Questionnaire
- Current grants to the College and Foundation as of June 2024.
- A variety of both former and recent award agreements between the College and Foundation to ensure Task Force comprehension of what constitutes a grant agreement.
- Evergreen's [Social Contract](#)
- The Academic Freedom section within the [Collective Bargaining Agreement by and Between the Evergreen State College and the United Faculty of Evergreen](#) (CBA)

While research and accumulation of reference materials will not stop as we transition into our drafting and consultation phase, much of our research has been completed over the summer months. We feel that it is imperative to our charge and commitment to transparency that we provide a comprehensive, yet not exhaustive summary of research and reference materials. The following were compiled by the various subcommittee members and have been presented and discussed in the larger meeting.

Academic Freedom Research:

This research included several documents from the American Association of University Professors (AAUP), who define academic freedom as follows:

Academic freedom is the freedom of a teacher or researcher in higher education to investigate and discuss the issues in his or her academic field, and to teach or publish findings without interference from political figures, boards of trustees, donors, or other entities. Academic freedom also protects the right of a faculty

member to speak freely when participating in institutional governance, as well as to speak freely as a citizen.

Below we have collected other theoretical and ethical arguments on Academic Freedom:

1. **AAUP article, "[Protecting Academic Freedom with Transparent Funding](#)."** This AAUP article discusses the importance of having robust funding policies that protect academic freedom and guard against conflicts of interests that may otherwise threaten the independence of institutions in exchange for funding. Detailed here is an organization called **[UnKoch My Campus](#)**, a group dedicated to protecting the production of knowledge in higher education institutions from unethical donor influence, such as in the case of the Charles Koch Foundation, which has been proven to hold this influence over universities such as George Mason University. This organization has built **[model policies](#)** for other universities to construct policies that prevent undue private donor influence and ensure institutional, social, and economic progress for the public good.

2. **Academic Freedom Primer.** A comprehensive primer for understanding academic freedom, both strengths and weaknesses, provided and written by Ann Franke, former senior counsel and consultant at AAUP as well as reference to the **[AAUP FAQs on Academic Freedom.](#)**

3. **American Association of University Professors (AAUP) "[Statement on Academic Boycotts](#),"** which rectifies former stances on academic boycotts and states that they are indeed "legitimate tactical responses to conditions that are fundamentally incompatible with the mission of higher education."

4. **[Northwest Commission on Colleges and Universities Eligibility Requirements for Candidates for Accreditation and Accredited Higher Education Institutions](#).** Criteria listed includes maintaining a governing model in a non-discriminatory manner that actively responds to its constituencies, adhering to ethical standards in all operations, and maintains an atmosphere which "sustains, promotes, and supports" academic freedom and protects constituencies from internal/external influence.

5. Non-profit news organization, **The Conversation**, article **"[Academic freedom is sacrosanct. But so is ethical responsibility.](#)"** Author Jimi Adesina tells the story of the 1990 Council for the Development of Social Science Research in Africa conference on academic freedom. Held in Kampala, Uganda, the conference's attendees from all over the African continent were subject to violent harassment and repression due to the controversy of the issue, but the conference was successful in producing one of the strongest statements on academic freedom in

all of Africa, the **Kampala Declaration on Intellectual Freedom and Social Responsibility,** along with a similar sister document, **the Dar es Salaam Declaration on Academic Freedom and Social Responsibility of Academics**. Adesina also touches on the historicity of the **Lima Declaration on Academic Freedom and Autonomy of Institutions of Higher Education**.

6. "**Resisting Structural Epistemic Injustice**" by Dr. Michael Doan**.** Article discussion of collective struggle to improve practices of knowledge production in institutions of which oppressive epistemic norms are the foundation. This article was part of a series of articles shared in meetings, along with others by Pavel Zgaga, Dina Zoe Belluigi, and Ben Cross & Louise Richardson-Self.

Taken together, the above articles on Academic Freedom complicate this concept as an absolute when it comes into tension with "issues incompatible with the mission of higher education," ethical responsibilities, the use of funding to influence campus climate, or to reinforce "oppressive epistemic norms" that contribute to discriminatory practices.

We also recognize that national higher education is facing a crackdown on academic freedom and free speech, amidst a wider movement of censorship and repression. As AAUP recently condemned, there is an alarming trend in university policies against free expression and peaceful protest. These efforts disproportionately target not only Palestine human rights advocates, but also scholars and students of feminist, LGBTQ+, ethnic and racial studies, political economy, and other critical theorists.

Ethical Philanthropy and Other Institutional Policies Research:

One source recommended to the Task Force for thinking about ethical philanthropy was the book, *Decolonizing Wealth* by Edgar Villanueva, an indigenous philanthropist who also serves on the board of the NDN Collective, an indigenous rights advocacy group. Villaneuva argues that "whether we're getting or giving access to money… we need to put *all* our money where our values are" (5, 10).

Additionally, while most colleges and universities make a slight distinction between gifts and grants, they generally acknowledge that both are believed to "benefit the university and its mission." In the case of grants, they are specifically seen as an association between the grantor and the college, one in which the college/university accepts sponsorship of the grant. The University of Washington, the flagship state public university, makes these relationships clear in its policies, linked above. While we have been tasked with focusing on the *purpose of grants* in determining policy, this model of partnership, collaboration, and monetary exchange also complicates the concept of academic freedom in the granting partnership process.

We have begun to examine guidelines and examples at various colleges and universities that include the criteria and process for grant review and acceptance, as well as how these may be linked to socially responsible investment. Summary and links to a few examples are below.

1. Grant Professionals Association Code of Ethics
2. Council on Public Liberal Arts Colleges member schools (of which Evergreen is one):

    Georgia College and State University Grants and Sponsored Projects Policy, Commonwealth University Fundraising Policy, Sonoma State University Gifts to the University Policy, Western Oregon University Gift Acceptance Policy, Fort Lewis College Gift Acceptance Policy, Ramapo College Fundraising, Gifts, and Grants Policy.

3. London School of Economics and Political Science External Funding Acceptance Policy – LSE's policy entrusts all staff with diligently completing "appropriate ethical and reputational risk assessment[s]" of funders and funding, facilitated by following this procedure. Risk considerations include illegal misconduct, human rights abuses, sexual misconduct, "Terrorism or political engagement with controversial, anti-democratic, corrupt, or human rights abusing regimes or sanctioned regimes," sustainability impact and damage, arms dealing and manufacturing, thermal coal mining, animal welfare/testing, imposed funder conditions running counter to standard academic practice, and activities or sources of funding "in conflict with the objectives and agreed policies of the school."

4. Union Theological Seminary—in their recent divestment statement, UTS makes clear that their policy includes socially responsible investment (SRI) screens, including "armaments, weapons, and defense manufacturers, as well as companies that participate in human rights violations." They had also previously divested from fossil fuels. Their SRI policy may serve as a model for gifts, grants, and other Evergreen investments.

In summary, in our preliminary research on a range of other college grant acceptance policies, we have found repeated reference to 1) consistency with and benefits to the college mission, 2) college/university collaborations with grantors, 3) ethical, risk, and socially responsible considerations, 4) a review process that includes key stakeholders and/or those with expertise in the field (e.g. favorable peer or department review), 5) transparency in the review and decision-making process, 6) disclosure of any real or potential conflicts of interests to the apparent stakeholders, or any potential harm.

College-wide Consultation Plan Development:

The DTF has been considering how best to engage faculty, staff, and students through mechanisms such as faculty meetings, the Geoduck Student Union, and other college forums. Research on this topic has included a review of a report done by **PRO-Ethics**, a consortium of European universities, research funding organizations, technology research groups, and academic research groups. The report, titled "**Ethics Framework and Guidelines: A guide for research funding organizations implementing participatory activities**," lays out valuable models, principles, and ethical considerations for the development of an Evergreen community consultation plan that would ensure robust community response to our grant acceptance policy recommendations.

Another resource not mentioned is the **American Psychological Association's "Equity, Diversity, and Inclusion Framework**," which is worth noting due to its language model, exhibiting some of the most advanced anti-discriminatory language and principles of its kind.

Conclusion

In our research and discussions thus far, we have cast a broad net in examining higher education grant acceptance policies, and the criteria, processes, and ethical considerations that guide them. Our aim is to develop a policy that can best serve Evergreen to maintain institutional integrity, while meeting the needs of our diverse students through multiple issues and future contexts.

Our work also exists within the context of the MOU and the student protests that produced this agreement with Evergreen's Administration. While we work in committee to ensure that our college is not institutionally complicit, as stated by the MOU, in "*grants that facilitate illegal occupations abroad, limit free speech, or support oppression of minorities.*" It is important to also note what is still happening in the Occupied Palestinian Territories; this violence along with repression of free speech on college campuses, prompted student demands embodied in the MOU.

We hope the care and consideration we are taking in this work is evident in this illustration of our collective commitment to research, ethics, academic freedom, and our Evergreen community. As we close out the Summer Quarter, the members of this Task Force are firmly confident we can provide a grant acceptance policy recommendation with criteria that both maximizes our commitment to social justice, minimizes harm to all people, and meets the charge of our task force - all by the agreed upon End of Fall Quarter deadline.

Grant Acceptance Policy Disappearing Task Force
Revised Quarterly Report
Fall 2024

December 20, 2024

To: Geoduck Student Union, Faculty Agenda Committee, and Executive Leadership Team

From: Grant Acceptance Policy Disappearing Task Force

Subject: Fall Quarter 2024 Grant Acceptance Policy DTF Quarterly Report

Background

This Disappearing Task Force was created as part of the Memorandum of Understanding (MOU) signed between the Evergreen State College and the Evergreen Gaza Solidarity Encampment on April 30, 2024. The MOU called for a task force charged to recommend a grant acceptance policy for the college. The policy would "provide criteria for accepting or refusing grant funding based on the purposes of the grant. Criteria would include such considerations as whether grants facilitate illegal occupations abroad, limit free speech, or support oppression of minorities" (Memorandum of Understanding, 2024).

The Task Force was appointed in June and charged to complete the following tasks:

1) Conduct research about ethical philanthropy, academic freedom, Evergreen policies and practices related to grants, and relevant policies from other institutions.
2) Seek input from members of the Evergreen community before finalizing recommendations.
3) Provide quarterly progress reports to the Geoduck Student Union (GSU), the Faculty Agenda Committee, and the Executive Leadership Team.
4) Deliver recommendations to the Faculty, the President, the Faculty Agenda Committee, and the Board of Trustees by end of fall quarter 2024.
5) Identify and address how the policy proposals would (or would not) affect the academic freedom of members of the Evergreen community, and the principle of shared governance.

The complete charge is available here. The Task Force met biweekly during the summer and in September 2024 issued a summer quarterly report of its work to date. The report summarized the details of the comprehensive work plan we developed to achieve the tasks outlined in the charge, creation of a community agreement for conducting our business, and the findings of our research on the topics outlined in the charge.

Fall progress report

At the beginning of fall quarter, the Task Force shifted its focus to developing a draft recommendation for a grant acceptance policy based on its research, and to gathering feedback from the Evergreen community about the draft policy recommendation. Early in this process, we met with the Investment DTF and shared overlaps in our research, particularly around socially responsible investment. We also gave a brief presentation of our work at the week 8 faculty meeting.

Task Force members collaboratively developed the draft recommendation during the first eight weeks of fall quarter. It was published December 2, the beginning of week 9.

During this period, Task Force members also developed and implemented a consultation plan for gathering community feedback about the draft policy. The plan provides two ways for community members to provide input. On December 2, we launched an online survey open to all students, faculty and staff. The survey deadline was extended from December 18 initially to January 1, 2025, to give faculty additional time to participate. We also offered three in-person sessions for group discussions during governance hours on December 9th and 11th. One discussion group was held for students only and was facilitated by student members of the Task Force; five students attended in addition to student members of the Task Force. Another session was held for any faculty and staff, which was attended by one individual in addition to Task Force members. The final session was held specifically for faculty and staff with experience working on or administering grants at the college; seven faculty and staff joined Task Force members for that discussion.

To solicit broad participation, the Task Force advertised both the survey and discussion sessions through various means, including flyers, directed emails, an Inside Evergreen email message, and posting on the front page of the college's Intranet and Grants and Foundation Relations' intranet sites. Student Task Force members also worked with the GSU to post the information via social media. The Task Force also received written and spoken feedback by means other than the survey and discussions.

Remaining tasks

The Task Force has worked diligently—in bi-weekly meetings and during many hours of asynchronous effort between meetings—to meet the end-of-fall-quarter deadline established in the charge. Unfortunately, this will not be possible. As fall quarter draws to a close, the Task Force has the following remaining tasks to fulfill its charge.

1) Analyze feedback from the survey, discussion group, and other sources.
2) Finalize the policy proposal after considering community input.
3) Describe how the policy proposal would or would not affect the academic freedom of members of the Evergreen community and the principle of shared governance.
4) Deliver our recommendations with a final report covering items 1-3 to the Faculty, the President, the Faculty Agenda Committee, and the Board of Trustees.

The Task Force has requested and received from President Carmichael an extension of the deadline to complete its remaining work, to January 31, 2025.

Appendix 4: Preliminary draft grant acceptance policy, November 2024

Background

As part of the spring 2024 memorandum of understanding between the College and the Evergreen Gaza Solidarity Encampment, President Carmichael charged a disappearing task force to recommend:

> … a policy that would provide criteria for accepting or refusing grant funding based on the purposes of the grant. Criteria would include such considerations as whether grants facilitate illegal occupations abroad, limit free speech, or support oppression of minorities. The recommendations will be shared with the Board of Trustees promptly upon completion and circulated to the Student, Staff and Faculty email DL. This recommendation is due in Fall Quarter 2024, with implementation to begin during Spring quarter 2025 and completed by Spring 2026.

The College's current fundraising policy does not establish criteria for grant acceptance.

Summary of work to date

In fulfillment of its charge, the DTF has researched ethical philanthropy, academic freedom, current Evergreen policies and practices, and other institutions' relevant policies (Summer 2024 Quarterly Report). Informed by this research, we drafted the attached policy recommendation for community consultation.

Opportunities for feedback

We welcome community feedback via a survey (open until 12/4) and discussion groups (to be held 12/2 and 12/4). Please sign up for the discussion groups here.

Key components of the recommended policy draft

- The authority for accepting grant funds rests with the College. Pursuit of grant funding is a privilege of employment, and faculty and staff must meet certain responsibilities to maintain this privilege.
- The purpose and activities of all grants will be reviewed prior to acceptance for ethical, administrative, and mission-based criteria.
- The purpose and activities of funding organizations and partner organizations must be considered in determining a grant's purpose, in addition to the purpose and activities of the specific grant proposed.
- Academic freedom is a right of faculty covered by the faculty collective bargaining agreement.
- Academic freedom carries with it generally-accepted individual and collective responsibilities (e.g., AAUP FAQ).
- Grant-funded activities must uphold the principles of academic freedom for individuals and may not impinge on the academic freedom or free speech rights of students or other faculty and staff at Evergreen.
- A grant fundamentally represents a relationship between a funding organization and the College, not between the funding organization and College investigators or personnel working on a grant-funded project.
- The College must protect its reputation and the integrity of its curriculum and programs, including in its performance of grant-funded activities and its relationships with grant funders.
- A procedure will allow for tiered review process. Most grants will qualify for an administrative review like the current procedure, with minimal impact on shared governance. Some specific conditions or circumstances will trigger an independent, consultative review that relies on input from interested or affected parties to a proposed grant that may include faculty, staff, and students. Based on previous history with grant seeking at Evergreen, we anticipate this will happen one or two times per year at most.
- Some specific conditions or circumstances, as a matter of policy, will lead to an automatic decision to decline grant funding.

Preliminary Draft Grant Acceptance Policy
For Evergreen Community Review and Feedback
Drafted by the Grant Acceptance Policy DTF
11/14/2024

Related Policies: [Foundation, The Evergreen State College](#); [Fundraising](#)

Previous Policy: The college has not had a grant acceptance policy prior to this proposed policy.

1. **Purpose**
   The Evergreen State College welcomes grant funding from external organizations to help fulfill its role as a public institution of higher education. The College encourages faculty and staff to pursue grant funding for projects that support its education and public service mission. This policy establishes that, to be accepted by the College, grants must a) meet defined ethical principles, b) align with the College's stated mission and values, and c) demonstrate it can be successfully implemented within the College's administrative, financial, and physical capacities. The policy defines criteria for grant acceptance and authorizes establishment of a process for its implementation.

2. **Rationale**
   Beyond financial considerations, grant funding often has multiple additional impacts that the College must evaluate before accepting a grant award. Grants frequently involve commitment of College administrative, financial, and physical resources that are not always supported by grant funding. Furthermore, grants signal a relationship between the College and a funding organization; such relationships represent a demonstration of Evergreen's values and priorities as an institution. Finally, grant funds are College funds, and activities funded by grants are *de facto* activities undertaken and approved by the College; these activities are Evergreen's responsibility and as much an expression of the College as activities funded by other sources of revenue.

3. **Grants must adhere to the College's commitment to ethical and social responsibility.**
   As a public institution of higher education, Evergreen commits itself to operate within sound ethical principles in all its activities, including those funded by grants. This is further reflected in the College's mission, which states that the College "supports and benefits from local and global commitment to social justice, diversity, environmental stewardship, and service in the public interest." Based on these principles, the College will only accept grants where the purpose and activities of the grant adhere to the following principles:

   3.1. **Respect for persons:** The grant treats all human beings as autonomous agents whose opinions and choices are valued. People with diminished autonomy are protected.

   3.2. **Beneficence:** The grant does not harm human beings and seeks to maximize possible benefits to people and society.

3.3. **Justice:** The grant treats all human beings in a manner that is equitable and fair, upholds Evergreen's Equal Opportunity and Diversity Policy, and respects the College's commitment to advance social justice.

3.4. **Respect for law, including international law, and public interest:** The grant upholds the laws under which the College must operate and honors international law as recognized by the United Nations International Court of Justice and other recognized legal bodies. The grant does not promote actions that are against the law or serve to undermine public trust.

3.5. **Academic freedom and integrity:** Members of the Evergreen faculty are entitled to full freedom in their teaching and research and in the dissemination of their ideas consistent with the First Amendment. Academic freedom provisions for faculty are outlined in various governance documents, including the College's collective bargaining agreement with the United Faculty of Evergreen.

Academic freedom also places responsibilities on individual scholars and researchers. These include demonstration of ethical practices, good faith endeavors to be accurate and truthful, operating only within one's area of expertise, and commitment to non-discrimination. Academic freedom and responsibility are inseparable and must be considered simultaneously; they are shared by all members of the academic community.

Grant funding to the College to support faculty research and activities also presents unique institutional responsibilities to ensure the ethics and integrity of the College's operations and preserve public trust. These responsibilities can come into tension with concerns for individual academic freedom. This policy recognizes that grants are awards to the College and not to individual investigators. Participation in grant-funded activities is a privilege and not an entitlement of employment at Evergreen. As such, the College must take responsibility to ensure that the purpose and activities of a grant avoid 1) undue influence on the College's curriculum and programs; 2) impingement on the free expression and academic freedom of other members of the College community; 3) undue influence on the speech and extracurricular activities of students; and 4) denigration of the College or College community members. Academic freedom is not absolute and will not outweigh these additional responsibilities carried by the institution.

4. **The mission, purpose, goals, and activities of funding organizations and partner organizations will be considered as part of determining the purpose of a grant.**
Funding organizations make grants with their own purpose in mind. They have reasons for making grant awards to other organizations. Similarly, partner organizations have purpose and missions that are distinct from Evergreen's purpose and mission. It is not possible to completely separate a grant's purpose from the work of a funding organization or partner organization(s); thus the purpose of these organizations must be considered in determining if the purpose of a grant meets College requirements.

5. **Grants must support the College's mission and purpose and demonstrate plausibility for success.**
   As an extension of the College's work and public identity, grants must align with the College's stated mission. No grant shall denigrate or undermine the College or its students, staff, faculty, alumni, or interested or affected parties. The College also must ensure that a grant does not introduce unacceptable institutional risks and liabilities that may result from grant administration, activities, or public scrutiny. The College will only accept a grant that, in addition to meeting ethical requirements, demonstrates a plausible chance for success within the College's available human, financial, and physical capacities.

6. **All grant proposals will be evaluated prior to accepting funding.**
   Before accepting grant funding, the College will, based on the purposes and activities of the grant, evaluate every grant proposal, including renewals, for adherence to these principles and alignment with the College's mission and values. Aspects to be reviewed and considered within each grant proposal include but may not be limited to:

   • Goals and objectives of the proposed grant

   • Activities and spending of the proposed grant

   • Mission, purpose, goals, and activities of the funding organization

   • Mission, purpose, goals, and activities of partner organizations participating in a grant project.

   • Support of and alignment with the College's mission and values

   • Risks to the College, including risks to reputation.

   • Plausibility for success of grant as proposed.

   College faculty or staff proposing a grant will provide all available information and documentation about the grant as part of the evaluation procedure. Failure to submit grant information for review in a timely manner or withholding of key information are grounds for non-acceptance.

7. **Authority for accepting or declining grant funding**
   Final authority to accept or decline grant funds rests with the president of the College. The president may designate this authority. The president may decline grant funding for reasons not covered in this policy.

8. **Requirements for acceptance of grant funding**

   8.1. **Grants must meet the requirements described in sections 3 through 6 of this policy to be accepted.**

   8.2. **Grants must be reviewed and approved according to the College procedure outlined below.** Unreviewed grants will not be accepted.

   8.3. **The grants office is the only entity on campus authorized to submit grant proposals on behalf of the College.** Grants not submitted through the grants office, unless approved in advance, may not be accepted.

8.4. **Principal investigators and other grant directors must have a current relationship with The Evergreen State College as faculty or staff.** Employment or contracted appointments must last at least through the proposed grant period of performance.

9. **The College establishes the following specific criteria for an automatic non-acceptance of a grant, in keeping the requirements outlined in sections 3 through 6 described above.**

   9.1. **In considering the purpose, goals, objectives, and activities of a specific proposal, the College will decline any grant that:**

   - Violates laws and policies applicable to the College.

   - Seeks to exercise control or undue influence over any of the following: educational materials or student projects, student organizations, campus events, faculty or staff hiring, campus climate, or grant outcomes.

   - Seeks to influence legislation or participates in political advocacy for foreign or domestic governments.

   - Violates College policies and procedures, including the grant review process.

   9.2. **In considering the mission, goals, objectives, and activities of funding or partner organizations, the College will decline any grant from a non-governmental organization that:**

   - Affiliate with, support, or legitimize human rights violations, illegal occupation, limits to free speech, or the oppression of minorities.

   - Take part in arms dealing and manufacture, in particular controversial weapons/indiscriminate armaments.

   - Have negative impacts to the environment or engage in fossil fuel extraction, in conflict with the College's commitment to sustainability and environmental justice.

   - Politically advocates for foreign governments or entities that engage in controversial, anti-democratic, human rights abusing activity.

   Should a domestic government agency be the granting organization and involved in the above activities, additional review may be advised and the proposed grant subject to non-acceptance.

10. **The College will implement a procedure to ensure compliance with this policy. Grants that do not meet requirements will not be accepted.**

    10.1. **The procedure will be administered by the grants office.**

    10.2. **The procedure will be posted in a place easily accessible to all faculty, students, and staff.**

    10.3.   **The procedure will be designed to be as efficient and timely as possible in recognition that many grant proposals have deadlines.**

    10.4.   **The grants office will have authority and responsibility to gather all relevant information required for determining if a grant is eligible for acceptance.**

    10.5.   **All proposed grants will undergo a thorough review conducted by staff in the grants office and Business Services as well as the divisional representatives in the divisions impacted by the grant.**

    10.6.   **Each divisional representative is responsible for grant acceptance decisions for grants administered within or affecting their respective divisions.** All decisions are subject to review by the president, who has ultimate authority for final grant acceptance decisions.

    10.7.   **Funding organizations and partner organizations reviewed for previous grants may not require repeat review for each new proposal. The procedure should allow for periodic review of repeating organization for continued alignment with this policy.**

    10.8.   **When possible, grantseekers will be given an opportunity to make the revisions necessary for the proposal to meet requirements and mitigate risk.**

11. The College will require additional review, beyond those described in section 10, of grant proposals when necessary to reach an informed decision.
The grant proposal requires additional review when a variance with the acceptance criteria in this policy is suggested or appears possible in the proposed grant. The divisional representative will convene an independent review relying on interested/affected parties, including faculty, staff, and/or students, to advise on the appropriateness of the grant.

12. This policy also applies to grants sought or secured by The Evergreen State College Foundation on behalf of the College.

13. Definitions

Grant: An award of financial assistance, including a cooperative agreement, in the form of money, or property in lieu of money, to an eligible grantee. The definition does not include technical assistance (i.e., services) instead of money; revenue sharing; loans; loan guarantees; interest subsidies; insurance; direct appropriations; or assistance such as fellowships or other lump sum awards for which the grantee is not required to account.

Grant activities: Any good or service procured or any or action undertaken to meet the requirements of a grant, including items that are a) paid for using grant funding; b) paid for by other sources in fulfillment of grant requirements; or c) provided by voluntary or in-kind sources. Examples of grant activities include but are not limited to purchases; research; employment; volunteer recruitment and coordination; community development; client services; student services; student activities; product development; facilities construction, maintenance, and refurbishment; marketing and communications; educational and extracurricular programming and development; health initiatives;

conservation; compliance; arts projects; and internships. Grant activities are often, though not always, encompassed in grant award agreements.

Funding organization — A private organization, nongovernmental agency, or government agency that provides funding for a grant.

Partner organization — An organization external to the College that participates in grant activities as approved by the funding organization. Partner organizations may or may not receive funding from a grant.

Purpose of a grant — The purpose of a grant is the reason or reasons, stated or inferred, that a funding organization would provide grant funding and that Evergreen would accept grant funding. It is encompassed by two components: a) the goals, objectives, and activities stated or implied in a grant proposal on behalf of Evergreen; and b) the mission, goals, objectives, and activities of the funding organization, stated by the organization or inferred by its activities.

Divisional representative — the vice president or other senior executive with responsibility for managing an administrative division of the college. [Current college divisions include Academics; Advancement; Administrative Operations; Enrollment Services; Finance; Legislative Affairs; Marketing and Communications; and Student Engagement, Equity and Support (SEES).]

Interested or affected party — an individual, office, or organization at Evergreen that has an active role in or is likely to be significantly impacted by a particular project or initiative.

Academic freedom — Academic freedom is primarily defined by the faculty collective bargaining agreement (CBA). That agreement defines academic freedom based on the 1940 American Association of University Professors Statement on Academic Freedom and Tenure, along with the 1970 Interpretive Comments to that statement. Through the CBA, the faculty and the College agree that the College, as other institutions of higher education, is conducted for the common good, which depends upon the free search for truth and its free exposition. Fundamental to that purpose is academic freedom, which applies to both teaching and research. Members of the faculty are entitled to full freedom in their teaching and research and in the dissemination of their ideas consistent with the First Amendment.

Grants office — the office responsible for all pre-award grant administration and proposal submission at the College [currently the Grants and Foundation Relations office in Advancement].

Appendix 5: Community consultation findings

As part of its work, the Grant Acceptance Policy Disappearing Task Force was charged to "seek input from members of the Evergreen community before finalizing recommendations." This report describes the consultation process and findings.

Method

The Task Force began its consultation process by releasing a draft proposed grant acceptance policy and a summary of its key components for community review and feedback (Appendix 4). The Task Force considered various methods of community consultation, ranging from public forums to surveys, and prioritized a model of consultation that would be the most broadly accessible to the community and hold potential for interactive discussion: an online survey followed by discussion groups. The online survey allowed for participation by members of the community outside of the Olympia campus or outside a Monday-Friday, 8am-5pm schedule. Answers were collected anonymously to encourage honest critique and feedback. The discussion groups were used to provide an in-person, conversation-based model of feedback, allowing us to engage with participants and workshop the drafts in real time.

The Task Force's goal throughout the community consultation phase was to assess community reaction to the draft policy and gather feedback with which the Task Force could further shape, or reshape, their recommendations. Both the survey and discussions groups sought community feedback specifically on the draft recommendations and gave space for other comments; in this way, members of the Evergreen student body, faculty, and staff provided specific and concrete feedback about the policy implications of the draft proposed policy and could express thoughts or concerns about issues the Task Force may not have considered.

The survey was open December 1, 2024 through January 1, 2025, extended from a December 18 original deadline. Discussion groups were held December 9 and December 11.

Recruitment

The Task Force encouraged campus community participation in the survey and discussion groups in a variety of ways:

- Inside Evergreen email: emails to the student dl and staff and faculty dl were sent on December 5 and December 18.

- Inside Evergreen intranet: Grant and Foundation Relations (GFR) posted an announcement on the GFR internet site on December 4 and updated on December 18; this was featured on the main Inside Evergreen site on December 4.
- Geoduck Student Union (GSU): The GSU shared information within its own networks.
- Flyers: 50 flyers were distributed around campus.
- Faculty meeting: John McLain made an announcement at fall week 8 faculty meeting on November 20.
- Posting on MOU page: The draft recommendations and a link to the survey was posted on the MOU page on December 4.
- Word of mouth/individual networks: GFR staff emailed personal invite to participate to grant-related administrative staff and to all current grant PIs. Task Force members encouraged participation through their own community contacts.

Community Feedback

Questions were designed to gather both general feedback and specific input on areas the Task Force felt that contribution from the community was key to further development of the recommendations.

Survey

Respondents provided their primary affiliation with Evergreen and noted if they have experience with grants. Of the 685 employees and 2,415 students that created our campus community in fall quarter, 60 responded to the survey. Of those who responded, 23 self-identified as having grant experience.
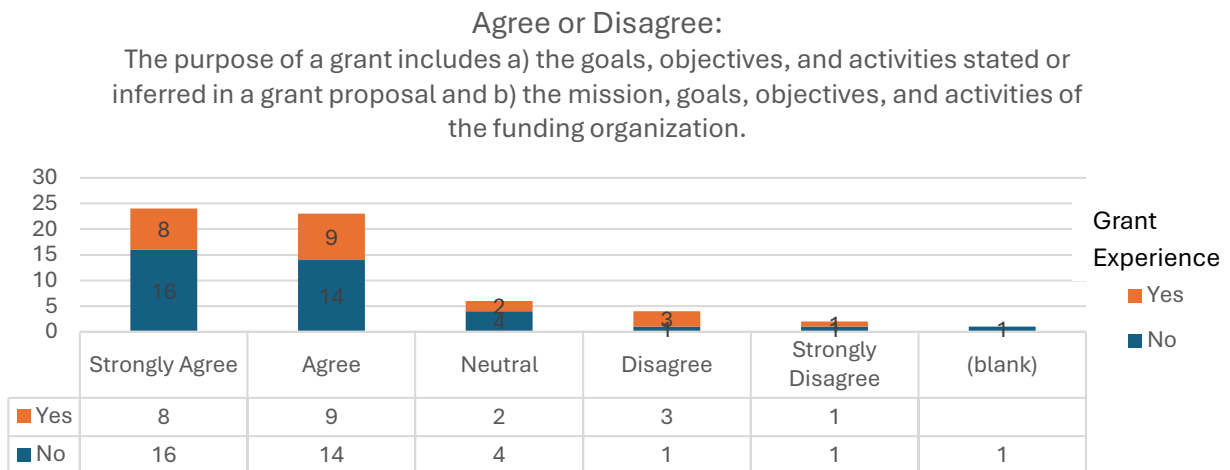

GAP Survey Respondents

	Faculty	Staff	Student
Yes	4	15	4
No	1	11	25
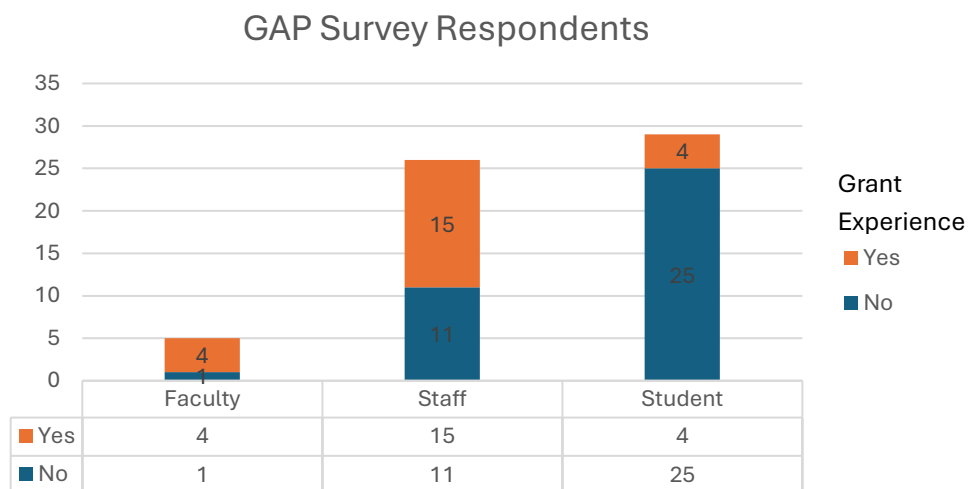
In a free-form text field, respondents could expand the list of documents the Task Force used as sources of Evergreen's shared values past their current list of the mission statement, social contract, collective bargaining agreements, and the encampment MOU that charged the Task Force. The top three most frequently cited additions were social justice, student values, and the Five Foci and Six Expectations. One respondent reminded the Task Force that the MOU should not be considered a document of shared values that is representative of the entire campus community, only those engaged in the encampment.
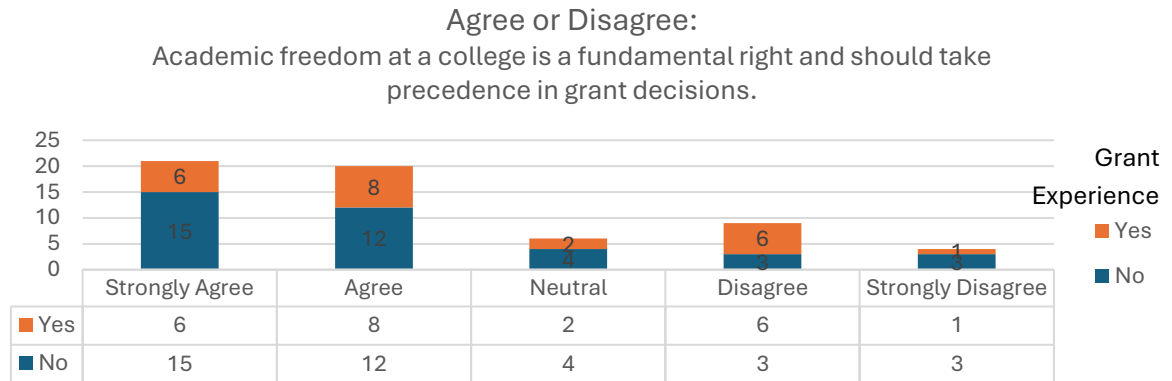
Respondents were asked to answer on a Likert scale the degree to which they agreed or disagreed with statements, an approach intended to assess their level of support for criteria that should be considered in accepting or refusing a grant, including funder's purpose and the relative priority of principles such as academic freedom and free speech. There is broad agreement that grants should not be accepted if their impact brings harm to persons or has a negative, unwelcome influence on Evergreen's people or curriculum. There is less agreement if other activities by the funder should be considered. There are deep divisions in the community about academic freedom; some, especially faculty and academic administrators, thought the proposed policy should give academic freedom greater weight as an essential condition for the mission of a college or university.

Key responses

- The funder: 81% of all respondents and 74% of those with grant experience agreed or strongly agreed that the mission and goals of a funding organization should be considered as part of the purpose of a grant. 95% of all respondents and 87% of those with grant experience agreed or strongly agreed that the organizations from whom we accept funding has the potential to reflect on Evergreen's reputation through association with that organization.

Agree or Disagree:
The purpose of a grant includes a) the goals, objectives, and activities stated or inferred in a grant proposal and b) the mission, goals, objectives, and activities of the funding organization.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	(blank)
Yes	8	9	2	3	1	
No	16	14	4	1	1	1

- Academic freedom: 73% of all respondents and 61% of those with grant experience agreed or strongly agreed that academic freedom is fundamental and should take precedence in grant decisions. 63% of all respondents and 65% of those with grant experience agreed or strongly agreed that academic freedom is not absolute and should not outweigh other considerations. 8% of all respondents and 22% of those with grant experience agreed or strongly agreed that so long funding is provided, the college should not concern itself with a faculty member's research agenda.

Agree or Disagree:
Academic freedom at a college is a fundamental right and should take precedence in grant decisions.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Yes	6	8	2	6	1
No	15	12	4	3	3

Grant Experience
- Yes
- No

- Free speech: 92% of all respondents and 78% of those with grant experience agreed or strongly agreed that Evergreen must take responsibility to ensure that the purpose and activities of a grant avoid undue influence on the speech and extracurricular activities of students. 84% of all respondents and 96% of those with grant experience agreed or strongly disagreed that Evergreen must take responsibility to ensure that the purpose and activities of a grant avoid denigration of the College or College community members.

Respondents were asked to answer on a Likert scale the degree to which they agreed or disagreed with statements intended to assess their level of support for the criteria for declining a grant that reflect Evergreen's social and ethical responsibilities. While there is broad agreement that a grant must not exert undue influence over educational materials, student organizations, campus events, faculty hiring, campus climate, or grant outcomes, there are deep divisions in the community about other criteria.

Key responses

- Association: 89% of all respondents and 48% of those with grant experience agreed or strongly agreed that the funding organization must not be or be associated with organizations that affiliate, support, or legitimize human rights violations, illegal occupation, limit free speech, or oppress minorities.
- Arms and armaments: 92% of all respondents and 52% of those with grant experience agreed or strongly agreed that the funding organization must not engage

in arms dealing, manufacturing, and other indiscriminate armaments. Discussion during the group session suggests this difference is impacted by consideration of the US government, including the Department of Defense, as a source of grant funding.

- Sustainability: 89% of all respondents and 39% of those with grant experience agreed or strongly agreed that the funding organization must not engage in practices in conflict with the college's commitment to sustainability and environmental justice.
- Advocacy: 95% of all respondents and 43% of those with grant experience agreed or strongly agreed that the funding organization must not advocate for foreign governments or entities involved in controversial, anti-democratic, or human-rights-abusing activity.

Respondents were asked in a free-form text field to describe who should be involved in the determination if a grant proposal or funding organization does or does not meet criteria of concern. Most answers included staff and administration, many included students and faculty, and some had other suggestions, including having a feedback process open to the public.

Respondents were given a free-form text field to describe what commitments to shared governance that should be embodied in the Task Force's final draft. There is a broad desire for accountability and transparency, but otherwise offered limited feedback on the impact to governance.

Respondents were given a free-form text field to describe what else the Task Force should consider when evaluating the recommendation's impact on academic freedom. Several comments note the importance of academic freedom amongst the College's values; a few note concerns about overcorrection or automatic limitations.

Respondents who self-identified as having experience with grants were asked additional questions about impact should these recommendations be adopted. The majority of respondents with grant experience believe that these criteria will not affect their ability to get funding and think that value is added by the recommendations. Substantial minorities of this group, however, did not believe value was added by inclusion of at least some of the criteria. And a very small minority said elements of the policy could affect their ability to get funding.

Criteria	This will affect my ability to get funding AND I do not think value is added by this recommendation	This will affect my ability to get funding AND I think value is added by this recommendation	This will not affect my ability to get funding AND I do not think value is added by this recommendation	This will not affect my ability to get funding AND I think value is added by this recommendation
The grant must not exert undue influence over educational materials, student organizations, campus events, faculty hiring, campus climate, or grant outcomes.	11%	11%	22%	56%
The grant must not seek to influence legislation or participate in political advocacy for foreign or domestic governments.	16%	5%	21%	58%
The funding organization must not be or be associated with organizations that affiliate, support, or legitimize human rights violations, illegal occupation, limit free speech, or oppress minorities	35%	6%	6%	53%
The funding organization must not engage in arms dealing, manufacturing, and other indiscriminate armaments.	33%	6%		61%
The funding organization must not engage in practices in conflict with the college's commitment to sustainability and environmental justice, such as fossil fuel extraction.	39%	11%	6%	44%
The funding organization must not advocate for foreign governments or entities involved in controversial, anti-democratic, or human-rights-abusing activity.	24%	6%	18%	53%
Grants must adhere to the College's commitment to ethical and social responsibility, including respect for persons, beneficence, justice, respect for law, and academic freedom.	10%	10%		80%

Respondents with grant experience were given a free-form text field to describe what they think is essential to Evergreen's ability to engage in new external funding opportunities. Respondents wanted to ensure we have clear guidelines and understanding of shared values and some expressed concern of the impact to staff time and capacity or that we are adding "capricious and officious" processes.

Respondents with grant experience were given a free-form text field to describe what would enable them to complete a risk assessment of a potential funder. Six comments addressed the need for training and understanding, five addressed finding resources for evaluation, and two addressed the extra time this is perceived to take.

All survey respondents were provided a final free-form text field to provide any other comments they would like shared with the Task Force to ensure that the community had the opportunity to express feedback on any aspect of a grant acceptance policy. Most responses expressed appreciation for engaging in this work. There were some cautions that sections of the draft policy aren't clear enough or that "things are not as black and white as they seem."

Discussion Groups

Three sessions were held for the following groups:

- Students. Student Task Force members facilitated this session. No faculty or staff attended so that student participants would not experience or perceive inadvertent pressure resulting from an imbalance of power and authority. Five students participated.
- Faculty and staff without grant experience. While two participants signed up to attend, only one participate was able to attend. This participant had grant experience but was not able to attend the other faculty and staff session.
- Faculty and staff with grant experience. Seven faculty and staff members participated.

The facilitator of each session had a specific set of questions to ask participants, but the sessions were designed to allow conversation to evolve as participants engaged each other. Participants at each session were asked questions that were identified as points for extra consideration, including academic freedom, shared governance, prioritization of principles, the impacts of the recommendation, and how much consideration should be given to the funder's mission and values.

Key takeaways

- Philanthropic landscape is full of contradictions.
- People seeking funding don't try for funding outside of their program mission and Evergreen core values. Without this funding, they cannot continue their programming.
- There is value in working across significant differences and value in working for change within systems.
- Some areas of the College, especially public service centers, are more likely to be grant-funded rather than supported through state appropriations.
- Mission and values are important and resonate with participants.
- Evergreen and the State of Washington and the US government also have contradictory principles, obligations and priorities. The trick is finding the right balance.
- Transparency and accountability should be among the values this policy upholds.
- This seems to represent additional work for several people at the college, which may lead to a chilling effect on grant-seeking activities.
- Some respondents commented that those asking for change are not representative of the whole community; the Task Force should consider how to weigh their wishes against the rest of the campus community.
- The Task Force used vague terminology in the draft policy shared with the community, including 'undue influence' and 'negative impact on the environment;' these terms need to be defined or clarified.

Appendix 6: Consideration and incorporation of consultation findings in final recommended policy

Grant Acceptance Policy Disappearing Task Force
Consideration and Incorporation of Consultation Findings
in Final Recommended Policy
February 2025

The left column of this table provides the language used in the draft policy submitted for community consultation. Language that has been changed in the final policy recommendation is highlighted in gray. In the right column, the Task Force shares relevant community feedback and reasoning in determining the final language. Community feedback included a survey with 60 respondents among students, faculty, and staff as well as three discussion groups. A detailed report of the community feedback received is included in Appendix 5.

November 2024 Draft Policy	Feedback and Reasoning
1. Purpose The Evergreen State College welcomes grant funding from external organizations to help fulfill its role as a public institution of higher education. The College encourages faculty and staff to pursue grant funding for projects that support its education and public service mission. This policy establishes that, to be accepted by the College, grants must a) meet defined ethical principles, b) align with the College's stated mission and values, and c) demonstrate it can be successfully implemented within the College's administrative, financial, and physical capacities. The policy defines criteria for grant acceptance and authorizes establishment of a process for its implementation.	The Task Force received no feedback about this section and did not modify the language from the released draft.
2. Rationale Beyond financial considerations, grant funding often has multiple additional impacts that the College must evaluate before accepting a grant award. Grants frequently involve commitment of College administrative, financial, and physical resources that are not always supported by grant funding. Furthermore, grants signal a relationship between the College and a funding organization; such relationships represent a demonstration of Evergreen's values and priorities as an	The Task Force made a small modification to the rationale from the released draft: "...grants signal a relationship" was modified to "grants constitute a relationship...." A majority of Task Force members agreed that a grant agreement is a form of relationship between funder and Evergreen, though the nature of that relationship was not specified as it will vary from grant to grant.

institution. Finally, grant funds are College funds, and activities funded by grants are *de facto* activities undertaken and approved by the College; these activities are Evergreen's responsibility and as much an expression of the College as activities funded by other sources of revenue.	
3. Grants must adhere to the College's commitment to ethical and social responsibility. As a public institution of higher education, Evergreen commits itself to operate within sound ethical principles in all its activities, including those funded by grants. This is further reflected in the College's mission, which states that the College "supports and benefits from local and global commitment to social justice, diversity, environmental stewardship, and service in the public interest." Based on these principles, the College will only accept grants where the purpose and activities of the grant adhere to the following principles:	Community input indicated broad general agreement for the idea that the College's commitment to ethical and social responsibility as reflected in numerous documents, including the Mission Statement and Social Contract, should be considered in the decision to accept a grant. This was reflected in comments in response to the question "What do you think is essential to Evergreen's ability to engage in new funding opportunities?" and other questions (See Appendix 5) No objections to the inclusion of sections 3.1-3.4 were raised by feedback participants. Some had other comments though, which are addressed in the appropriate sections below.
3.1. Respect for persons: The grant treats all human beings as autonomous agents whose opinions and choices are valued. People with diminished autonomy are protected.	Sections 3.1 – 3.3 correspond to the three principles outlined in the Belmont Report, a statement of basic ethical principles governing human subjects research, adopted in the United States in the 1970s.
3.2. Beneficence: The grant does not harm human beings and seeks to maximize possible benefits to people and society.	The language "does not" was altered to "seeks to avoid harm...and to maximize possible benefits" in understanding that complete avoidance of harm cannot always be determined with available information but that personnel will do their best to sus out the potential impacts of a grant. "Human beings" and "people and society" were changed to "human beings and the environment" and "people, the environment, and society" to incorporate Evergreen's similar responsibilities towards the non-human.

	There was broad agreement among faculty, students, and staff that grant conditions should not be accepted if their impact brings harm to persons or has a negative, unwelcome influence on the College's courses and programs. There was less agreement over whether harmful activities carried out by a funding organization should be relevant to decisions of grant acceptance (see Appendix 5).
3.3. Justice: The grant treats all human beings in a manner that is equitable and fair, upholds Evergreen's Equal Opportunity and Diversity Policy, and respects the College's commitment to advance social justice.	No contention or changes.
3.4. Respect for law, including international law, and public interest: The grant upholds the laws under which the College must operate and honors international law as recognized by the United Nations International Court of Justice and other recognized legal bodies. The grant does not promote actions that are against the law or serve to undermine public trust.	Principle 3.4 is adopted from the 2012 Menlo Report, which provides ethical principles guiding information and technology research. The Menlo report builds from principles outlined in the Belmont Report. Some community feedback questioned the inclusion of international law, including the ICJ, because the United States does not always follow international law and the College is not bound by it. Task Force members discussed this and felt that the College needs to hold itself to high standards, including those embraced by international law that are not necessarily in agreement with United States foreign policy. The Task Force changed the language here to say: *"Grant deliverables uphold the laws under which the College must operate and do not promote actions that are against the law or serve to undermine public trust. Grant deliverables will honor international humanitarian law and international human rights law as recognized by the United Nations, the International Committee of the Red Cross, and other internationally recognized bodies*

	when such law is not expressly prohibited by local, state, and federal laws." This was to respect the College's primary responsibility to follow domestic law while still prioritizing adherence to international legal and humanitarian standards.
3.5. Academic freedom and integrity: Members of the Evergreen faculty are entitled to full freedom in their teaching and research and in the dissemination of their ideas consistent with the First Amendment. Academic freedom provisions for faculty are outlined in various governance documents, including the College's collective bargaining agreement with the United Faculty of Evergreen. Academic freedom also places responsibilities on individual scholars and researchers. These include demonstration of ethical practices, good faith endeavors to be accurate and truthful, operating only within one's area of expertise, and commitment to non-discrimination. Academic freedom and responsibility are inseparable and must be considered simultaneously; they are shared by all members of the academic community. Grant funding to the College to support faculty research and activities also presents unique institutional responsibilities to ensure the ethics and integrity of the College's operations and preserve public trust. These responsibilities can come into tension with concerns for individual academic freedom. This policy recognizes that grants are awards to the College and not to individual investigators. Participation in grant-funded activities is a privilege and not an entitlement of employment at	All Task Force members and the majority of survey respondents agreed that the value of academic freedom is essential but that it should be held simultaneously alongside other ethical values and responsibilities (See Appendix 5). AAUP states the following boundaries to academic freedom: "Academic freedom of an individual faculty member is subject to - Professional ethics: A faculty member must act ethically in their teaching and research (for example, by following regulations on human subject research). - Professional competence: To produce and disseminate the highest quality of knowledge in a given field, faculty members are evaluated in their research and teaching by their faculty colleagues. - Collective responsibility: The faculty who are responsible for a particular course of study may share responsibility for determining courses to be offered or texts to be assigned to students. The shared academic freedom to make this decision supersedes the freedom of an individual faculty member to choose a textbook that he or she alone prefers." In some regards, the community was deeply divided around academic freedom. Many, especially faculty and academic administrators, thought the policy should give academic freedom superseding weight over other considerations in grant acceptance

Evergreen. As such, the College must take responsibility to ensure that the purpose and activities of a grant avoid 1) undue influence on the College's curriculum and programs; 2) impingement on the free expression and academic freedom of other members of the College community; 3) undue influence on the speech and extracurricular activities of students; and 4) denigration of the College or College community members. Academic freedom is not absolute and will not outweigh these additional responsibilities carried by the institution.

decisions. The Academic Leadership Team stated that "Only in very exceptional circumstances should we restrict academic freedom due to [the activities of] a funding organization, and then only with careful review." Various faculty expressed hesitation to imposing any new limits on grant acceptance, in order to protect academic freedom.

Some students noted a difference between advancing knowledge and advancing propaganda and that the College should not support the latter through grant funded projects.

The Task Force proposed a policy framework that acknowledges the importance of academic freedom as a pillar of faculty work in higher education, but also recognized that preserving the individual academic freedom of grant seeking faculty and staff must be considered carefully with other ethical factors that could negatively impact the college's mission and service to students.

Relevant statistics can be found in Appendix 5.

To address comments about the need to define "undue influence," the Task Force instead referred to "grantor-driven agendas" that are unwelcome and unsolicited by the College. Points 1 and 3 were merged to remove the ambiguity of "undue" and avoid redundant language.

Point 4 was edited to address Task Force and respondent concerns about free speech rights (specifically the right of faculty to criticize the institution), while maintaining the College's commitment to the values of the Social Contract. The new language refers to "misrepresentation" (especially being dishonest about the College and/or College community to solicit grants) rather than "denigration," invokes the Social Contract, and adds that the College's capacity to administer a grant successfully must also be considered

	as a factor in decisions that could impact academic freedom.
4. The mission, purpose, goals, and activities of funding organizations and partner organizations will be considered as part of determining the purpose of a grant. Funding organizations make grants with their own purpose in mind. They have reasons for making grant awards to other organizations. Similarly, partner organizations have purposes and missions that are distinct from Evergreen's purpose and mission. It is not possible to completely separate a grant's purpose from the work of a funding organization or partner organization(s); thus the purpose of these organizations must be considered in determining if the purpose of a grant meets College requirements.	As mentioned above, opinion about the inclusion of a funding organization's mission, purpose, goals, and activities in grant acceptance decisions was divided. (See Appendix 5 for details.) Students especially expressed support for considering the mission, purpose, goals, and activities of funding and partner organizations as part of funding acceptance decisions, noting that Evergreen's relationships with funders represent at least a tacit tolerance of, agreement with, or support for those organizations. Several students additionally expressed the belief that denying a grant seeker based on the funding source was not an infringement on the grant seeker's freedoms, especially where other funding sources are available to support the proposed research or services. Many faculty and staff involved with grants expressed deep concern about this section of the policy, noting that many existing programs at the College, including programs that promote equity and social justice, might not be able to receive funding from organizations that have previously funded them, if the values and actions of the funding organization outweigh the positive outcomes achievable by accepting grants from said organization. They also noted that there are different ways of achieving positive outcomes, including choosing to work within systems to enact change to that system and working across significant differences, an ethic espoused in our Six Expectations. The Task Force acknowledges the various opinions about this section. Based on its own research of ethical philanthropy, the Task Force chose to retain this section, while understanding that this is only a PART of what will be considered in grant acceptance

	decisions. The highlighted text was determined to be unnecessary and removed.
5. Grants must support the College's mission and purpose and demonstrate plausibility for success. As an extension of the College's work and public identity, grants must align with the College's stated mission. No grant shall denigrate or undermine the College or its students, staff, faculty, alumni, or interested or affected parties. The College also must ensure that a grant does not introduce unacceptable institutional risks and liabilities that may result from grant administration, activities, or public scrutiny. The College will only accept a grant that, in addition to meeting ethical requirements, demonstrates a plausible chance for success within the College's available human, financial, and physical capacities.	The Task Force received no objections to this section.
6. All grant proposals will be evaluated prior to accepting funding. Before accepting grant funding, the College will, based on the purposes and activities of the grant, evaluate every grant proposal, including renewals, for adherence to these principles and alignment with the College's mission and values. Aspects to be reviewed and considered within each grant proposal include but may not be limited to: • Goals and objectives of the proposed grant. • Activities and spending of the proposed grant. • Mission, purpose, goals, and activities of the funding organization. • Mission, purpose, goals, and activities of partner organizations participating in a grant project. • Support of and alignment with the College's mission and values	This section reiterates previous points of the policy but was included to establish that grant proposals require prior review and approval before acceptance of funding, to describe the scope of such review, and to establish a requirement by staff and faculty seeking grants to provide necessary information for review.

• Risks to the College, including risks to reputation. • Plausibility for success of grant as proposed. College faculty or staff proposing a grant will provide all available information and documentation about the grant as part of the evaluation procedure. Failure to submit grant information for review in a timely manner or withholding of key information are grounds for non-acceptance.	
7. Authority for accepting or declining grant funding Final authority to accept or decline grant funds rests with the president of the College. The president may designate this authority. The president may decline grant funding for reasons not covered in this policy.	"Authority" was changed to "final authority." The highlighted description was changed in the final policy to provide additional clarity about the president's ability to designate authority. To improve document flow, this section was moved to a later section in the final policy.
8. Requirements for acceptance of grant funding	
8.1. Grants must meet the requirements described in sections 3 through 6 of this policy to be accepted.	
8.2. Grants must be reviewed and approved according to the College procedure outlined below. Unreviewed grants will not be accepted.	
8.3. The grants office is the only entity on campus authorized to submit grant proposals on behalf of the College. Grants not submitted through the grants office, unless	

approved in advance, may not be accepted.	
8.4. Principal investigators and other grant directors must have a current relationship with The Evergreen State College as faculty or staff. Employment or contracted appointments must last at least through the proposed grant period of performance.	This language was edited for clarity, to define official employment to include regular and adjunct faculty and full- and part-time staff. Resource faculty, allowed by the current requirements outlined in the Grants section of the Fundraising Policy, were excluded in the final policy document because they do not have adequate access to and understanding of the current rules, policies, resources and procedures of Evergreen to seek grants through the College.
9. The College establishes the following specific criteria for an automatic non-acceptance of a grant, in keeping the requirements outlined in sections 3 through 6 described above.	The idea of automatic non-acceptance raised concern among academic leaders, who believe that each grant is a unique case and that all grants should be reviewed and funding decisions made on a case-by-case basis. The Task Force chose not to edit this language because all grants will still be considered on a case-by-case basis, given the proposed grant acceptance procedure. The listed sections may change to adapt to changes in section numbering.
9.1. In considering the purpose, goals, objectives, and activities of a specific proposal, the College will decline any grant that: • Violates laws and policies applicable to the College. • Seeks to exercise control or undue influence over any of the following: educational materials or student projects, student organizations, campus events, faculty or staff hiring, campus climate, or grant outcomes.	"Undue influence over," as mentioned above, was determined to be too vague, by both the Task Force and community respondents, and was changed to "an unwelcome grantor-driven agenda to influence." "Following" was changed to "following at the College" for clarity; "curriculum" was added to the list of items. A couple comments expressed concern over "seeks to influence legislation," but this was not widespread. Also, explicit political advocacy for certain legislation, political elections, or foreign governments are in most

• Seeks to influence legislation or participates in political advocacy for foreign or domestic governments. • Violates College policies and procedures, including the grant review process.	instances prohibited by grant making agencies in compliance with state and federal law.
9.2. In considering the mission, goals, objectives, and activities of funding or partner organizations, the College will decline any grant from a non-governmental organization that: • Affiliates with, support, or legitimize human rights violations, illegal occupation, limits to free speech, or the oppression of minorities. • Takes part in arms dealing and manufacture, in particular controversial weapons/indiscriminate armaments. • Has negative impacts to the environment or engages in fossil fuel extraction, in conflict with the College's commitment to sustainability and environmental justice. • Politically advocates for foreign governments or entities that engage in controversial, anti-democratic, human rights abusing activity. Should a domestic government agency be the granting organization and involved in the above activities, additional review may be advised and the proposed grant subject to non-acceptance.	Opinions about this section were mixed. Students were largely in favor. Academic leaders and faculty and staff working with grants expressed concern that the criteria are so broad that one could find objectionable situations among many funders, however spurious. Staff and faculty with grant experience noted that establishing that funders definitively do not meet these criteria could require extensive research on the funder, thus making engaging in grants take more time and resources that would have a disproportionate impact on public service centers and services to marginalized students (areas more likely to be funded through grants). Some also noted a concern that this research would require training or that something could be discovered post facto and result in a return of funding after it had been accepted. See Appendix 4 for details. The Task Force had extensive discussion about these issues and the discrepancy between student opinions and the opinions of those working on grant-funded work. It was determined that non-government organizations participating in these activities should be rejected but that individual domestic government agencies should be reviewed individually for their participation in these activities and with a strong regard to the College's dependence on government grants and the impact and purpose of the grant activities.

	For clarity, the language on arms was changed to specify arms manufacture as well as weapons dealing that violates international humanitarian law. "Has negative impacts to the environment or" was removed in response to comments about the common nature of modern human infrastructure and activity to be environmentally harmful (for example, any driving of a gas-powered vehicle on asphalt with rubber tires has several negative environmental impacts but is hardly avoidable). The Task Force settled on fossil fuel extraction being a hard line and on the freedom of reviewers to determine if the activities of a granting agency notably violate Evergreen's environmental values.
10. The College will implement a procedure to ensure compliance with this policy. Grants that do not meet requirements will not be accepted.	Faculty and staff who work on grants expressed desire that the final adopted policy not add an overly burdensome process; there is some concern from those who identify as having grant experience that, at minimum, there will need to be training and time devoted to this and potentially the need for additional FTE to academic budget, public service centers, grants and business services offices.
10.1. The procedure will be administered by the grants office.	
10.2. The procedure will be posted in a place easily accessible to all faculty, students, and staff.	
10.3. The procedure will be designed to be as efficient and timely as possible in recognition that many grant proposals have deadlines.	

10.4. The grants office will have authority and responsibility to gather all relevant information required for determining if a grant is eligible for acceptance.	Some language was added here: *"Faculty or staff proposing a grant will supply the grants office all information requested and available to them for evaluation."*
10.5. All proposed grants will undergo a thorough review conducted by staff in the grants office and Business Services as well as the divisional representatives in the divisions impacted by the grant.	
10.6. Each divisional representative is responsible for grant acceptance decisions for grants administered within or affecting their respective divisions. All decisions are subject to review by the president, who has ultimate authority for final grant acceptance decisions.	
10.7. Funding organizations and partner organizations reviewed for previous grants may not require repeat review for each new proposal. The procedure should allow for periodic review of repeating organization for continued alignment with this policy.	
10.8. When possible, grantseekers will be given an opportunity to make the revisions necessary for the proposal to meet requirements and mitigate risk.	
11. **College will require additional review, beyond those described in section 10, of grant proposals when necessary to reach an informed decision.** The grant proposal	This section was moved in the final document but was retained. The highlighted portion was removed.

requires additional review when a variance with the acceptance criteria in this policy is suggested or appears possible in the proposed grant. The divisional representative will convene an independent review relying on interested/affected parties, including faculty, staff, and/or students, to advise on the appropriateness of the grant**.**	Opinion varied widely on a requirement for additional review. Some respondents would like to see a broad consultation process that includes students, faculty, and staff. Some respondents do not want any additional review beyond the divisional review currently in place—usually expressing concern over responsibility-shifting or targeting of individual faculty or staff. Some respondents argue that a review committee could happen in rare necessary cases as a consultative process for the division representative.
12. This policy also applies to grants sought or secured by The Evergreen State College Foundation on behalf of the College.	
13. Definitions **Grant:** An award of financial assistance, including a cooperative agreement, in the form of money, or property in lieu of money, to an eligible grantee. The definition does not include technical assistance (i.e., services) instead of money; revenue sharing; loans; loan guarantees; interest subsidies; insurance; direct appropriations; or assistance such as fellowships or other lump sum awards for which the grantee is not required to account. **Grant activities:** Any good or service procured or any or action undertaken to meet the requirements of a grant, including items that are a) paid for using grant funding; b) paid for by other sources in fulfillment of grant requirements; or c) provided by voluntary or in-kind sources. Examples of grant activities include but are not limited to purchases; research; employment; volunteer recruitment and coordination; community development; client services; student services; student activities; product development; facilities construction, maintenance, and refurbishment; marketing and communications; educational and	Very few edits were made to existing text in this section. The "academic freedom" entry was modified with additional language for context. Definitions for "chief financial officer," "grant proposal," and "grantor-driven agenda" were added.

extracurricular programming and development; health initiatives; conservation; compliance; arts projects; and internships. Grant activities are often, though not always, encompassed in grant award agreements.

Funding organization: A private organization, nongovernmental agency, or government agency that provides funding for a grant.

Partner organization: An organization external to the College that participates in grant activities as approved by the funding organization. Partner organizations may or may not receive funding from a grant.

Purpose of a grant: The reason or reasons, stated or inferred, that a funding organization would provide grant funding and that Evergreen would accept grant funding. It is encompassed by two components: a) the goals, objectives, and activities stated or implied in a grant proposal on behalf of Evergreen; and b) the mission, goals, objectives, and activities of the funding organization, stated by the organization or inferred by its activities.

Divisional representative: The vice president or other senior executive with responsibility for managing an administrative division of the college. [Current college divisions include Academics; Advancement; Administrative Operations; Enrollment Services; Finance; Legislative Affairs; Marketing and Communications; and Student Engagement, Equity and Support {SEES).]

Interested or affected party: An individual, office, or organization at Evergreen that has an active role in or is likely to be significantly impacted by a particular project or initiative.

Academic freedom: Academic freedom is primarily defined by the faculty collective bargaining agreement (CBA). That agreement defines academic freedom based on the 1940 American Association of University Professors Statement on Academic Freedom and Tenure,

along with the 1970 Interpretive Comments to that statement. Through the CBA, the faculty and the College agree that the College, as other institutions of higher education, is conducted for the common good, which depends upon the free search for truth and its free exposition. Fundamental to that purpose is academic freedom, which applies to both teaching and research. Members of the faculty are entitled to full freedom in their teaching and research and in the dissemination of their ideas consistent with the First Amendment. **Grants office:** The office responsible for all pre-award grant administration and proposal submission at the College [currently the Grants and Foundation Relations office in Advancement].	

Appendix 7: Minority Report

Minority Report, Grants Acceptance Policy Disappearing Task Force

February 13, 2025

This report highlights differences amongst members of Evergreen's Grants Acceptance Policy Disappearing Task Force (GAP DTF). The Task Force reviewed the current grant application process, following which we developed a policy for members of The Evergreen State College community to submit grant applications, have those applications reviewed, and ultimately determine whether funds are accepted.

Under the current processes for securing grants, every faculty or staff member must demonstrate that the grant deliverables – the actions we promise to undertake, as stated in the grant proposal – are in keeping with the mission of the college and the mission of the organization seeking the grant. Faculty and staff apply for grants that fund programming, staff salaries, equipment, supplies and materials that enrich the college's educational environment.

It has been clear to us that the Grants Acceptance Policy Task Force was charged to delineate an ethical framework for accepting grant funding. Simply put: under what conditions should Evergreen seek and accept grants? Unsurprisingly, Task Force members have had conflicting visions about grant money given to the college. A caricature of these visions may bring the conflict into relief. One vision suggests that the college's morality is determined by association, and that we are doing our funding partners' bidding; therefore, we should focus on regulating the sources of our funding. Another vision holds that money flows through people and time, accumulating and disappearing, and what matters most is what we do with it; therefore, regulating the grant deliverables is most important. These visions feel incommensurable.

These two visions have come into stark contrast in sections 8.2 and 11.8 of the proposed policy, which outlines conditions for review and rejection of grants based on the nature of funders. Faculty, students, and staff had significant differences with respect to the automatic rejection of grants based on funder criteria. Faculty and students were in favor of automatic rejection; staff were not. Staff were also worried about the review process being too permissive and potentially being weaponized against grant applicants. It is notable that during our feedback sessions, staff who work closely with grants also reported mixed feelings and misgivings about the criteria for automatic rejection. On February 5, 2025, the Task Force held a vote to amend sections 8 and 11 of the policy to tighten review criteria and replace automatic rejection with an automatic review of these funders. Five faculty and students voted against the amendment, while two staff were in favor of the amendment and the third abstained.

We believe that the current policy's prescription for the review and automatic rejection of grants is flawed for the following reasons:

1. **Automatic grant rejection runs counter to academic freedom.**
   Academic freedom is the freedom of inquiry: to pursue a line of thought without consequence. Implicit in it is the freedom of association, both with research associates as well as funders. Evergreen should encourage faculty to explore ideas which may be unpopular, controversial, or that run counter to established or state orthodoxy. As such, it is important to maintain access to unusual funding sources. The college ought to champion its responsibility to undertake a nuanced analysis of how those funders meet our ethical commitments. Section 8 rejects funders out of hand. Rejecting ideas out of hand is the antithesis of free inquiry.

2. **There are problems with the rejection criteria.**
   Section 8's automatic rejection criteria do not map well onto our mission and social contract. They seem to be tripped up in the politics of the moment. For example, the rejection criteria ignore the social contract's edict that "each member of the community must protect the fundamental rights of others … [including] the rights of each member of the community to pursue different learning objectives." Furthermore, the criteria do not fully address our mission statement's broad commitments to diversity and service in the public interest.

   The rejection criteria are impractical and overly broad. By linking private, tribal, or international funders to any of their past statements, affiliations, or funding sources, we cast an overly broad net that can be used to reject almost any funder. The criteria not only examine a grantor's actions but their opinions; not just their opinions but the opinions of their friends. Phrases like "affiliates with, supports, or legitimizes [X]" or "politically advocates for foreign governments or entities that engage in [X]" are too broad. It is the logic of cancel culture: a detractor need only find an isolated instance of a funder acting out of turn to reject them entirely. More nuance is required.

   These rejection criteria will lead to unintended consequences. As one example, the proposed policy would automatically prohibit grant funding from the American Chemical Society, whose Petroleum Research Fund arm affiliates with oil companies. The American Chemical Society has regularly supported our students and faculty. As another example, the Pacific Northwest Alutiiq Culture Camp, a significant program supported by the House of Welcome, enjoys support from Koniag Corporation, a Native owned company that is part of the Alaska Native Claims Settlement Act (ANCSA). A portion of Koniag Inc.'s portfolio includes companies that work directly with a variety of oil companies in Northern Alaska. In contrast, the new policy would not automatically restrict Evergreen from taking Department of Defense funds to do research into biological or nuclear weaponry.

3. **The rejection criteria restrict funding sources we are likely to need.**
   At present, the policy only restricts non-state funders. Right now we are seeing federal grants dry up, and state grants are likely to dry up too. Those that remain may not meet our mission. Evergreen will be turning to more non-state funders. In that environment an overly restrictive grant policy is unwise. We should keep in mind that Evergreen has been willing to partner with unexpected or controversial grantors to further our unique mission.

There is a simple solution here that preserves the moral outlook of the committee and yet makes the policy workable: replace automatic rejection of controversial grantors with automatic review. Such review ought to be limited to the categories listed in section 11 so that the review process is used as a tool and not as a cudgel.

We should recall that grant funding at the college (and particularly the grant work of our Public Service Centers) is successful because our employees work with heart and passion to serve the college and our external constituencies. Their work enriches both the college and the community. We should keep the expertise of these staff in mind as we consider substantive changes to our granting process and policies.

All Task Force members agree that some funders are not appropriate for Evergreen. We should not pursue grants that run counter to our mission, nor pursue grants that will cause harm to the college and its people. Those are complex determinations. The minority of the committee holds that no set of prescriptions and prohibitions will be able to fully predict our needs and difficult moral choices at a given moment. As such, we need guidance and flexibility from our policies as well as wisdom and courage from our decision makers.

Trevor Speller, Vice-Provost for Academic Budget and Operations

Laura VerMeulen, Director of the House of Welcome