

MEETING OF THE BOARD OF TRUSTEES
OF THE EVERGREEN STATE COLLEGE

Thursday, November 18, 1971 - 8:30 AM
Sea-Tac Motor Inn, Apollo 7 - Seattle

The meeting was called to order by Chairman Tourtellotte at 8:45 AM.

Trustees Present: Herbert D. Hadley
Halvor M. Halvorson
Al E. Saunders
Trueman L. Schmidt
Janet P. Tourtellotte

Staff Present: Charles J. McCann, President
David G. Barry, Vice President and Provost
Edward Joseph Shoben, Jr., Executive Vice President
Dean E. Clabaugh, Vice President for Business
Jerry L. Schillinger, Director of Facilities Planning
Rita M. Brackenbush, Secretary

Others Present: James Gay, Roberts, Shefelman, Lawrence, Gay & Moch (bond counsel)
Richard M. Montecucco, Assistant Attorney General
Jerrold Moos, Student
Alice Watts, Daily Olympian
Sam Granberg, Seattle Northwest Securities
Donald R. Morken, Seattle Northwest Securities
Robert L. Durham, Durham, Anderson & Freed
Thomas R. Hickman, Naramore, Bain, Brady & Johanson
Stephen Parke, Seattle First National Bank

Mr. Saunders moved postponement of approval of the minutes of the October 28, 1971 meeting. Seconded by Mr. Schmidt and passed.

At the request of the President, "consideration of faculty salaries" was added to the agenda.

President McCann reported on the status of the move into permanent facilities.

Mr. McCann reported that the Council of Presidents agreed to ask their respective regents and trustees to support a request for a 10 percent faculty and 6 percent classified staff salary increase. Six percent represents a cost of living increase. The additional 4 percent increase would keep faculty salaries in Washington at the same relative position as the average in the seven-state comparison. The average salary for faculty members of four-year colleges has also fallen behind the averages in many of the community colleges within the state.

Mr. Saunders moved approval of the recommendation for a request for salary increases of 10 percent for faculty and exempt staff and 6 percent for the classified staff. Seconded by Mr. Halvorson and passed with Mr. Hadley voting negatively.

Robert L. Durham reported on master planning and presented the team's recommendation, with regard to the temporary fire station, covered recreation structure, location of laboratory addition, and housing.

Mr. Halvorson moved approval of modifications to and supplementation of the master plan approved by the Board of Trustees in 1969, such modifications and supplementation contained in the report of the master planning team dated November 12, 1971. Seconded by Mr. Schmidt and passed.

Mr. Halvorson moved that Robert B. Price and Associates be employed and directed to proceed to working drawings for the covered recreation structure, subject to further input by the college staff and the Division of Engineering and Architecture and subject to satisfactory negotiations with the architect. Seconded by Mr. Schmidt and passed.

Mr. Thomas Hickman of Naramore, Bain, Brady & Johanson presented design development plans for the Laboratory addition.

Mr. Halvorson moved approval of schematics and design development of the Laboratory addition as presented by Naramore, Bain, Brady & Johanson and direction for the architect to proceed to working drawings, subject to approval and further input by the college staff and the Division of Engineering and Architecture. Seconded by Mr. Hadley and passed.

At approximately 10:00 AM the public hearing for the adoption of the governance documents under the Administrative Procedures Act was opened.

Agreed upon changes were as follows:

"Social Contract among the members of the Community of The Evergreen State College"

1. Deletion of last sentence of first paragraph, page 7 ("Its decisions are final.").
2. Add in the above-mentioned location "The only appeal within the institution is by petition to the Board of Trustees. The Board of Trustees may also on its own motion review the decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision."
3. Same language as above added to last paragraph of "Off-campus offenses" section, page 7.
4. Final paragraph added to read: "This document is subject to review and change by processes analogous to those which brought it into being."
5. Delete last sentence in third paragraph, page 7: "Institutionally, Evergreen makes no automatic response."

"Governance and Decision-Making at Evergreen"

1. Addition of sentence in last paragraph, page 7, following sentence reading: "All Board members will be selected from the Community Service List utilizing variations of the random number/peer group process." Sentence to read: "Disputants (each) will have the right of two peremptory challenges."

2. Add ending sentence to last paragraph, page 7: "The Board of Trustees may also on its own motion review the decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision."

3. Add final paragraph, page 9: "This document is subject to review and change by processes analogous to those which brought it into being."

The hearing recessed at approximately 11:15 AM in order to give consideration to housing bond bids.

The public hearing resumed at approximately 11:25 AM while the accuracy of the bids was checked.

The public hearing adjourned at approximately 11:27 AM and the Board meeting was reconvened.

105 Mr. Saunders moved adoption of the "Social Contract among the members of the Community of The Evergreen State College" with the aforementioned changes, a final copy of which is attached hereto. Seconded by Mr. Halvorson and passed.

106 Mr. Halvorson moved adoption of the Committee on Governance report, entitled "Governance and Decision-Making at Evergreen," incorporating the aforementioned changes, a final copy of which is attached hereto, and incorporating the provision that one or more of the trustees or designees of the trustees attend the College Forum and Sounding Board meetings. The motion was seconded by Mr. Saunders and passed.

Mr. McCann reported that these documents would not be operational for 30 days under the Administrative Procedures Act unless special Board action was taken.

107 Mr. Hadley moved that both the "Social Contract among the members of the Community of The Evergreen State College" and the "Governance and Decision-Making at Evergreen" documents be made operational for the next 30 days. Seconded by Mr. Halvorson and passed.

Mr. Saunders reported on the advisory committee for The Evergreen State College Development Fund. Mrs. Tourtellotte appointed Mr. Saunders as chairman of the committee.

108 Mr. Saunders moved approval of the following persons to serve on the Investment Advisory Committee for The Evergreen State College Development Fund established by the Board of Trustees on May 5, 1971:

John Baker	National Bank of Commerce Seattle	1st to retire - 10/18/72
Harry Lockhart	Olympia Real Estate	2nd to retire - 10/18/73
Tom Morgan	Olympia Brewing Company	3rd to retire - 10/18/74
Dennis Peterson	Foster & Marshall, Inc. Olympia	4th to retire - 10/18/75
Kenneth Winkley	TESC, Controller	To retire at pleasure of the Board of Trustees
Al E. Saunders	TESC, Board Member	Term to expire regular November meeting, 1972

Seconded by Mr. Halvorson and passed.

In view of the fact that the public meeting considering the governance policies was, of necessity, held away from Olympia, Mr. McCann recommended that the Board agree to discuss these documents on campus with students in an open discussion situation; the trustees concurred.

Mr. Saunders moved to invite two students and two faculty members chosen on campus to attend meetings of the Investment Advisory Committee with the understanding that they may speak during the meeting. Seconded by Mr. Schmidt and passed.

Mr. Saunders moved approval of the attached resolution, entitled "A Resolution of the Board of Trustees of The Evergreen State College Accepting the Best Bid for the Purchase of The Evergreen State College Housing System Bonds of 1971 in the Principal Sum of \$850,000 and Fixing the Interest Rates Thereon." Seconded by Mr. Halvorson and passed.

Mr. Saunders moved that the bid check in the amount of \$42,500 be returned to the originator, the Seattle-First National Bank. Seconded by Mr. Schmidt and passed.

Consideration of the water and sewer contract with the City of Olympia was discussed, with action deferred to the next meeting.

The staff recommended C. E. Skinner, low bidder for the shop addition project.

Mr. Halvorson moved approval of acceptance of the bid by C. E. Skinner, Inc., low bidder on the Shops Addition, for a base bid of \$50,899. Seconded by Mr. Schmidt and passed.

Mr. Clabaugh requested (1) authority for college to proceed with planning for 600 more modular units, including planning for interim loan, contingent upon failure of a private developer's project to be completed in time; (2) authority to have the architect proceed on Residence Halls, Unit 2.

Mr. Halvorson moved (1) approval of the site suggested by the master planning team for 1972 supplemental housing and direction to the college staff to proceed with plans to enable presentation to the Board of Trustees of suggested configuration, size, materials and so on to the Board at its next regular meeting, with the understanding

that proceeding with such housing shall be contingent on failure of private enterprise to adopt a schedule which would assure beds for approximately 600 students within walking distance of the campus for fall 1972; and (2) approval for the Vice President for Business to proceed with securing interim financing for fall 1974 housing, and, contingent upon the securing of such interim financing, direction for Durham, Anderson and Freed to proceed to design development for the fall 1974 housing the schematics of which were approved by the Board of Trustees in 1970. Seconded by Mr. Schmidt and passed with Mr. Hadley dissenting.

The document entitled "Academic Freedom and Faculty Responsibility" was discussed.

Mr. Halvorson moved adoption of the document entitled "Academic Freedom and Faculty Responsibility" attached to these minutes. Seconded by Mr. Saunders and passed.

Mr. McCann recommended adoption of a resolution transferring the Board's authority to the hearing officer.

Mr. Halvorson moved adoption of the attached resolution, entitled "A resolution of the Board of Trustees of The Evergreen State College delegating specific authority to certain persons who hold position of hearing officer in accordance with the document on Academic Freedom and Faculty Responsibility, which delegation makes the decision of the hearing officer final and binding as to the faculty member involved in the non-reappointment hearing and also final and binding on The Evergreen State College." Seconded by Mr. Saunders and passed.

Mr. Clabaugh recommended that the Board approve the Pacific Northwest Bell Company cable crossing The Evergreen State College campus be permitted under the five conditions outlined by the disappearing task force on ecological preservation.

Mr. Schmidt moved approval of the request of Pacific Northwest Bell for laying a cable across college property in accordance with Pacific Northwest Bell's request dated October 12, 1971, provided that all requirements by the disappearing task force on ecological preservation are met and that if the cable obstructs future expansion, realignment or changes will be made at the expense of the telephone company. Seconded by Mr. Halvorson and passed.

The next meeting was set for December 16.

The meeting adjourned at 12:40 PM.



MRS. NEAL TOURTELLOTTE, Chairman



AL E. SAUNDERS, Secretary

RESOLUTION NO. 71-16

A Resolution of the Board of Trustees of
The Evergreen State College Accepting the
Best Bid for the Purchase of The Evergreen
State College Housing System Bonds of 1971
in the Principal Sum of \$850,000 and Fixing
the Interest Rates Thereon

WHEREAS, At 11:00 a.m. on November 18 the Board of Trustees
opened and considered bids for the purchase of \$850,000 par value
Evergreen State College housing system bonds 1971, and

WHEREAS, The Board of Trustees determines that an acceptable
offer has been received and intends to confirm the sale of the bonds;

THEREFORE, BE IT RESOLVED, By the Board of Trustees of The
Evergreen State College that the offer of National Bank of Commerce
and Associate is hereby accepted for the purchase of \$850,000 housing
system bonds at an effective interest rate of 4.7483 percent; and,

BE IT FURTHER RESOLVED, That the Board of Trustees authorizes
the Vice President for Business to complete the printing of the bonds
and delivery to the successful purchaser prior to December 31, 1971.

Adopted by the Board of Trustees 11/18/71

Social Contract

among the members of

the Community of

The Evergreen State College

Introduction

In its life as a community, The Evergreen State College requires a social contract rather than a list of specific prohibitions and essentially negative rules. The contract, open to modifications over time and responsive to the changing circumstances sure to attend the institution's future, represents a commitment by each one of us to search for the set of agreements that define the spirit that we are trying together to engender at the College, that indicate the conditions that support the primary purposes for which Evergreen was called into existence, and that specify the principles under which all of us can live together as civilized and decent people who share the often very different excitements of learning.

Closely related to Governance and Decision-Making at Evergreen, this document summarizes the discussions to date of the concerns affecting the relationships of the members of the Evergreen community to themselves, to each other, to the College as an institution, and to the larger society of which that institution is necessarily and inescapably an agency. As a compact among people, this social contract calls for all associated with Evergreen -- students, faculty and staff, and Trustees -- to be signatories to it. Two issues of a procedural kind must be dealt with: One has to do with the process by which members of the community "become signatories"; the other focuses on the matter of timing.

The suggestion offered here is that the social contract, along with Governance and Decision-Making at Evergreen, be published in the catalog and that their publication be accompanied by a statement indicating that all persons who become affiliated with the College as students or as employees agree as a condition of acceptance or employment to conduct themselves according to the principles embodied in these documents. This arrangement precludes the necessity of collecting signature cards and of requiring the occasionally distasteful signing of formal "oaths."

On the matter of timing, the recommendation submitted at this point is that the Social Contract be accepted as the basis for the College's operations during 1971-1972, a year during which further discussions can be held with respect to its spirit, its principles, and its language. With its publication in the catalog for 1972-1973, the force of its contractual implications becomes official. Patterned in this manner, ex post facto considerations are avoided, and all of those presently on the Evergreen campus will have the necessary and appropriate chance to react to a statement of considerable importance to them but which was not available for their consideration prior to their joining the College community.

Basic purposes

The Evergreen State College is an association of people who come together to learn and to help each other learn. Such a community of learners can thrive only if each member respects the rights of others while enjoying his own rights. It depends heavily on a network of mutual trust and an atmosphere of civility; and it grows in its human utility only if each of its members lives up to the responsibilities

for honesty, fairness, tolerance, and the giving of his best efforts as those efforts are entailed by his membership. Students, faculty, administrators, and staff members may differ widely in their specific interests, in the degrees and kinds of experience they bring to Evergreen, and in the functions which they have agreed to perform. But all must share alike in prizing academic and interpersonal honesty, in responsibly obtaining and in providing full and accurate information, and in resolving their differences through due process and with a strong will to collaboration.

These considerations directly imply the necessity of an organized structure to achieve the goals of more effective learning, a system of governance that encourages widespread participation in the making of College decisions (See Governance and Decision-Making at Evergreen, statement of 10 June, 1971), and a full awareness on the part of every member of the community of how his behavior influences the climate and the spirit of the campus. If the spirit and climate of the College are to promote learning most effectively, then each member of the community must protect in an active, thoughtful, and concerned way (a) the fundamental rights of others in the community as citizens, (b) the right of each member of the community to pursue different learning objectives within the limits defined by Evergreen's resources in people, materials and equipment, and money, (c) the rights and obligations of Evergreen as an institution established by the State of Washington, and (d) the rights of all members of the community to fair and equitable procedures for determining how, when, and against whom the community must act when its safety or its integrity has been damaged. Even more important, however, is the requirement, difficult to define and impossible to legislate, that each member of the Evergreen community concern himself with how the College can become a more productive, more humane, and more supportive place in which to learn. This requirement entails an explicit and continuing consideration of the delicate balances in the relationship of the members of the Evergreen community to each other and to the institution itself.

Evergreen and society

Members of the Evergreen community recognize that the College is inherently and inescapably a part of the larger society as represented by the State of Washington, which funds it, and by the community of greater Olympia, in which it is located. From this state of affairs flow certain rights for the members of the Evergreen community, certain conditions of campus life, and certain obligations.

Among the basic rights are freedom of speech, freedom of the press, freedom of peaceful assembly and association, freedom of belief, and freedom from personal force and violence, from threats of violence, and from personal abuse.

Freedom of the press implies the right to freedom from censorship in campus newspapers and other media. Concomitantly, such publications are subject to the usual canons of responsible journalism, to the law of the press, and to the same conditions of self-maintenance that apply to other forms of public communication.

There may be no discrimination at Evergreen with respect to race, sex, religious or political belief, or national origin with respect to admission, employment, or promotion.

Because the Evergreen community is not separate or segregated from the larger society, the campus is not a sanctuary from the general law or invulnerable to the general public interest. The members of the Evergreen community are therefore obligated

to deal with the relationship between the campus and the larger society with a balance of forthrightness and sensitivity, criticism and respect, and an appreciation of the complexities of social change and personal differences.

The Evergreen community will support the right of its members, individually or in groups, to express ideas, judgments, and opinions in speech or writing. The members of the community, however, are obligated to make their statements in their own names and not as expressions of the College.

Each member of the College community has the right to organize his own personal life and conduct according to his own values and preferences so long as his actions accord with the general law, are in keeping with agreements voluntarily entered into, evince an appropriate respect for the rights of others to organize their lives differently, and advance (or at least do not interfere with) the community-wide purpose of more effective learning. In short, Evergreen does not stand in loco parentis for its members.

The conditions of learning

As a community of people who have come together to learn and to help one another to learn more effectively, Evergreen's members live under a special set of rights and responsibilities. Foremost among these rights is that of enjoying full freedom to explore the nature and implications of ideas, to generate new ideas, and to discuss their explorations and discoveries in both speech and print without let or hindrance. Both institutional censorship and intolerance by individuals or groups are at variance with this basic freedom. By a similar token, research or other intellectual efforts, the results of which must be kept secret or may be used only for the benefit of a special interest group, also violate the principle of free inquiry.

Serious thought and learning entail privacy. Although human accessibility is a basic value, and although meetings of public significance cannot properly be held in secret, all members of the Evergreen community are entitled to privacy in the College's offices, facilities devoted to educational programs, and housing. The same right of privacy extends to personal papers, confidential records, and personal effects, whether maintained by the individual or by the institution.

All members of the Evergreen community enjoy the right to hold and to participate in public meetings, to post notices on the campus, and to engage in peaceful demonstrations. In order to protect the safety of the community and to respect the equal rights of those who choose not to participate, reasonable and impartially applied rules, following established procedures of governance (See Governance and Decision-Making at Evergreen), may be set with respect to time, place, and use of Evergreen facilities in these activities.

Honesty is an essential condition of learning. Honesty includes (although it is not limited to) the presentation of only one's own work in one's own name, the full consideration of evidence and logic even when they contradict a cherished personal point of view, and the recognition -- insofar as it is humanly possible -- of biases and prejudices in oneself as one strives to become a more effective learner.

Another essential condition of learning is the full freedom and right on the part of individuals and groups to the expression of minority, unpopular, or controversial points of view. If the Evergreen community is to prove valuable to all its members, this right must be especially cherished, particularly when the predominant current of opinion, regardless of its character or its content, runs strong.

Related to this point is the way in which civility is a fundamental condition of learning. Only if minority and unpopular points of view are accorded respect, are listened to, and are given full opportunity for expression will Evergreen provide bona fide opportunities for significant learning as opposed to pressures, subtle or overt, to ride the main tides of purely contemporary opinion.

All members of the Evergreen community -- students, staff, faculty, administrators, trustees, and all others -- are under an obligation to protect the integrity of Evergreen as a community of learners from external and internal attacks, and to prevent the financial, political, or other exploitation of the campus by any individual or group.

Institutional rights and obligations

As an institution, Evergreen has the obligation to provide an open forum for the members of its community to present and to debate public issues, to consider the problems of the College, and to serve as a mechanism of widespread involvement in the life of the community. (See Governance and Decision-Making at Evergreen, sections on the College Forum and on the College Sounding Board.)

The College has the obligation to prohibit the use of its name, its finances, and its facilities for commercial purposes.

Evergreen has the right to prohibit individuals and groups who are not members of its community from using its name, its financial or other resources, and its facilities for commercial, religious, or political activities. This right is balanced by an obligation to formulate and to administer its policies in this regard in an even-handed manner.

The College is obligated not to take a position, as an institution, in electoral politics or on public issues except for those matters which directly affect its integrity, the freedom of the members of its community, its financial support, and its educational programs. At the same time, Evergreen has the obligation to support the right of its community's members to engage, as citizens of the larger society, in political affairs, in any way that they may elect within the provision of the general law.

The individual members of the Evergreen community have the responsibility for protecting each other and visitors on campus from physical harm, from personal threats, and from uncivil abuse. Similarly, the institution is obligated, both by principle and by the general law, to protect its property from damage and unauthorized use and its operating processes from interruption. At the same time, it also must guarantee the right of the members of its community to be heard at appropriate levels of decision-making with respect to basic matters of policy and other issues of direct concern. As a community, Evergreen, through its governance structures, has both the right and the obligation to establish reasonable standards of conduct for its members in order to safeguard the processes of learning,

to provide for the safety of its members, to protect the investment of the people of the State of Washington in its properties, and to insure a suitable respect for the very different tastes and sensibilities of its members. For these reasons, the law empowers the President or his designees to intercede whenever, in his (or their) judgment, a clear and present danger to these concerns exists.

The issue of strikes

The strike, including such variant procedures as the boycott and the prolonged demonstration, has been formally institutionalized in industrial society as one means of effecting change. It is recognized at law, has generated its own official personnel, and operates according to relatively common understandings. Because the strike bases itself in adversary rather than collaborative relationships, it is an inappropriate means of seeking change at Evergreen. Nevertheless, an awareness of human frailty and the complexity of our times suggest that, in spite of hopes that strikes will not need to occur within our community, wisdom and prudence call for some relevant concepts and policies from the outset.

As an effective means of demonstrating moral commitment and the courage of one's convictions, a strike entails costs; those who choose to strike must put something of value on the line that they choose to draw. Otherwise, a strike readily degenerates into a kind of hybrid -- part party and part parade with little moral or intellectual meaning. It is for this reason that industrial workers do without their pay when they, for explicit purposes, withhold their labor.

Because there is no reason for a campus to enjoy exemptions from these principled conditions, two entailments follow: First, both as an institution and as a community, Evergreen has the right to deny pay and academic credit to its members who participate in strikes. Second, that right is balanced by an obligation to accept legally conducted strikes without dismissing those who participate in them.

Difficulties here are more probable in connection with the denial of credit than with the denial of pay. If striking students are able to meet their full academic obligations, then the notion of Evergreen as a community of learners argues against their having credit withheld. The judgment of Program Coordinators and of Supervisors of Learning Contracts has a central and basic importance here; but when Program Coordinators and Supervisors of Contracts may also have been involved in a strike, then the question arises of the extent to which their judgment is uncontaminated and of how free they may be from conflicts of interests. Specific and detailed procedures must be developed to cope with these contingencies, but the basic means of arriving at equitable decisions are provided by the sections on adjudication in Governance and Decision-Making at Evergreen.

Judicial action

Although the mechanisms of suit and litigation are obviously essential at Evergreen, they represent the last resort within a viable community. In this social contract among Evergreen's members, our concern is less on governmental and policy-oriented issues, which are covered primarily by Governance and Decision-Making at Evergreen, and more on the personal relationships among its members and between various groups, both formal and informal, that may come into existence. In these realms of human relationships, judicial action is a less desirable way of resolving difficulties

in a genuine community than are more informal methods of mediation. The processes outlined here touch, therefore, on three levels of conflict-resolution: informal mediation, formal mediation, formal arbitration and enforcement, and, where necessary, a means of appeal.

Informal mediation

To begin with, it is expected that members of the Evergreen community who come into conflict with one another will make a determined effort to resolve their problems peacefully and quietly by themselves. When unable to work out their differences in this direct fashion, then they may resort to informal mediation in which no records are kept, no formal bodies are convened, and no "law" need be (although it may be) referred to other than the terms of this social contract. By mutual agreement, the parties to a dispute may call in a third party of their own choice to help them; they may request counseling help from some other member of the community; they may invite or accept intervention by one of the Student Facilitators, or they may select a moderator from the Community Service List. These possibilities are not at all exhaustive; the people in conflict can choose any other method that is mutually acceptable to help them clear up their problems in a peaceful and quiet fashion. The great majority of disputes are expected to find resolution at this informal level, and the obligation of the community is to insure the availability of these kinds of methods.

Formal mediation

When informal processes fail to produce satisfaction, then the parties to a dispute may, following procedures outlined in Governance and Decision-Making at Evergreen (pp. 10-11), convene a jury from the Community Service List to decide the issue between them. To convene the jury, evidence must be presented that informal efforts at settlement have been tried in a bona fide way. The task of the jury is essentially that of mediation; its functions are to resolve a conflict, to provide guidelines for the disputants to consider in their future conduct, and to record its opinion. Although its judgment is final, it has no power to enforce its findings or to penalize the party to the conflict whom it finds at fault if, indeed, it identifies one of the disputants as "wrong" in some sense.

Only if, after such a jury decision, the conflict or dispute flares anew is a Board of Judgment convened, again from the Community Service List, with powers of enforcement and penalty. The Board is bound by the opinion of the preceding jury. Its task is to determine whether that opinion has been violated, to enforce that opinion and to apply suitable penalties when necessary, and to record its action.

Appeal procedure

If the action by the Board of Judgment is unsatisfactory, then an application for appeal may be entered with the All-Campus Hearing Board. The All-Campus Hearing Board may accept or reject the appeal. If it accepts, then it has the power to review the original opinion of the jury as well as to consider the actions by the Board of Judgment. The only appeal within the institution is by petition to the Board of Trustees. The Board of Trustees may also, on its own motion, review the decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision.

Off-campus offenses

There remains the problem of double jurisdiction or the extent to which the Evergreen community may have an appropriate interest in the implications of offenses that are committed outside its own precincts. This problem is a very real one, but the general principle is that, unless the nature of the offense raises questions about the suitability of the person's membership in the Evergreen community, his payment of penalties exacted by the general law of our society absolves him from paying additional penalties under the rules of the College. This position is consistent with the fact that Evergreen does not stand in loco parentis. An additional entailment of this stance, however, is that the College cannot properly intervene in behalf of its members if and when they come afoul of the general law. This position in no way precludes, of course, actions by individuals in their own names and on their own responsibility; such actions fall within the inherent rights of citizenship fully recognized by Evergreen.

The question of a general community interest may be raised only when members of the Evergreen community have been convicted of off-campus offenses. When, in the light of such a conviction, a member of the Evergreen community believes that the offender has, by the nature of his offense, demonstrated a lack of fitness to continue as a student or an employee of the College, he may request in writing a hearing on the issue by the All-Campus Hearing Board. Initiative rests entirely with the person who is involved.

When hearings are requested, they must, of course, be conducted in public. If the finding of the All-Campus Hearing Board is unsatisfactory, then a petition for appeal may be filed with the Board of Trustees of The Evergreen State College. If the appeal is accepted, then the hearing by the Board of Trustees must be held promptly and in public with its decision being final. In accepting an appeal, the Board may, however, appoint a panel of Hearing Officers to take testimony which the Board will then review in arriving at its decision. On its own motion, the Board of Trustees may also review any decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision.

Final procedural notes

In both this statement of the Evergreen Social Contract and in Governance and Decision-Making at Evergreen, a number of important procedural clarifications are still necessary. Several members of the present Task Force on the Social Contract have expressed interest in helping to formulate those procedures and to work them out in the necessary greater detail. If acceptable to the community, then the appropriate members of the Task Force and interested members of the Committee on Governance could profitably assemble to identify the problems and to begin to move toward their speedy solution.

This document is subject to review and change by processes analogous to those which brought it into being.

EJS/11-24-71
Accepted by Trustees as
working document, 11-18-71

GOVERNANCE AND DECISION-MAKING AT EVERGREEN

Committee on Governance

The Evergreen State College

Accepted by Board of Trustees
18 November, 1971

GOVERNANCE AND DECISION-MAKING AT EVERGREEN

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10/28/71

GOVERNANCE AND DECISION-MAKING AT EVERGREEN

INTRODUCTION:

Evergreen is an institution in process. It is also a community in the process of organizing itself so that it can work toward clearing away obstacles to learning. In order that both the creative and the routine work of the community can be focused on education, and so the mutual and reciprocal roles of the various members of the community can best reflect the goals and purposes of the College, a system of governance and decision-making consonant with those goals and purposes is required.

To accomplish these ends, governance and decision-making in the Evergreen community must have the following qualities:

1. The procedures must reflect the Evergreen approaches to facilitating learning, and recognize the responsibility of the President and the Board of Trustees for institutional direction.
2. "What to do" and "how to do it" should be decided "where the action is", that is, at the administrative level closest to those affected by a particular decision.
3. "Where the action is" should be locatable.
4. All people responsible for deciding "what to do" should be accountable.
5. "What to do" and "how to do it" should be decided after consultation and coordination. Who is to be consulted, and what is to be coordinated are part of the definition of "where the action is".
6. Consultation and coordination should be:
 - a. primarily concerned with substantive issues;
 - b. normally involving people who are affected by and interested in the issues.
7. Oligarchies are to be avoided.
8. In the Evergreen community, individuals should not feel intimidated or be subject to reprisal for what they say.
9. In cases of conflict, due process procedures must be available.
10. The procedures must respond automatically to growth and be evaluated periodically.

Governance and decision-making in the Evergreen community must not:

1. Separate the Evergreen community into constituencies with some sort of traditional representative form of government.

2. Require decisions by vote.
3. Call for standing committees and councils.
4. Stifle experimentation with new and better ways to achieve Evergreen's goals.

The following system, designed to accomplish these objectives:

1. Calls for the continuous flow of information and for the effective keeping of necessary records.
2. Provides for getting the work done and for making decisions where the action is.
3. Allows for creative policy making, including a policy initiation process open to any member of the Evergreen community.
4. Insists on the speedy adjudication of disputes with built-in guarantees of due process for the individual.
5. Has built-in methods for evaluating -- and if necessary, changing -- the system.
6. Attempts, in every instance, to emphasize the sense of community and to require members of the community to play multiple, reciprocal, and reinforcing roles in the community enterprise.

1. THE LEGAL NATURE AND STATUS OF THE EVERGREEN STATE COLLEGE

The Evergreen State College, established in Thurston County by the 1967 Washington State Legislature, operates under the provision of the Revised Code of Washington (RCW 28B.40). Management of the College, care and preservation of its property, erection and construction of necessary buildings and other facilities, and authority to control collection and disbursement of funds is vested in a five-member Board of Trustees appointed by the Governor with the consent of the Senate for six-year overlapping terms. Board members serve without compensation. Evergreen's president is chosen by and is directly responsible to the Board of Trustees for executive direction and supervision of all operations of the College. The Trustees and the president in turn delegate many duties and responsibilities to others in the Evergreen community. The governance system of Evergreen recognizes the legal nature and status of the College as well as the de facto system whereby the community works toward achieving its goals and purposes.

The president may delegate responsibility and authority to the vice presidents. They in turn may delegate duties to deans and directors, etc. The essential business of the community -- to foster learning -- is the responsibility of everyone in the community, and cannot be delegated.

II. INFORMATION, COMMUNICATIONS AND RECORD-KEEPING

The Evergreen community needs to be open, self-conscious and self-correcting if it is to be both viable and innovative. The left hand does need to know what the right hand is doing. Furthermore, Evergreen needs to be able to remember the important things both its left and right hands have done, and with what degree of success or failure they have done it. This latter function calls for an effective system of record-keeping and is integral to institutional evaluation. The former requires the establishment of an Information and Communications Center designed to provide the intelligence that all members of the community need on a day-to-day, week-to-week, and month-to-month basis. This center should receive the necessary input and provide the necessary output so that anyone can find out what has been going on, what is going on, and what will be going on at Evergreen. Combined with the College Forum and the College Sounding Board, the Information and Communications Center should prove invaluable as an aid to informed decision-making.

A. The Information and Communications Center

This center should become the clearinghouse for all of the information needed to keep the Evergreen enterprise going. It should publish the college newsletter, the college calendar, etc. It should develop a central communications room where anyone can find out who is doing what, where, and why. It should work closely with the schedules desk and the Office of College Relations. It should be a place where people call to schedule meetings. Such kinds of functions should go a long way toward diminishing conflicting calendars, reducing the indiscriminate flow of memos, and providing the necessary communication for coordinated community action.

The Information and Communications Center should be developed with all segments of the College cooperating in its establishment and operation. It may be tied in to the campus computer network, the television network, etc.

The Center can serve to coordinate imaginative record-keeping procedures for developing a continuing chronicle of the Evergreen experiment. It can also play an important role in helping individuals or groups to locate responsible and accountable people on campus when problems need to be solved.

B. The College Forum

As an occasion for all concerned members of the Evergreen community to come together; to think together; to talk, listen, and reason together, the College Forum will meet regularly.

The president of the College will lead the Forum discussions. He will be responsible for preparing and publishing an agenda, but it is to be understood that the agenda is open-ended. The Forum is not a decision-making body. It is a place and a time and a gathering where hard questions can be asked, where dreams can be told, where plans for a better college may first see the light of day.

In addition to the College Forum, similar forums led by vice presidents, deans and directors, etc., are encouraged. These forums may allow for more focused discussion in specific problem areas of the community enterprise.

C. The College Sounding Board

As an important all-campus information and coordination body, the College Sounding Board will meet on a regular schedule to facilitate coordination of activities among all areas of the Evergreen community. This group will not be vested with binding decision-making powers, but it will constitute a consultative pool or "sounding board" where discussion and advice on issues affecting various areas in the College can be heard, and needs for coordination can be aired.

The membership will be constituted as follows:

1. The president will be a member of the Sounding Board.
2. Each vice president will appoint no more than 10 persons from his area of responsibility as members of this body.
3. Ten students will regularly serve as members of this body.

The students will serve as facilitators to all members of the Evergreen community in areas of initiative petitions or proposals, help individuals locate where the action is, and otherwise facilitate communication and coordination on campus. They will be selected by their fellow students in a manner to be determined by the students.

Every member of the Sounding Board should serve in this facilitating role, and participation on the Board should serve to acquaint its members with the multitude of problems, decisions, plans, etc., that typify an active center for learning. Each member of the Board must arrange for a substitute if he or she is to absent from any particular meeting.

The College Sounding Board will select a moderator and a recorder for a limited term. These responsibilities will be rotated through the Board membership. The moderator will see that the group meets on a regular schedule, will prepare and publish an open-ended agenda for each meeting, and will assure a free and open discussion of the issues. The recorder will be responsible for reporting the issues discussed.

III. GETTING THE COLLEGE'S WORK DONE: PATTERNS OF ADMINISTRATIVE DECISION-MAKING

Decision-making at Evergreen will take place "where the action is", that is, at the administrative level closest to those affected by the particular decision. Those responsible for making the decisions will be locatable and accountable; they will be expected to obtain input and advice from concerned parties as a regular part of the decision-making process.

A. Locatability:

Location of those responsible for the functioning of various areas of the community is identified in the College organizational chart, the Faculty Handbook, and the Business Policies and Procedures Manual. Delegated duties and responsibilities should be made as explicit as possible, and information

regarding the decision-making roles of various members of the Evergreen community should be made easily available in the College Information and Communications Center. Members of the College Sounding Board will also serve as information sources on these questions of locatability.

B. Administrative Evaluation and Accountability:

Accountability for decisions made or not made, and the degree to which those affected have been encouraged to make inputs into the decision-making process, will be reflected in the College's system of administrative evaluation. Like the student and the faculty evaluation procedures, the administrative evaluation will emphasize growth in learning how to perform more effectively the roles for which the individual is responsible. The procedure will include a large element of self-evaluation and evaluation by peers, but must also include clear opportunities for input by those other members of the College community who experience the results of the administrative processes. It is through this evaluative procedure that the community can express itself most constructively on the effectiveness of the administrative process and the degree to which it is being responsive to the needs and the long-term interests of that community. Without a smoothly functioning procedure encouraging evaluative contributions from a wide circle of community opinion concerning the administrative performance of the decision-makers in the College, the campus community cannot be expected to place its confidence in the system of governance elaborated here. Administrative evaluation is therefore central and essential to the workability of the governance pattern proposed. The details of the evaluation system are contained in the separate document prepared by the Disappearing Task Force on Evaluation of Administration which, in turn, is dependent upon the full support and backing of the president and the vice presidents for its effective and successful operation.

C. Consultation, Input, and Advice:

The Evergreen State College wishes to avoid the usual patterns of extensive standing committees and governing councils. Instead, decisions will be made by the person to whom the responsibility is delegated, after appropriate consultation.

At least three major avenues for consultation and advice are open to a decision-maker within the College, depending upon personal style and the scope of the problem. The person may wish to: (1) simply solicit advice on a direct and personal basis; (2) select a Disappearing Task Force (ad hoc committee) for the purpose of gathering information, preparing position papers, proposing policy, or offering advice; (3) appoint a longer term advisory body for counsel on a matter requiring expertise (this option should be used infrequently to avoid the "standing committee syndrome").

Three major resources exist for selection to these consultative processes:

1. The Natural Consultative Pool - Certain decisions have an effect only on a limited number of persons who are easily identifiable.
2. The Community Service List - All members of the Evergreen community will be eligible for selection to the list by a random selection process.

Names will be drawn from the list following the random order in which they were selected. Service on the list is considered a responsibility and a privilege of membership in the Evergreen community.

3. The Voluntary Service List - In addition to the Community Service List an Evergreen Voluntary Service List will be compiled by the computer center. Any member of the Evergreen community may have his name added to the list, and if he so desires may specify certain interest areas where he would wish to serve (e.g., Bookstore, DTFs dealing with experimental housing, administrative service, sports, etc.). This list will be available through the Information and Communications Center. Any individual or group can use this list to locate individuals to serve on DTFs, to identify people with certain interests, or to find talent and expertise. Those placing their names, interest areas, etc., on this list will have entree into the governance process in ways not immediately provided by the Community Service List. The College is advised to experiment with all aspects of the service list concept. It may prove to be an important innovation in the campus governance system.

IV. INITIATIVE PROCESSES

In addition to those who by law or by delegation of duties and responsibilities are charged to develop policy in the performance of their duties, any member of the Evergreen community can write a proposal, gather together a disappearing task force to develop a proposition, or present a petition. The appropriate administrative officer will be obliged to read and act upon such proposals at the earliest possible time after receipt of said proposals in finished form. If accepted by the appropriate authority, the proposal will become official Evergreen policy and will appear in the next Evergreen Bulletin, Faculty Handbook, Business Policies and Procedures Manual, or other official Evergreen documents. Proposals not accepted will be returned to their initiators along with the reasons for rejection.

Aid and advice on the initiative process will be available to individuals and groups from members of the College Sounding Board as well as from the Information and Communications Center.

DTFs or other consultative bodies can be formed in the same manner as indicated in Section III, C of this document.

V. ADJUDICATION OF DISPUTES, GRIEVANCES, AND APPEALS

The grievances and appeals system at The Evergreen State College is designed to:

1. Reflect the programs and character of the institution and apply to all members of the community.
2. Provide a working system where appeals can be heard in the least possible time; one that is capable of speedy resolution of conflict and grievances.
3. Provide a campus adjudicatory apparatus, not one intended to operate in place of civil authority.

The appeals system should be required only when all prior attempts to resolve disputes and grievances "where the action is" have failed. All members of the Evergreen community should feel a heavy responsibility to make every effort to solve individual and community problems imaginatively and constructively without resort to this system.

In the event that satisfactory resolution of disputes or grievances is not achieved, or in cases of appeal for infraction of the code of conduct, the following procedure will be employed:

1. It will be the responsibility of the individual or individuals affected to initiate the process.
2. The first step will be written notification of an appropriate facilitator (a member of the Sounding Board or others as selected) regarding the dispute or grievance. This notification should include all necessary details about the dispute. The facilitator will establish that appropriate prior attempts at resolution have been made. He will then forward the written grievance to the appropriate person or office (coordinator, dean, director, vice president, or president).
3. The appropriate person or office will notify the individual or individuals involved of a time and place for a hearing. (This hearing must take place within one week of notification of dispute.)
4. The hearing board will be constituted in the following way:
 - a. The board will consist of five members.
 - b. Members will be selected from the Community Service List.
 - c. The hearing board will reflect the peer groups of the disputants.
 - d. The members will be selected by a random number process from identified peer groups.
 - e. Each side represented in a dispute will have the right of two peremptory challenges.
5. The decision of the hearing board will be binding on all parties concerned. However, if the sanction imposed by this hearing body involves possible suspension, a fine in excess of \$25, an official institutional reprimand which would become a part of the individual's permanent record, or a matter of serious principle, then the decision can be appealed to the All-Campus Hearing Board.

All-Campus Hearing Board

This Board will hear conflicts of a serious nature which are appealed from other hearing boards.

Three members of the Board will be impaneled for a defined period of service. These members will have the authority to review all appeals documents and to decide in advance which cases it will hear. At the time when a case is to be heard, four additional members, representing the peer groups of the disputants, will be selected for each individual case. All Board members will be selected from the Community Service List utilizing variations of the random number/peer group process. Each side represented in a dispute will have the right of two

peremptory challenges. The only appeal within the institution beyond the All-Campus Hearing Board is by petition to the Board of Trustees. The Board of Trustees may also, on its own motion, review any decision of the All-Campus Hearing Board and affirm, modify, or reverse that decision.

In cases heard by the All-Campus Hearing Board, disputants will:

1. Receive adequate (5 to 10 days) written notice of the nature of the grievance and possible sanctions (where appropriate).
2. Receive written notice of the date, time, and place of the hearing.
3. Be advised of the names of the witnesses who will appear in the case.
4. Receive a fair hearing.
5. Have the right to present a defense and witnesses and the right to cross-examine opposing witnesses.
6. Have access to a transcript of the proceedings and the findings of the Board.

VI. EVALUATION OF GOVERNANCE

Necessary and essential amending of this document is to be accomplished through the initiative procedures contained herein. At the end of two years and thereafter every five years, a commission on governance will be convened to evaluate the Evergreen governance system. It will be the responsibility of the commission to affirm the effectiveness of the system or to propose changes. Major changes will be subject to ratification by the members of the Evergreen community.

VII. CONCLUSION

Most contemporary forms of academic governance have taken shape from the faculty struggle for power and from the continuing conflict between faculty and administration. The faculty has clothed its cause in democratic rhetoric, and college presidents have been reluctant to stand against the language of Jefferson. But a public college is not a state. A public college is not a self-governing body politic. It is the educational and initiatory agency of the state. Its work is learning, not self-government.

At Evergreen, we have designed, and hope to perfect, a simple system of academic government that grows out of and meets the needs of the teaching enterprise. We have not used the federal government as a model, and we are not going to use inappropriate political rhetoric. Our organizational, administrative, and policy-formulating structure must reflect our teaching function.

At Evergreen, we assume a community built upon commonality of interest, instead of upon inevitable conflict between irreconcilable interest groups. We assume cooperation between members of a single interest group. Those who come together at Evergreen will do so because they want to, because they want to become fellows.

Evergreen will not be the place for students, faculty, deans, or presidents who function best in overt or covert conflict.

Pressure-group politics is not the way to search for great curricular ideas, and is not the way to run an educational community. Conflict, pressure, non-negotiations, and confrontation politics will not create a fellowship -- war perhaps; maybe a standoff; constituencies certainly; but not a reasonable community.

Evergreen must try to avoid a labyrinth of college-wide and departmental committees. Instead, proper power, opportunity, authority, and responsibility will be distributed functionally to those groups of faculty and administrators who need it to do the work they must do. This means that the president, vice president, and deans will set limits -- wide limits -- and the faculty teams will explore widely within those limits. We want to insure maximum administrative support for the widest possible exploration and elaboration of the Evergreen programmatic ideal. We want to provide cooperating teams of faculty with opportunities for the design of better ways of learning. We want to provide for continuous self-study and self-evaluation by students, faculty, and administration; and continuous critical self-study of the entire College. Evergreen is to have a growing, changing, living curriculum, faculty, and administration.

Our system of decision making, evaluation, and appeals has been designed specifically to support the teaching and learning programs peculiar to Evergreen. Though it is the product of months of careful deliberation, it is not intended to stand unchanged for all time. It is a system that is to be tried and evaluated, and it is to be changed for the better on the basis of experiment and experience. This document is subject to review and to change by processes analogous to those which originally created it.

ACADEMIC FREEDOM AND FACULTY RESPONSIBILITY

We believe that the principles governing academic freedom and faculty responsibility at Evergreen must apply to all members of the faculty and not just to senior members in some instances and junior members in other instances. Furthermore, we believe that both of these important sets of issues should be defined in Evergreen's specific terms:

1. We intend to encourage and reward a professional kind of cooperation among faculty that in turn will produce an esprit which will allow strengths and special talents to be shared, and weaknesses and special handicaps remedied, by mature confrontation and mutual help.
2. We are agreed that the single most crucial factor regarding the ultimate effectiveness or ineffectiveness of our educational programs will be the relative vitality of our faculty seminars.
3. We shall expect all faculty members to lead seminars outside their areas of primary expertise.
4. We shall expect all faculty members to alternate between our two major instructional modes, Coordinated Studies and Contracted Studies.
5. Decisions concerning faculty reappointment and non-reappointment will be guided by records of achievement, or the lack of such records.

FACULTY EVALUATION

Faculty evaluation at Evergreen should become a pleasure rather than a chore. The primary purpose of Evergreen's faculty evaluation procedures is to provide reinforcement and continuous feedback in respect to each faculty member's commitment to the teaching arts, the basis on which all Evergreen faculty appointments are made.

Unfortunately, most institutions of higher education make little provision for learning the art of teaching. With only the rarest of exceptions, American colleges have no real apprentice system for developing the teacher's craft. The assistant professor is not associated with the full professor in the enterprise of teaching. Junior professors are simply paid less and have less power in their departments. In the meantime they are busy publishing, or worrying about not publishing. Their seniors do not help them learn to teach. There is no reason why this should continue. Evergreen must provide members of its faculty with opportunities to learn to teach, to experiment, to acquire intellectual breadth and depth, and to get acquainted with students free from the usual constraints of specialized discipline and department.

Because of the unique structure of the college, the faculty member will learn to do things he would never feel free to try in a discipline-bound department.

Moreover, he will have the experienced staff to lean on for advice and assistance. They will provide a reservoir of experience in small-group teaching.

A portfolio will be kept by each faculty member at Evergreen (similar in concept and content to the student's portfolio) that will contain examples and samples of his work as a scholar teaching; such as audio and video tapes, journal entries, letters and memos, student letters, program proposals, major faculty seminar contributions, evaluations by students, colleagues and coordinators, self-studies and reports; in short, more the materials for an autobiography than a personnel folder.

We wish to restate our beliefs that, if Evergreen is going to emphasize new and better ways of learning, then ways and means of helping its teachers to help each other learn to teach must be an explicit part of the system. Therefore, the keeping of faculty portfolios should be a continuing consideration of the weekly faculty seminars.

Well-designed programs will come to nothing unless we can help each other discover and perfect the art of teaching. Every dean and coordinator will be charged with the responsibility of helping each member of his faculty in this very difficult but exciting enterprise.

REAPPOINTMENT

Reappointment decisions will be guided by considerations of the extent to which evaluations by colleagues and students demonstrate at the end of each review period:

1. Continued outstanding ability or growth in ability to participate in faculty seminars; and
2. Continued outstanding ability or growth in ability to teach through Coordinated Studies seminar leadership; and
3. Continued outstanding ability or growth in ability to direct Contracted Studies, field programs, or internships.

Of course, each of the above presumes continued scholarly development.

Consideration for reappointment will also include attention to:

1. Continued outstanding ability or growth in ability to organize and direct programmed learning systems; or
2. Continued outstanding ability or growth in ability to organize and offer public lectures, shows, concerts and other significant educational events; or
3. Continued service to the institution.

NON-REAPPOINTMENT

We subscribe to the AAUP's 1940 Statement of Principles on Academic Freedom and Tenure as modified by the following provisions designed to tailor this statement to our specific educational objectives:

1. It is the policy of The Evergreen State College that no faculty member will be separated from the college because of written or spoken views, within the limitations of the First Amendment.
2. Except for temporary appointments, notification of non-retention after any period of service must be accompanied by a statement of the reasons upon which the decision not to reappoint was based. The faculty member to be terminated shall receive the statement of reasons with notice of termination no later than one calendar year prior to the normal termination of his existing contract. The usual contract is for three years.
3. Any of the following shall be considered sufficient reason for non-retention after any period of service:
 - a. Lack of evidence of continuing professional development in teaching, scholarship and college service, as defined in the sections on faculty evaluation and reappointment.
 - b. Unwillingness or inability to assume responsibilities in both Coordinated Studies and Contracted Studies teaching modes.
 - c. Failure to produce a faculty portfolio as defined in the section on faculty evaluation.
 - d. Violation of a faculty team agreement or covenant.
 - e. Failure to participate in Coordinated Studies and Contracted Studies faculty seminars.
4. A person whose contract is not being renewed shall have access to the following adjudicative procedure, which in all cases is the decision of the aggrieved faculty member to request within 60 days of receipt of the notice of non-reappointment, and in which it is assumed the burden of proof lies with the institution:

The faculty member and the institution will each select two representatives from within the college to reflect the opinions of the two sides in dispute. The four members of this ad hoc committee will select an impartial fifth person from inside or outside the college to act as judge. After consultation, investigation and hearings, the decision of the judge will be binding on both sides. The hearing must begin as soon as possible after the faculty member formally requests it, and in no case more than two weeks thereafter. In cases of failure to meet this deadline, a hearing officer will be chosen at random, by the

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Chairman of the Board of Trustees in a public meeting, from a list of three persons agreed upon in advance between a faculty task force and the trustees. The potential hearing officers will serve staggered terms of no longer than three years.

[Certain violations of the Community Code of Conduct may be cause for dismissal or a variety of sanctions. In such cases the faculty member will have access to the all-college grievance procedures developed by the Committee on Governance. Both the Community Code of Conduct and appropriate sanctions will be developed by the all-college Committee on Governance.]

PROGRAM REVIEW AND INSTITUTIONAL SELF-STUDY

The accumulation of student and faculty portfolios will provide both faculty and academic administrators with a continually updated profile of the academic program.

The activities of whole Coordinated and Contracted Studies teams will be continually evaluated through (a) weekly staff meetings, drawing upon student reactions; (b) the involvement of academic administrators in teams as part-time members or frequent visitors; and (c) conversations between coordinators and the academic deans. Coordinated Studies activities will also be finally evaluated through (a) submission to the Library of "anthologies" representing what the groups have produced; (b) the holding of concluding "festivals" which will present to the larger college community the best of what each group has done; and (c) end-of-project reports submitted by coordinators to the Provost's Council.

Once we have some solid experience, Evergreen will gradually develop its own large-scale evaluation procedures, designed to assess the academic program and its long-term impact upon students. The college will also question its alumni on a continuous basis to determine whether our procedures have indeed been useful to graduates as they assume their places in society.

From the individual portfolios, through group reports and presentations, to larger surveys, the entire college will be committed to continuous self-study, evaluation, and improvement. The academic deans will conduct a regular forum that will provide opportunities for articulating what faculty members have learned about themselves and about the college as a whole.

Adopted by the Board of Trustees of The Evergreen State College
in its meeting of November 18, 1971

THE EVERGREEN STATE COLLEGE
STATE OF WASHINGTON
BOARD OF TRUSTEES

RESOLUTION NO. 71-17

A resolution of the Board of Trustees of The Evergreen State College delegating specific authority to certain persons who hold position of hearing officer in accordance with the document on academic freedom and faculty responsibility, which delegation makes the decision of the hearing officer final and binding as to the faculty member involved in the non-reappointment hearing and also final and binding on The Evergreen State College.

*Rescinded by
Motion 78-64
12-14-78*

WHEREAS, The Evergreen State College is considering and will adopt a document concerning academic freedom and faculty responsibility, which document contains a provision for the non-reappointment of a faculty member at the college, and

WHEREAS, the document provides that the faculty member involved may request a hearing concerning his non-reappointment of employment with the college, and

WHEREAS, the document provides for the faculty member and college to pick an impartial hearing officer to decide the matter or, if such a hearing officer cannot be agreed upon, to then have a hearing officer randomly chosen from three persons previously agreed upon by a faculty task force and the trustees, and the decision of the hearing officer shall be final and binding as to both sides,

BE IT THEREFORE RESOLVED, That in accordance with the authority of the Board of Trustees to delegate to others powers and duties vested in or imposed upon such governing board, the Board hereby delegates, in accordance with § 21, chapter 57, Laws of 1971, 1st

Ex. Sess., to the persons holding the position of hearing officer,
the authority in accordance with the document on academic freedom and
faculty responsibility to issue a decision final and binding on both
the faculty member and The Evergreen State College as designees of
the President of The Evergreen State College.

BE IT FURTHER RESOLVED, That all actions taken pursuant to this
delegation of authority may be exercised for and on behalf of the
Board of Trustees of The Evergreen State College.

ADOPTED THIS 18th DAY OF NOVEMBER, 1971.

APPROVED

By

Janet P. Tourtellotte

Chairman, Board of Trustees
The Evergreen State College

ATTEST:

R. D. Duncanson
Secretary, Board of Trustees
The Evergreen State College