

**1999 HECB Survey**  
**Diversity and Participation of People of Color in Higher Education**

“Evergreen is committed to increasing diversity among both students and faculty. We believe strongly that our students’ educational experiences are enhanced and their lives enriched in a multicultural environment.

While we are working to create diversity, we are also working to build a strong sense of community. In academic programs as well as in workshops, lectures, group activities and special events, Evergreen faculty and staff work with students to create a welcoming environment... one that embraces differences... fosters tolerance and understanding... and celebrates a shared commitment to cultural, ethnic and racial awareness.

The work is far from complete. While Evergreen’s commitment is real, the college is a microcosm of the larger, imperfect world. Evergreen, like all the rest of the world, has much to learn.

We invite you to join us in working toward honest and earnest exploration of real issues and problems and in safeguarding the Evergreen community for learners who seek to explore, to grow, to interact and to find meaningful connections in today’s world.” *The Evergreen State College 1999-2000 Catalog.*

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

TESC leaders are continuing and have added to previous efforts. The Evergreen State College leaders have continued to demonstrate their commitment to the value and role of ethnic/racial diversity in learning, teaching, research and service through their ongoing support of the public service centers housed on the campus. This year, the administration created a sixth public service center, the Northwest Indian Applied Research Institute, with funds provided by the Legislature. Today, TESC supports the work of the following research and service centers:

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

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

### **The Evergreen Center for Educational Improvement**

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

- Research
  - Conducted extensive research, specifically in the area of reading in English by English language learners, April 1998 through November 1998. The research was done on behalf of and published by the Office of the Superintendent of Public Instruction (OSPI). Assisted the Office of Bilingual Education in developing a *Reading Improvement Plan* for learners of English as a second language.
  - Conducting research on literacy development and Native American learners as requested by OSPI; started in 1998 and is ongoing.
- Education Reform Initiatives
  - Co-sponsored *Native Americans in History: Teaching Young Learners Through Examining Historical Encounters*, a workshop for elementary and middle school teachers, with support from OSPI Social Studies and Indian Education Offices, in Kirkland, WA, October 1998.
  - Presented *Reading and Second Language Learners: Lessons from Research* at seven OSPI Summer Institutes on Reading, at the Washington Association of Bilingual Educators Conference, for the State Migrant Education Office and for the Highline School District, 1998-1999. These presentations represent an application of the Bilingual Education research conducted on behalf of OSPI.
  - Participated on the statewide Committee on Accommodations to guarantee equity in statewide tests, representing the interests of learners for whom English is their second language, 1998-1999.
  - Served on the statewide Bilingual Education Taskforce reviewing state programs for OSPI, 1998-1999.
  - Served as a consultant for the North Kitsap School District Equity and Special Education Initiative to address equity issues pertaining to Native American children as identified by the Office for Civil Rights, 1998-1999.
  - Conducted a workshop on development of oral language and reading skills in grades K-3 for a Native American teacher audience, applying the research on literacy development and Native American learners, in Lacey, WA, July 1999.
  - Presented *Reading Research and the Commission on Student Learning* at the Title IX Indian Education Consortium, in Olympia, WA, September 1999.

### **The Labor Education and Research Center**

The Evergreen State College Labor Education and Research Center collaborates with labor unions, community members and students across the state to create educational programs focused on organizing, economics and labor history. The Labor Center also offers credit-granting labor studies classes through TESC's Part-time Studies program. Recent examples of activities include the following:

- ❑ *The Northwest Popular Education Conference* was held in February 1999, attracting an audience of 200. This conference centered around demonstrations of union and community programs that utilize popular education practices as an integral part of their pedagogy. Demonstration areas included literacy, immigrant rights, anti-racism workshops, and work place rights. As part of this conference, the center brought muralists from Canada and Mexico to paint three murals with a diversity theme. The murals will be on permanent display at The Evergreen State College.
- ❑ *Popular Education for Practitioners: Summer 1999*. This was a small follow-up program that emphasized the educational work being done in the Latino community. Participants included TESC students, the Jefferson Center, the Highlander Center, and Mason County Literacy.
- ❑ The 1998-99 Labor Studies Program focused in part on communities of color utilizing oral history to track the contributions of men and women in the civil rights movement.
- ❑ The center continues to work directly with labor unions integrating anti-racist themes into its educational curriculum. Samples include the center's *Summer School for Union Women* and its *Rank and File School for Carpenters*.
- ❑ In October 1999, the center will hold the *World Trade Organization Conference*. This three-day conference will explore the impact of free trade on native people.
- ❑ This fall the center is planning two workshops, *Group Process* and *Labor History*, for Mason County Literacy as part of a grant they recently received. The participants will be forest harvesters. Labor Center staff will conduct these workshops in Spanish.

### **The Longhouse Education and Cultural Center**

As a public service center and gathering place that can accommodate several hundred people, the Longhouse at Evergreen is the first building based on Native American tradition and infused with modern teaching technology on a public campus in the United States. The Longhouse hosts a variety of educational and cultural functions, such as lectures, conferences, performances, ceremonies, and other diverse cultural activities, and offers hospitality for students, the college, and nearby communities. Reflecting Northwest Native American traditions, it provides flexible classroom and meeting space for the Reservation-Based Tribal Program, houses Native American Studies, and supports the Native Economic Development Arts Initiative. Events planned for this year include:

- ❑ Holiday Native Arts Fair;
- ❑ Super Saturday Native Arts Fair;
- ❑ Fourth Annual Northwest Native Art Symposium;
- ❑ Traditional dinner and Native American variety show;
- ❑ Apprenticeships in bentwood box making, mask carving and cedar regalia weaving.

In 1999, the Longhouse program budget was increased to \$50,000 from its 1996 level of \$2,000. In addition, the Longhouse will be adding an assistant director and a half-time program assistant to its staff.

Longhouse staff are currently developing a grant request for funds to develop a Native arts website which would include a virtual gallery, artist biographies, cultural information, artist chat rooms, etc. Additionally, the Longhouse has been invited to host an international gathering for indigenous visual artists in June 2001.

During the 1998-99 academic year, the college succeeded in recruiting a large cohort of Native American students into the Olympia campus Native American Studies Program and brought the on- and off-campus programs together through such events as a joint graduation ceremony at Neah Bay.

### **Northwest Indian Applied Research Institute**

A new public service center, the Northwest Indian Applied Research Institute was established in 1999, with funding from the Legislature. Its work will revolve around natural resource management, governance, cultural revitalization and economic sustainability. The institute's work will benefit Northwest Indian tribal communities and non-tribal communities throughout the region by strengthening the ability of the tribes to work with others on issues of importance to the entire Puget Sound region.

### **Washington Center for the Improving the Quality of Undergraduate Education**

The Washington Center for Improving the Quality of Undergraduate Education was established in 1984 as a public service initiative of The Evergreen State College and has developed into a network of faculty and administrators at 48 of the state's public and private, two-year and four-year institutions. Cultural pluralism and diversity constitute one of the two primary foci of the Center, which fosters:

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

The focus on cultural pluralism and diversity occupies an increasingly large part of the agenda of the Washington Center. This is demonstrated through the increase in the number of projects relating to diversity issues and through the inclusion of diversity issues in all aspects of the center's programming. Since 1995, these projects have been undertaken:

- Multicultural Efforts Project: *Academic Success of Students of Color* (1995-1998). This project was developed in collaboration with, and partially funded by, the Washington State Board for Community and Technical Colleges. All of the 32 community and technical colleges in the state participated.
- Deepening Diversity Work in Washington State, 1997-2000.
- Daylong planning meeting for Provosts' Diversity Initiative, *Fostering Academic Success of Students of Color: Transitions from Two Year to Four Year Public Colleges and Universities in Washington*, November 1998. Five four-year, four two-year, and two out-of-state institutions represented. Collaborative project of The Evergreen State College, State Board for Community and Technical Colleges, Washington Center, and the participating two-year and four-year colleges and universities. This project was initiated by Evergreen's provost, Barbara Leigh Smith, and

received the commitment of the public four-year institutions to participate in some aspect of the project.

- ❑ Workshop, *Critical Moments: Focusing on the Experiences of Students of Color*, February 1999. The project focused on critical moments in the experiences of students of color, and the team developed cases for discussion about those moments. That casebook became a useful tool for initiating cross-campus dialogues about teaching, learning, and students' experiences. Twenty-one institutions were represented, including TESC.
- ❑ *Cultures and the Process of Learning*, 1998-2001. Continuing collaboration with State Board for Community and Technical Colleges around student of color academic success.
- ❑ Workshop, *Cultures and the Process of Learning*. Workshop led by Janet and Milton Bennett, nationally known leaders in intercultural communication, April 1999.

In the 1999-2000 academic year, these strands of work continue:

- ❑ *Fostering Academic Success of Students of Color: Transitions from Two-Year to Four-Year Public Colleges and Universities in Washington*. This project was initiated by Evergreen, approved in concept by the provosts/academic VPs of the public four-year institutions, and developed through the Washington Center.
- ❑ *Critical Moments Project: Deepening our Understanding of Cultural Diversity through Critical Analysis, Effective Interviewing, Case Writing, and Case Teaching*  
Critical Moments is an educational project that aims to retain underrepresented students. Through developing and teaching diversity case stories, the project fosters reflective practice and critical inquiry through the vehicles of race/ethnicity, gender, disability, age, class, and/or sexual orientation. The case stories reflect critical events in the educational experiences of mentally and physically challenged students, older students, women students, students of color, gay/lesbian students, and/or first-generation students.  
Sharing and analyzing these moments can enhance the academic skills, ease the isolation of underrepresented students, and help the institution plan more proactive strategies to help students persist and succeed.
- ❑ *Cultures and the Process of Learning*, 1999-2001. A series of five daylong workshops will be offered over the next two years. These workshops will be designed for community college faculty. The project is initiated by and funded in part by the State Board for Community and Technical Colleges and includes:
  - *Asian American Cultures and the Process of Learning*, Tacoma, November 1999
  - *Latino/a Cultures and the Process of Learning*, Yakima, May 2000
  - *African American Cultures and the Process of Learning*, Tacoma, Fall 2000
  - *Native American Cultures and the Process of Learning*, Seattle, Winter 2001
  - *European American Cultures and the Process of Learning*, Spokane, Spring 2001
  - *Strengthening Community and Deepening Diversity Work* is the theme of the Washington Center's Annual Conference in February 2000 at SeaTac, Washington.
- ❑ *Deepening Learning Community Work in the State and Nation*. The learning community strand of the Washington Center work includes a strong focus on cultural inclusion and student success. Planning interdisciplinary, team-taught programs encourages faculty to range out beyond the usual boundaries of their disciplines and their academic training as teachers. At the recent National

Learning Communities Dissemination Project Conference (May 1999 at SeaTac, Washington), over 100 institutions (including a number of Washington colleges and universities) presented sessions highlighting their learning community efforts. Several of these programs are developed with the needs of underrepresented students in mind and almost all include some component of cultural pluralism. The national project was funded, in part, by The Fund for the Improvement of Postsecondary Education, and permitted the Washington Center to serve as a resource for institutions outside the state. The commitment of the Washington Center to foster cultural inclusiveness in teaching and learning will continue in its work both inside and outside the state.

### **Washington State Institute for Public Policy**

The Washington State Legislature created the Washington State Institute for Public Policy in 1983. A Board of Directors representing the Legislature, the governor, and public universities governs the institute and guides the development of all activities. The institute's mission is to carry out practical research, at legislative direction, on issues of importance to Washington State. The institute conducts research activities using its own policy analysts, academic specialists from universities, and consultants. New activities grow out of requests from the Legislature and executive branch agencies, often directed through legislation. Institute staff work closely with legislators, as well as legislative, executive, and state agency staff to define and conduct research on appropriate state public policy topics.

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

- K-12 Education and Teacher Quality, reviewing the state controls over teacher quality and recommending strategies to increase that role.
- Truancy Petition Process, using data from the Seattle School District to examine whether the petition process for truant youth is successful in keeping youth enrolled in school.

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

TESC leaders are continuing existing programs to provide a campus environment that is free of ethnic/racial discrimination and harassment.

### **Center for Mediation Services**

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

### **Diversity Accountability Measure**

The Evergreen State College supports the statewide emphasis on accountability as one means of demonstrating its commitment to improving the quality and efficiency of higher education. Evergreen

chose diversity as the topic of its mission-specific measure. The measure is composed of three items: (1) fall-to-fall retention of students of color; (2) a measure of faculty development work done at Evergreen designed to enhance the capacity of faculty to understand and work with diverse people (the proportion of faculty participating in such activities); and (3) additional student outcome data drawn from the College Student Experiences Questionnaire (the specific item is estimated gain in “Understanding other people and the ability to get along with different kinds of people.”).

In seven of the past ten years, fall-to-fall retention of students of color has equaled or exceeded the retention of white students. Retention of students of color to fall 1998 was 80%, up 3% from 1997. Retention of students of color is typically higher on Evergreen’s Tacoma campus than on the Olympia campus. For 1997-98, students returned at a rate of 90% on the Tacoma campus compared with 78% on the Olympia campus. For the current biennium, we propose to focus on retention of students of color on the Olympia campus and target retention rates of 79% in 2000 and 80% in 2001.

In 1997-98, 42.3% of Evergreen’s faculty participated in diversity-related faculty development activities, up from 26% in 1996. The college set a long-term goal of 50% faculty participation in diversity-related development activities in our 1998 accountability plan. We intend to reach that long-term goal by the conclusion of the current biennium and propose targets of 46% in 1999-2000 and 50% in 2000-01.

We plan to retain the student diversity learning outcome targets put forward in our 1998 plan. While our 1997 average rating for this item jumped to 3.28 from 3.05 in the prior year, it fell off somewhat in 1998 to 3.21. This is a new measure and we have not had enough experience with it to distinguish between insignificant fluctuations and meaningful improvement, or to understand how much movement is reasonable to expect in a year’s time. Given these uncertainties, staying with the targets set in our previous plan seems more sensible than proposing changes at this time.

### **Policy Training and Intervention**

The Special Assistant to the President for Civil Rights and Legal Affairs provides staff, faculty and students with training on their rights and responsibilities regarding harassment and non-discrimination based on race/ethnicity. Through his intervention efforts, the college has been successful in identifying and resolving many issues of discrimination before they rise to the level of formal complaints.

### **The President’s Diversity Fund**

The Evergreen State College President’s Diversity Fund continues to support the college community’s effective functioning in a multicultural environment. Endorsed by the Board of Trustees, sponsored by the President and administered by the Special Assistant to the President for Equal Opportunity, the programs produced and/or sponsored by the fund increase campus awareness and encourage a welcoming, inclusive community climate. Examples of recent events and activities produced or supported by the fund in 1998-99 include:

- ❑ Skin Deep & Building Allies – New Student Orientation workshop on campus-related race issues.
- ❑ Katie Kostner – Presentations and workshops on sexual assault in college campus environments.

- ❑ Academic Advising Cultural Enrichment Program for staff, faculty and their families.
- ❑ Noel Ignatiev – Lectures on New Abolitionism and White Privilege.
- ❑ A Grain of Sand –Japanese-American biographical performance.
- ❑ Ethnic Man – Lecture on the experience of being multi-ethnic in America.
- ❑ Multi-Cultural Workplace Training for Staff.
- ❑ Multi-national Mural - produced as part of a conference on Popular Education.
- ❑ Transgender Film Festival.
- ❑ Teach-In on El Salvador.
- ❑ Dolores Huerta – Presentation on United Farmworkers.
- ❑ Cinco de Mayo performance by Alma.
- ❑ Urban Arts Expo.
- ❑ Men Against Sexism – Student produced booklet.
- ❑ First Peoples’ Graduation Ceremony.
- ❑ Trade, Labor and the Environment – Presentations by Maria de la Luz Arriaga, Tyree Scott and Sunera Thobani regarding the World Trade Organization.

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

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

Multicultural perspectives and content are explored in a variety of lower- and upper-division interdisciplinary programs.

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

1998-99

Black Literary Beacons: Essayists  
 Celebration: Myth, Ritual and Culture, Quebec-  
 Forests: Natural and Human Communities in  
 Hispanic Forms in Life and Art  
 Making of Modern America  
 Multicultural Counseling  
 People of the Triangle  
 Regeneration: Indigenous People of the  
 Reservation Programs: Community Determined  
 Social Movements and Social Change  
 Tacoma Program: The Art of Leadership  
 Women and Men of the World: International

Planned for 1999-2000

African Music, Dance and Culture  
 All Over the Place: Stories in a Multicentered  
 The Balkans in Our Times: Land, People, Myths  
 Bilingual Education and Teaching  
 Crescent, Cross and Cupola: Islam and  
 Cultural Crossing: Labor and Migration in the  
 The Making of the Modern Woman  
 Music and Dance of Brazil and the Caribbean  
 Quickening of the Nations: Indigenous People  
 Reservation Programs: Community Determined  
 Transitional Studies: Historical, Theoretical,  
 Turning Eastward: Exploring East/West

### **Center for Native American and World Indigenous Peoples Studies**

This past year, the college established the Center for Native American and World Indigenous Peoples Studies. The center will involve the reservation-based and Native American Studies programs, the Longhouse Education and Research Center and the Northwest Indian Applied Research Institute in the articulation of the interests, vision and priorities of those working most closely with curricular issues pertaining to Native Americans.

### **The Evergreen Longhouse Ethnobotanical Garden and Education Project**

The Ethnobotanical Garden and Education Project was started in 1995 by adjunct faculty member Marja Eloheimo and her students with a \$1,000 grant from the Sierra Club. Its purposes include:

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

The project was awarded an additional grant of \$4,000 from the Elizabeth Wakeman Henderson Foundation in 1998. Currently, the project involves:

- An extensive native plant garden consisting of nearly 100 species in micro-habitat areas representative of western Washington (approximately 90% of these plants have been obtained through salvaging activities on sites where the vegetation was soon to be lost through development).
- Creation and installation of signage which includes Latin, common and Lushootseed (Puget Coast Salish) plant names.
- Development of a web page.
- Development of a library and relational database which contains ethnobotanical, ecological, botanical, contemporary medicinal information and photographic images of plant species.
- Plans for creation of a GIS map of the garden, and linkage of the mapped garden plants to locations where these species occur naturally on the campus, as well as linkage to the database.
- On-going opportunities for students to carry out research and gain hands-on learning experiences.

### **Masters In Teaching Program**

The Master in Teaching program seeks to attract diverse students into a program in which multiculturalism is an interwoven feature. The MIT 2000 Program, whose cohort started in fall 1998, is focused on the Native American learner. The program gave time and resources to successfully recruit students from Native American populations. Twenty (34%) of the 59 students who remain enrolled in the program are people of color, including 10 Native Americans.

The following are examples of how multiculturalism has become an integral feature of the MIT program design:

- Mission reflects a strong commitment to "prepare future teachers to provide children and youth with culturally responsive and equitable schooling opportunities."
- Admissions criteria include "experience with individuals from diverse cultural (racial/ethnic) background."
- Application process for the 2000-02 program requires a two-page essay exploring challenges one will face in "meeting the expectation to become an advocate for multicultural and anti-bias teaching."
- Effort is made to identify field placements in locations where MIT students will encounter students of color in the classroom.
- Staff selection process includes position descriptions and interview questions calling for candidates to demonstrate a commitment to equity and social justice.
- The Evergreen Foundation offers the Lloyd Colfax Scholarship, which covers year one of the MIT Program's in-state tuition for a Native American student.
- Program themes (Multiple Literacies: Working with the Kids in Front of You is the theme for 2000-02).

In fall 1999, MIT Program Director Michael Vavrus will teach part-time in the undergraduate program "Interrogations: Whiteness, Maleness, and the Morality of Wealth," with the intention of developing an effective strategy for discussing racial bias with MIT students.

### **Graduate Programs in Environmental Science and Public Administration**

The Master of Environmental Studies and Master of Public Administration Programs, MES/ MPA, continue to assess and address any issues that may come up for students of color in relationship to their graduate studies at TESC. The programs have quarterly meetings for this purpose.

Linda Moon-Stumpff, MPA Program Director, continues to work on an initiative to develop an additional program track entitled *Tribal Administration and Governance*, which would lead to an MPA degree with specialization in tribal governance. The proposal to study this in greater depth was approved by TESC's Strategic Planning DTF in spring 1999 and is the result of discussion held in 1995 as part of TESC's Native American Curriculum Initiative.

MPA elective offerings in 1998-1999 included a course entitled *Intergovernmental Collaboration and Tribal Issues*, which was open to both MPA and MES students.

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

### **Native American Studies Program Expanded**

Evergreen recently expanded its Native American Studies program to encompass a global perspective on the issues, concerns and experiences of indigenous peoples. Approved in May 1998, the Native American and World Indigenous Peoples Studies program is designed to serve all those interested in gaining an understanding of the unique role and contemporary contributions of indigenous peoples in today's world. Students will study the process of cultural, social, economic and political self-determination in a variety of contexts.

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

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

The Board of Trustees, President and senior staff have shown consistent leadership. Their actions convey interest in and commitment to the maintenance of a faculty, staff and student body that are inclusive of persons with (dis)abilities, diverse sexual orientations, and military service, and men and women of all races/ethnicity. They have conveyed their commitment to the campus community through college value and policy statements, public presentations, implementation of an Affirmative Action Program, selection of diversity as the college's mission-specific accountability measure, and through education initiatives that promote cultural pluralism and ethnic/racial diversity in higher education. Examples of leadership and initiatives they have supported include:

#### **Presidential Recruitment**

The Board of Trustees have ensured that the DTF charged with recruiting and selecting candidates for the college presidency is representative of the diversity of the campus community. The Board participated in the development of criteria for the next president that identifies diversity as one of the five areas of essential expertise the successful candidate should demonstrate. The president's staff have worked with the DTF to ensure that recruitment includes communicating to culturally diverse segments of academic and non-academic communities.

### **Consistent Articulation of Diversity as a Value**

The college's Role and Mission Statement, "Making Learning Happen," adopted by the Board of Trustees in April 1997, affirms the trustees' commitment to institutional goals for participation by people of color. (See Attachment 1.)

The Board of Trustees adopted a Diversity Statement in February 1998, reaffirming their commitment "to provide access to a high-quality public education that is rich in its mix of people from diverse backgrounds, and that promotes equal opportunities for all who choose Evergreen as their educational institution or as their employer." (See Attachment 2.)

President Jervis has spoken before the Legislature, to academic organizations and community groups in support of policy and program decisions that ensure diversity, equity and fairness in higher education. Examples include a keynote address given at the Northwest Association of Special Programs (also known as TRIO) Spring Conference, entitled *Peak Performance/Meeting the Needs of the 21<sup>st</sup> Century TRIO Student*, and a speech delivered at the Aspen Institute of Justice and Society.

### **1999 Civil Libertarian Award**

President Jervis, with the support of the Board of Trustees, defended a controversial campus community decision to include Mumia Abu Jamal, an African American currently on death row, in the list of speakers for the 1999 graduation ceremony. President Jervis was recently awarded the *1999 Civil Libertarian Award* from the ACLU for her actions "...courageously defending the right of an Evergreen student panel to invite a very controversial person to speak, via recorded message, during their 1999 commencement ceremony." President Jervis and the college administration demonstrated their capacity to model respect and inspire civility amidst a barrage of criticism.

### **Consistent Support for Non-discrimination And Attainment of Affirmative Action Goals**

In 1994, two special assistants (for civil rights and for equal opportunity) were established in the office of the president to give emphasis to and support for the participation of people of color, women, persons with disabilities and veterans in TESC's workforce, and to ensure non-discriminatory treatment of TESC community members. These positions:

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

Each year since these positions were established, the college has been more successful in resolving issues of discrimination/harassment through informal internal processes; and staff/faculty appointments of

people of color have consistently exceeded 25% of total appointments. Currently 25% of the continuing and visiting faculty and 21% of the permanent staff are people of color.

### **Provost's Diversity Initiative**

Provost Barbara Leigh Smith initiated the idea of this project that focuses on transitions from two-year to four-year institutions by students of color and has continued to support the development of this project on The Evergreen State College campus. The project currently involves partnerships among the following two-year and four-year campuses:

- The Evergreen State College with Tacoma Community College, Pierce College, and South Puget Sound Community College
- University of Washington - Tacoma with Tacoma Community College and Pierce College
- Washington State University with Spokane Falls Community College
- University of Washington - Bothell with Seattle Central Community College

### **The 1998 and 1999 Faculty and Staff of Color in Higher Education Conferences**

For the third year in a row, The Evergreen State College was well represented at this statewide conference focusing on issues of concern to faculty and staff of color. Evergreen faculty and staff who presented at the 1998 conference held in Ellensburg, WA, included:

- York Wong, faculty member, conducted a workshop entitled "The Knoist Gallery: A New Approach to the American Dilemma" in which he reported on the Knoist Gallery, a collection of negative impressions of Caucasians in the American Experience.
- Faculty member Artee Young and academic advisor Paquita Garatea presented a workshop entitled "Rules of the Game – Part 2" which investigated some of the new policies, procedures, and practices impacting the academic workplace for faculty and staff of color.

In addition, the conference was attended by faculty members George Freeman, Jr., Ratna Roy, Julio Soto, and Paul Tamburro; and staff Emily Decker, Jeanine Elliott, Maria Pineda, and Jane Wood.

The following staff are ongoing members of the conference planning committee since 1997: Barbara Determan, Paul Gallegos and Lee Lambert.

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

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

### **Student Leadership in Community Justice Issues**

The college has recently established the student Housing Arbitration Panel (HAP) to review and hear conduct and policy violations and determine remedies to restore justice to the Housing community. Student mediators are also available to provide conflict resolution for Housing residents.

Housing student staff receive training in cultural diversity as part of their preparation for fulfilling their leadership responsibilities.

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

- ❑ American Indian Science and Engineering Society (AISE) works to increase the number of Native American engineers and scientists.
- ❑ Asian Solidarity in Action (ASIA) seeks to provide a forum where students of Asian descent can share their ideas and concerns.
- ❑ Evergreen Political Information Center (EPIC) creates a sustained community of both political education and action.
- ❑ Evergreen Queer Alliance (EQA) is dedicated to serving the needs of the lesbian, gay, bisexual and transgender community at TESC and Olympia.
- ❑ Jewish Cultural Center (JCC) works to sponsor Jewish cultural events on campus.
- ❑ Latin American Solidarity Organization (LASO) works to promote awareness of the cultural, political conditions and language of Latin America.
- ❑ Chicano Student Movement of Atzlan (MEChA) strives to create a space for education, information, and to confront issues that affect the Chicano/Mexicano population of Olympia.
- ❑ Native Student Alliance (NSA) serves the Native students and the larger tribal community through recruitment, retention and support for the cultural respect of each individual according to his or her origin.
- ❑ The Ninth Wave, formerly the Irish American Student Organization, is dedicated to exploring and transmitting the cultural traditions of the greater Celtic Diaspora.
- ❑ Sexual Harassment and Assault Prevention Education (SHAPE), provides education, resources and advocacy for sexual assault prevention for the campus community, using student and faculty advocates and outside community organizations.
- ❑ Students of Color Anthology, publishes an annual collection of work by Evergreen students about the experience of students of color.
- ❑ Talking About Race is dedicated to opening up dialogue within and across cultural barriers in an effort toward ending misconceptions and racist behavior.
- ❑ Umoja was established to create a place in the Evergreen community that teaches and provides activities for Africa-American students.
- ❑ Women of Color Coalition is dedicated to creating a space for women of color and the larger Evergreen community that is free of racism, classism, sexism, ageism, ableism, homophobia, and sizeism.

### **Thomas Jefferson Peace and Friendship Award**

Llyn De Danaan received the Thomas Jefferson Peace and Friendship Award from the Washington State Historical Society in the spring of 1998. The award is given each year to one Native American and one non-Native American who have influenced preserving and understanding of the multicultural heritage of the peoples of Washington.

### **Representative Examples of Faculty Development and Community Activities**

Sue Feldman and Michael Vavrus will co-present a workshop on "What Does it Mean to be a 'Teacher of Native American Learners'?" based on collaborative work with the MIT faculty for 1998-2000 (Yvonne Peterson, Raul Nakasone, David Rutledge, and Phil Smith) at the National Association for Multicultural Education (NAME) annual meeting.

Larry Geri attended the Intercultural Communication Institute's "Reconciling Diversity in Organizations" workshop in Pacific Grove, OR, in July. Exercises were designed to help assess and develop cross-cultural competence, and to identify and work through diversity-based dilemmas in the workplace and other settings.

Jorge Gilbert presented a paper about Hispanic Americans in the United States at a conference in Sevilla, Spain, in September.

Angela Gilliam was a speaker for the "Inquiring Mind: A Forum in the Humanities" program of the Washington Commission for the Humanities. Angela's two presentations were entitled "Women in Changing Societies" and "Language, Communication, and Power."

Mark Hurst co-chaired a symposium on men's studies at the American Psychological Association national convention in San Francisco last August.

Pat Krafcif participated in a panel on "New Slavic Communities in the Post Communist World" and discussed the role of a newspaper entitled Narodny Novynky (the People's News) written in the newly codified language of the Carpatho-Rusyns of Eastern Slovakia at the national convention of the American Association for the Advancement of Slavic Studies in Boca Raton, FL, in September.

Dan Leahy traveled to Mexico City and Queretaro, Mexico, to coordinate the Fourth Trinational Conference in Defense of Public Education and also to plan an October 1999 Hemispheric Conference on public education in Quito, Ecuador.

Therese Saliba delivered a presentation entitled, "Women in Transition: Organizing for Palestinian Women's Rights" at the annual Arab-American University Graduates Convention in Detroit last October.

Ann Storey gave a presentation in February at the College Art Association Conference in Toronto, Canada. She also gave a paper at the Mediterranean Studies Association Conference, in May in

Lisbon, Portugal. Ann was a guest curator for the Tacoma Art Museum's La Guadalupana: Images of Faith and Devotion.

Michael Vavrus and Olivia Archibald co-authored and presented a paper at the Conversations in Community Conference sponsored by the Self-Study of Teacher Education Practices, special interest group of the American Educational Research Association in East Sussex, England, in August. In October, Michael met with Educational Testing Service officials in Princeton, NJ, to address issues related to cultural biases in testing and assessment as part of a meeting arranged by the American Association of Colleges for Teacher Education. Michael also will present a paper, "The Undermining of Culturally Responsive Teaching by the 'Global Economy,'" in November at the annual meeting of the National Association for Multicultural Education (NAME); and is the organizer and critic/discussant for a symposium on "No One Model American," a critique of a 25 year old statement on cultural pluralism from AACTE.

Sean Williams attended the annual meeting of the Society for Ethnomusicology in Bloomington, Indiana in October, where she was a discussant on a panel about "mediated music." She was also elected regional chair of the Society for Ethnomusicology, and was re-elected to her second three-year term as managing editor of the Asian Music Journal.

Tom Womeldorff presented a paper on Puerto Rican environmental history at the Latin American Studies Association Congress in Chicago last September.

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

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

**The Evergreen Longhouse Ethnobotanical Garden and Education Project**

In 1998, this project received an additional grant of \$4,000 from the Elizabeth Wakeman Henderson Foundation to support continued project development.

**Northwest Indian Applied Research Institute**

TESC sought and received a legislative appropriation of \$606,000 for the biennium to establish the institute. In addition, the Paul Allen Foundation provided matching funds of \$100,000.

(See response I.A, Northwest Indian Applied Research Institute)

**The President's Diversity Fund**

In 1997, the Board of Trustees recommended an increase in the annual funding for the President's Diversity Fund from \$10,000 to \$20,000.

**Tacoma Campus Growth**

The Legislature has provided funds for the Tacoma campus to move to a new site. This will allow The Evergreen State College to nearly double the enrollment at that campus.

### **Technology Augmentation Pilot Project**

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

### **The Upward Bound Student Affairs Scholarship**

In 1999, Evergreen's Student Affairs office established a new scholarship to be awarded to one high school senior, in good standing, in the Upward Bound Program. The first recipient has been selected and will receive tuition and fees for one year at TESC.

### **The William Randolph Hearst Endowed Scholarship**

In 1998, the college received \$50,000 from the William Randolph Hearst Foundation and \$25,000 in matching funds from the Washington State Higher Education Coordinating Board to establish the William Randolph Hearst Endowed Scholarship fund. The fund is being used to support Native American students in the Master in Teaching program. This summer, two Native American students were selected to share the first \$2,500 scholarship award. The college has requested additional funds from the Hearst Foundation in an effort to double the number of scholarships awarded annually.

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

Yes. The work of advancing the values of inclusion and multiculturalism is considered a responsibility of each member of the Evergreen community. However, a number of positions have been added or upgraded since 1995-96 to support the specific campus efforts to improve participation rates of people of color. These include:

- Assistant Director and Program Assistant for the Longhouse Education and Cultural Center;
- Coordinator of Tacoma Campus Student Services;
- Director and Assistant Director for the Northwest Indian Applied Research Institute; and
- Program Assistant for Access Services.

The college administration has also appointed people of color to key leadership roles in Academic Services and Student Affairs, including the positions of:

- Academic Dean;
- Dean of Enrollment Services;
- Dean of Student Services;

- ❑ Director of the Master of Public Administration Program;
- ❑ Director of the Northwest Indian Applied Research Institute;
- ❑ Assistant Director of the Northwest Indian Applied Research Institute; and
- ❑ Assistant Director of the Longhouse Education and Cultural Center

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

Yes. TESC continues to add to its outreach efforts in support of the goals for participation of people of color in higher education. The following are examples of methods the college continues to use to reach out to diverse communities with a message of welcome.

**Reservation-Based and Native American Studies Programs**

The college has secured approval from the Higher Education Coordinating Board to offer the reservation-based program statewide. This authority is enabling the program to respond to the variable needs of the tribal communities and has led to growth in the number of program sites and an increase in the number of participating Native American students. Reservation-based program enrollment has risen from 17 to more than 60. In addition, the college has hired two half-time community-based faculty to teach in the program and plans to fill a third position.

**Examples of Ongoing Students of Color Recruitment Events, First People's Recruitment, 1997-98**

- ❑ Professional Latino Association NW Career and College Fair
- ❑ First Annual Washington American Indian Days
- ❑ Muckleshoot Career Fair
- ❑ Yakima Indian Nation College Fair

**Master of Environmental Science and Master of Public Administration**

The MES and MPA programs continue to seek new ways in which to reach prospective students of color. Efforts currently include quarterly visits to TESC's Tacoma campus, as well as information sessions held in both Tacoma and Seattle. This past year, greater emphasis has been placed on tribal recruitment, including on-campus outreach with key students and faculty, recruitment on the reservations, and representation at key events at the campus Longhouse and off-campus.

As a result of these and other recruitment efforts, MPA enrollment of students of color for 1999-2000 is up to 12 students who have identified themselves as students of color in a class of 40, or 30% students of color.

The Evergreen Foundation continues to offer the John Walker Fellowship, an award given to a woman in the Master of Public Administration Program, with preference given to women of color and/or over 30 years of age.

**Ongoing Targeted Employment Recruitment**

In response to the passage of Initiative 200, the use of supplemental certification and exception testing for people of color and women was suspended. However, the college has stepped up its use of recruitment resources that reach communities of color. This includes the use of:

- List serves of organizations such as the Governor's Minority Commissions;
- Local newspapers published by people of color, serving communities of color;
- Regional and national publications focused on issues pertaining to people of color;
- Ethnic caucus member lists of associations such as the National Association of College and University Budget Officers and the American Association of Higher Education; and
- Direct mailing to administrators within ethnic serving institutions of higher education.

It will take at least one year of hiring activity before we can begin to assess the impact these changes will have on the participation of people of color in higher education employment.

### **Supported Employment**

The Finance and Administration division of the college has been participating in the state's efforts to employ persons with developmental disabilities through supported employment. Over the past three years, the division has worked with a job coach to provide persons with developmental disabilities the opportunity to demonstrate and enhance their employability. Efforts are currently underway to make a successful permanent placement of an employee with a developmental disability under this program.