

SPECIAL
MEETING OF THE BOARD OF TRUSTEES
OF THE EVERGREEN STATE COLLEGE

Thursday, April 21, 1977
The Evergreen State College Campus
Daniel J. Evans Library, Room 3112

The meeting was called to order by Chairman Holmes at 10:50 AM.

Trustees Present: Robert J. Flowers
Halvor M. Halvorson
Janet P. Holmes

Staff Present: John Aikin, Director of Computer Services
Walker Allen, Registrar
Judy Annis, Director of College Relations
Jovana Brown, Dean of Library Services
Dean Clabaugh, Administrative Vice President
Debbie Fetterly, Offset Duplicator - sitting with Board
Rita Grace, Recording Secretary
Ken Jacob, Director of Housing
Rob Knapp, Assistant Academic Dean
Edward Kormondy, Vice President and Provost
Charles McCann, President
Carol Olexa, Member of Faculty - sitting with Board
George Rickerson, Cataloging Librarian
Larry Stenberg, Dean of Enrollment Services
Robert Strecker, Director of Facilities
Stone Thomas, Director of Third World Coalition
See permanent roster for others attending

Others Present: Katharine Bullitt, Chairman, Citizens Evaluation Group
Karen Fraser, Citizens Evaluation Group
Velma Halliburton, Citizens Evaluation Group
Ernie Jones, Student - sitting with Board
Charles Lassiter, Citizens Evaluation Group
Raymond Meredith, Citizens Evaluation Group
Richard Montecucco, Assistant Attorney General
Emary Piper, Citizens Evaluation Group
Karen Vialle, OPP&FM
Alice Watts, The Daily Olympian
See permanent roster for others attending

INTRODUCTION OF NEW TRUSTEE AND APPROVAL OF MINUTES - Action

Mrs. Holmes introduced Evergreen's newest Trustee, Robert J. Flowers from Seattle, appointed to replace Thomas Dixon.

Motion
77-10

Mr. Halvorson moved approval of the minutes of the March 22, 1977 meeting as submitted. Seconded by Mr. Flowers and passed.

INSTITUTIONAL RESPONSE TO THE REPORT OF THE CITIZENS EVALUATION GROUP - Presentation

Ed Kormondy chaired the college committee charged with reviewing implementation of Citizens Evaluation Group recommendations (as presented to the Board of Trustees on September 8, 1976). He presented the college's response (copy attached) with the assistance of Judy Annis, Rob Knapp, Larry Stenberg, and Stone Thomas.

Mr. Halvorson expressed gratitude on behalf of the Board of Trustees and the college for the time and efforts of the nine citizens who spent a week studying and evaluating Evergreen's performance and for their continuing interest, evidenced by the presence of six of those nine members at this meeting. Ed Kormondy added the gratitude of the staff and faculty to both the Board of Trustees for their evaluation plan, and to the members of the Citizens Evaluation Group.

Mrs. Bullitt and other members of the Citizens Evaluation Group commented favorably on the college's response to the Group's recommendations.

PUBLIC HEARING: POLICY REGARDING FINANCIAL OBLIGATION OF STUDENTS - Action

With permission of those present, the public hearing called for 11:30 AM was convened at 12 noon to consider an addition to the student affairs policy. The policy was revised slightly to clarify concerns expressed at the last meeting and comes with the endorsement of staff and legal counsel.

Motion
77-11

Mr. Halvorson, in accordance with Administrative Procedures Act requirements, moved approval of an addition to the student affairs policy relating to financial obligation of students (WAC 174-162-300 and -310). Seconded by Mr. Flowers and passed.

The public hearing concluded at 12:09 PM and the special meeting resumed.

PRESIDENT'S REPORT

Agenda Item Withdrawn:

Review and approval of annual fund allocations was withdrawn from the agenda to allow for wider circulation and discussion; it will be placed on the May agenda.

Report on Faculty Membership for Evergreen Staff:

Mr. Kormondy outlined proposed guidelines regarding faculty membership for Evergreen staff; he anticipated that the policy will be ready for Trustee consideration and approval at the next meeting.

ELECTION OF SECRETARY - Action

Motion
77-12

Mr. Halvorson moved that Mr. Flowers serve as Secretary until June, replacing former Trustee Dixon in that office. Seconded by Mrs. Holmes and passed.

OTHER BUSINESS AND ANNOUNCEMENTS

Plans for McCann Farewell:

Ed Kormondy announced that a formal farewell function for President McCann will take place on June 3 at the Greenwood Inn with President Brooks from Central serving as master of ceremonies; an informal on-campus farewell luncheon is planned for May 31.

Founders' Festival:

Mr. McCann shared plans for Founders' Festival scheduled for May 20 and 21.

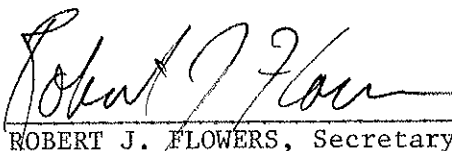
DATE OF NEXT MEETING AND ADJOURNMENT

The date of the next meeting was set for May 20 at 10 AM.

The meeting adjourned at 12:29 PM.



JANET P. HOLMES, Chairman



ROBERT J. FLOWERS, Secretary

AMENDATORY SECTION (Amending Order 77-1, filed 4/26/77)

WAC 174-162-300 COLLECTION AND APPEAL. As an Institution of public higher education administering public funds, the college has the responsibility to exercise due diligence in the collection of its outstanding accounts. To this end, the following policy is adopted:

(1) When students register, tuition and fee obligations are incurred unless the students officially withdraw prior to the sixth class day. Tuition and fees are payable by the sixth day of the quarter. Students who have not paid full tuition and fees ((or made firm arrangements for their payment by)) prior to the sixth class day ((of instruction)) will be ((disenrolled)) assessed a fifteen dollar late payment fee. ((If 50 percent or more of tuition and fees has been paid the student will be considered enrolled until the thirtieth calendar day of instruction.)) Students who have not paid the full amount of tuition and fees by the thirtieth calendar day will be disenrolled for nonpayment of fees on the thirty first calendar day and rebilled for the balance of the original tuition and fee charges. All other charges presented on accounts receivable statement forms are due and payable on the tenth of the month ((in which)) following the month that the charges were recorded. Charges that are not paid when due are considered delinquent and as such are subject to interest and penalty charges.

(2) Every student has the right to appeal a decision to assess any fee, fine, charge, debt or other financial obligation to the college as long as the appeal is made within ten days after the notice of assessment. The appeal must be in writing and directed to the budgetary unit head of the unit assessing the charge(s) in question. The budgetary unit head receiving the appeal must respond to the appeal within ten days of the date of the appeal. If the appeal is denied and the student has not resolved his or her financial obligation to the college within ten days after the response to the appeal, the college may take the action authorized by WAC 174-162-310. If the student is still in disagreement with the decision, he or she may initiate COG mediation procedures as long as those actions are started within ten days after the response to the appeal.

(3) Charges ((60)) sixty days delinquent will be turned over to accounts receivable for collection action.

(4) In the event an account becomes ((90)) ninety days delinquent all facilities on campus will be notified to cancel all credit privileges for the account and the registrar will be advised to withhold the student's transcript and registration privileges.

(5) In the event an account becomes ((120)) one hundred twenty days past due it will be turned over to the collection agency for collection and/or legal action if appropriate.

THE EVERGREEN STATE COLLEGE

May 4, 1977

To: Deans & Directors
From: Charles *McCann*
Subject: Evergreen's Institutional Response to the Report of the
Citizens Evaluation Group

After the Citizens Evaluation Group presented its report to the Board of Trustees in September, Ed Kormondy, Judy Annis, Rob Knapp, Larry Stenberg and Stone Thomas worked on an institutional response (attached).

At our April 21 Board meeting, Ed et al presented the response to the Citizens Evaluation Group, who were pleased to see that we had followed most of their recommendations.

I'd like to take this opportunity to thank again Judy, Ed, Rob, Larry and Stone.

CJM:bb

Attachment

00158

INSTITUTIONAL RESPONSE TO THE
REPORT OF THE CITIZENS EVALUATION GROUP
PRESENTED TO THE BOARD OF TRUSTEES ON SEPTEMBER 8, 1976

March 1, 1977

I. GOALS

A. Goals

1. Recommendation

Provide a clear statement of institution goals.

2. Clarification/Present Status

We concur that a clear and concise statement of institutional goals goes far to assure common understanding of purpose and meaning. Further, we find the particular articulation presented by the Citizens Evaluation Group to be exceedingly apt:

-To develop a learning community reflecting the interrelationships of the real world.

-To increase the individual's ability to work with others cooperatively.

-To develop a mode of learning that starts from the individual rather than from the curriculum.

-To increase independent initiative and responsibility.

3. Action Planned

We will endeavor to incorporate these or equivalent statements in our official College literature including the Bulletin, Viewbook, Supplement to the Bulletin, budget documents, grant requests, etc.

II. SERVICE AREA

A. Response to Area Needs:

1. Recommendation

Emphasize responses to the higher education needs of South west Washington.

2. Clarification/Present Status

Since its inception Evergreen has accepted the dual charge of the State Legislature to provide an alternative higher education for the State of Washington and, at the same time, to meet "the need to provide traditional services" to our geographic service area. We have defined that area as Southwest Washington, but we include in that definition the Tacoma area and the Olympic Peninsula, as well as the State's ocean shoreline.

3. Actions Taken

Evergreen continually seeks to emphasize its ability to meet the needs of students in its geographic service area. Recent new efforts to do so include:

- (a) A substantial increase in the number of part-time offerings, most of which are designed to meet the needs of adults in the immediate college vicinity who can only attend classes evenings or weekends.
- (b) To make sure residents of the service area are informed of these expanded opportunities, the College has begun publishing a quarterly Part-Time Studies Brochure which is mailed to some 40,000 box holders in Thurston County.
- (c) The College has also opened a Vancouver Outreach program specifically designed to meet the needs of students with two-year degrees who live in the Clark County area and cannot commute to Evergreen. That program has 62 students enrolled and is felt to be a real success.
- (d) Evergreen has also launched, in cooperation with school officials, a new program for high school juniors and seniors at Shelton High School, giving those students their first opportunity to earn college credit while working toward high school diplomas.

4. Actions Planned

Evergreen will continue to emphasize its ability to respond to the needs of its service area.

- (a) The Academic Deans have arranged discussions of academic goals among faculty specialty groups and scheduled a colloquium on goals and performance in May which they hope will involve the entire campus community.
- (b) The Academic Deans are also discussing the possibility of establishing more programs designed to meet needs of students beyond college walls but within the service area. Among those possibilities are programs at Lower Columbia College in Longview, at Fort Lewis and McChord, and at Purdy and Shelton Correction Centers. Other possibilities under study include an outreach program at Olympic College (for teachers), and an exchange program with Olympia Vocational Technical Community College.

B. Apply Modes to Resources

1. Recommendation

Apply Evergreen's study modes to resources in the geographic service area; for example, fishing, forest products and government.

2. Clarification/Present Status

The resources in Evergreen's geographic service area include its natural surroundings (Puget Sound, the mountains, the forests, the sea, and a wealth of plants and animals), and its man-made creations (state government, a wide variety of schools, agencies, industries and businesses).

3. Actions Taken

- (a) The academic program strives to apply its study modes to those resources and has done so during the 1976-77 academic year through such programs as Marine Studies and Crafts (designed to prepare students for policy-making roles in the maritime future of Puget Sound), Political Ecology (which has undertaken an in-depth study of the human influence on the upper Nisqually River), Management and the Public Interest (designed with the help of business persons to meet their employee needs), The Northwest Coast (examining the future urbanization of the Pacific Northwest), Aquatic Biology

(studying local marine and fresh water habitats), Advanced Field Biology (involving studies on Evergreen campus, Nisqually Delta and other nearby areas), Natural History of Washington, Northwest Forests (emphasizing examination of the management alternatives for our forest resources), and The State in Contemporary Society (half-time program for state and local government employees to help them gain a thorough understanding of state government).

- (b) Other actions taken to apply study modes to resources include a variety of individual contracts and internship agreements which enable students to specialize in these areas, and modules in such areas as Marine History, Marine Mammal Phenomenon, Navigation, etc.

4. Actions Planned

- (a) The faculty and Academic Deans have designed new programs to meet this goal. Several of these programs are found within the recently defined Advanced Interdisciplinary Speciality Areas and promise continued emphasis on these areas. New programs planned for 1977-78 include: Environmental Studies, (offering Applied Environmental Studies, Environmental Law and Natural History of Washington); Management and the Public Interest (offering Management and the Public Interest, Managing Technology, and The World of Small Business); Marine Sciences and Crafts (offering Marine Biology, Research Vessel Design, and Vancouver and Puget, an especially exciting program which offers a modern re-exploration of Southern Puget Sound); Northwest Native American Studies; and Political Economy (which includes an applied research program on the nuclear power issue).

C. Develop Better Understanding

1. Recommendation

Develop among the residents of the State of Washington a better understanding of Evergreen.

2. Clarification/Present Status

The College has striven since its creation to promote an understanding of its goals among Washington State residents. The Citizens Evaluation Report and the entire process that preceded it are evidence of Evergreen's commitment to improve that understanding by inviting citizens to take an active role in the College. While we agree this is a continuing need, we do disagree with a minor recommendation within this goal as stated in the

report. We do not feel "visits from elementary school students should be encouraged." The College has had frequent opportunities to test this belief and has not found visits by this age group worthwhile. We think efforts should be focused on junior high, high school and community college students.

3. Actions Taken

Two new actions taken by the College to encourage an improved understanding include the creation of Regional Councils and the sponsorship of a Winter Quarter Lecture Series.

- (a) Regional Councils, set up by the Development Office, are involving parents of current and past students, alums, and friends of the College in three cities (Longview, Seattle and Olympia) in a variety of task forces aimed at providing support to the College and at the same time offering citizens greater access to the institution even if they live some distance away.
- (b) The Lecture Series offers nine opportunities Winter quarter for persons within driving distance to enjoy informative an/or entertaining programs on- and off-campus. The five on-campus programs feature off-campus guests discussing their areas of expertise (for example, three local school superintendents discussed public education); and off-campus programs feature Evergreen faculty and student performers presenting programs in five school facilities throughout the county so persons who may not feel comfortable about driving to campus during the winter can still enjoy College presentations.
- (c) Actions taken also include extension of invitations to a wide variety of persons to make use of the campus for meetings, conventions, and tours; provision of a speakers bureau for service groups throughout the country; special meetings for members of two local Chambers of Commerce, for voters interested in meeting candidates prior to the November elections, and for those who might enjoy any of Evergreen's more than 120 leisure education programs.

4. Actions Planned

- (a) A Founders Day celebration has been set for May 20 and 21 to encourage citizens from across the state to join in celebrating the tenth anniversary of Evergreen's creation by the State Legislature.
- (b) A Spring Quarter lecture series will provide ten talks by Evergreen faculty on the general topic of "The Nature of Humankind."

- (c) The Regional Councils will continue to grow and involve more persons.
- (d) The College will continue to pursue as many innovative ways as possible to involve citizens in College activities.

D. Obtain Graduates' Help

1. Recommendation

Seek the help of Evergreen graduates in talking to high school students and other prospective students.

2. Clarification/Present Status

Evergreen has involved students in recruiting other students in recent years. At one time a student public relations group was formed which offered talks to community persons about why they chose Evergreen. At other times, students have visited high schools along with Evergreen representatives from Admissions and faculty. Only recently has Evergreen had a sufficient number of graduates to engage in this effort.

3. Actions Taken

- (a) In October the College enlisted the efforts of two recent graduates, Chuck and Suzanne Shelton, specifically for this purpose. As recent graduates, they offered fresh enthusiasm for the College and four years of experience here as students that enables them to address high school student concerns more accurately than perhaps anyone who works here but has never been a student on campus. They have visited high schools and community colleges steadily for the past four months and shall continue to do so through June. Part of their assignment has been to involve other students in the admissions process.
- (b) Last fall, the College created Regional Councils which include alums as members. One of the five major purposes of these councils is to help with the Admissions efforts, and alums in increasing numbers will be offering that kind of support.
- (c) The College has continued publishing an alumni newsletter which provides alums and others interested in the College with accurate information and thereby better enables them to inform other students about Evergreen.

4. Action Planned

- (a) The College will involve still more graduates in the admissions process and plans to improve and expand on the ways to do so.

E. Traditional Forms for Non-Traditional Whole

1. Recommendation

Clearly present that Evergreen combines the traditional forms of teaching such as course modules, lectures and seminars to form an interdisciplinary non-traditional whole.

2. Clarification/Present Status

None needed.

3. Actions Taken

- (a) The 1977-79 College Bulletin clearly illustrates how Evergreen combines traditional forms of teaching to form an interdisciplinary non-traditional whole. The sections which trace student histories (pages 47-50) and which define program divisions (pages 51-56) are two key areas where this goal of Evergreen's is thoroughly explained.
- (b) Persons responsible for explaining Evergreen to potential and current students are keenly aware of the need to make this clarification and do so as a regular part of their responsibilities.

4. Actions Planned

- (a) This message is not as clear as it could be in the Admissions Viewbook, the Catalog Supplement and the Part-Time Studies Brochure. Future publications will endeavor to clarify this message.

F. Ensure Understanding About Evergreen

1. Recommendation

Emphasize that the curriculum is student centered, but not student controlled and is oriented to the real world.

2. Clarification/Present Status

When Evergreen first began, it, by necessity, explained its curriculum in terms of what it wasn't. "It wasn't based on departments; it didn't have courses which repeated each year; it didn't have majors; it didn't evaluate through grades, etc." Many who listened to the explanations gained the impression

that at Evergreen students did what they wanted to do. That never has been the case, but in the early years of the College, the role of students in curriculum development was not as clearly spelled out as it could have been. A three-day student-generated moratorium during the fall of 1975 prompted in-depth consideration of new ways to define student roles. A disappearing task force was then created with a student-faculty-staff membership to examine the curriculum. Recommendations of that group have been incorporated in the 1977-78 and 1978-79 plans for curriculum.

3. Actions Taken

- (a) Page 39 of the 1977-79 College Bulletin provides this emphasis: "Curriculum planning...is a major responsibility of the Evergreen faculty. Students participate actively in this process, too. And the faculty weighs student interest heavily in selecting themes, topics, readings, assignments, etc. But essentially, the development of curriculum is a faculty responsibility; and all students who enroll here should be in basic agreement with this institutional tenet."

This statement coincides with the way the 1977-79 curricula were devised. Students were asked to be active in the planning process through a well-publicized, aggressive recruitment effort. Deans sought student response to curriculum proposals, then displayed a rough draft of the proposed curriculum in three locations on campus. In addition, student volunteers personally contacted each academic program for its response to that draft. A questionnaire was also issued to all students asking for their reactions and proposed modifications. More than 500 responses were returned to the deans and many of the suggested modifications were incorporated into the final document.

4. Actions Planned

- (a) In all publications, this emphasis will continue. Each fall as the curriculum is developed, a process will be followed which encourages student response, but places final responsibility for the curriculum in the hands of deans and faculty.

III. STUDENTS

A. Recruitment

A. Recommendations

Strive for increased heterogeneity of the Evergreen community: students, faculty and staff.

Develop many approaches to student recruitment in order to reach high school students, community college students, people in the work force, mature people, individuals with strong ethnic identification, retired citizens, etc.

2. Clarification/Present Status In developing plans for admissions work, we are concerned about protecting the natural evolution of our student body composition. Although we are particularly concerned about reversing the downward trend in students coming to us directly from high school, we want to protect the upward trend of older student enrollment. In striving to increase heterogeneity, we will place priority on high school students from within the state, emphasizing Southwest Washington and Third World student enrollment followed by transfers and re-entry students. Our responsibility is to accurately identify Evergreen for prospective students, not to perform an act of blind recruitment. This requires that we help the student decide if his/her educational desires and personal needs match up with the College's academic opportunities and environment.

3. Actions Taken

A few examples of what we have included in our comprehensive plan to increase diversity within our study body are:

- (a) Development of a high school counselor advisory committee composed of counselors in the Olympia area;
- (b) Increasing our on-site visits to high schools in the Southwest Washington area;
- (c) Reduction of our response time in contacting prospective students and increasing the level of individualized service through use of a new control card system;
- (d) Spring quarter shifting of transcript evaluation activity from the Registrar to the Admissions Office to improve the articulation process.

4. Actions Planned

- (a) Development of a proposal to establish an educational opportunities program to assist in attracting and retaining increased numbers of Third World students;
- (b) Develop a scheme for improving contact with re-entry prospects most often identified through non-traditional sources;
- (c) Design a plan to create open communication with high school personnel working with Third World students.

Once we reverse the downward trend of enrollment directly from high school, we will turn more attention to contact with non-traditional recruiting sources (i.e., business, industry, military bases, and community organizations). Establishment of an educational opportunities program will provide the staff necessary to improve our Third World recruiting efforts, recognizing that major coordination of Third World recruiting will continue to rest with the Admissions Office.

B. Advising

1. Recommendations

Inform students about Evergreen before they come, so their expectations and personal goals are compatible with those of the College.

Provide incoming students with the opportunity to develop initiative, self-reliance, self-discipline and assertiveness--critical survival skills at Evergreen.

Expand availability and effectiveness of academic counseling.

2. Clarification/Present Status

Recent reorganization of various student services resulted in moving Academic Advising into a division presently called Enrollment Services. The integration of the Registrar's Office, Admissions, Career Planning and Placement, Financial Aid, Veterans' Affairs, and Academic Advising into adjoining physical space has resulted in improved services and advising. New lines of administrative reporting and physical proximity allow for more cooperative planning among units that have natural linkage.

However, despite these efforts, the vast majority of our students must continue to face the fact that their expectations and personal goals will, to some degree, be "out of sync" with the institution--that is, unless we choose to become a traditional school. Rarely does a prospective student accumulate the kind of educational experience that can serve as a suitable reference when considering Evergreen. This does not mean that we should ignore providing appropriate information about the College--to the contrary, we

must strive harder to distribute information. What we must recognize is the need to provide considerable support once the student arrives so that he or she can move toward become self-reliant and self-disciplined.

3. Actions Taken

Examples of specific activities to be continued to provide improved support and advice include:

- (a) An earlier time schedule for distribution of various publications that describe the College;
- (b) Improvement of major publications emphasizing a clearer description of academic opportunities and services, particularly as they relate to new students;
- (c) Redesigning of the Academic Advising Guide to serve more as a "how to" publication;
- (d) Extending special invitations for prospective students to visit the campus and provide for tours so visitors can gain first-hand knowledge about the College.

4. Actions Planned

- (a) Conducting a series of meetings involving Admissions and Academic Advising staff and Academic Deans to discuss academic program opportunities and limitations. These discussions should assist us in helping students to make a decision on attendance based on a reasonable fit with the College.
- (b) Establishment of a check-in center for new students. Through this service, students will have an opportunity to ask questions of immediate concern, and staff will have an opportunity to explore the students' understanding of program entry and registration. Students will then be advised or referred according to individual need.
- (c) A policy of publications review is in the draft stages; before it is completed a way to involve students in that process will be devised.
- (d) We will also continue activities that get students together with faculty for one-time advising. Before next fall, we will also evaluate a pilot advising project through which a select group of new students have been assigned to a faculty advisor for the present academic year.

C. Registration

1. Recommendations

Simplify the registration process and make it more student oriented.

Encourage matriculation at various times throughout the year.

2. Clarification/Present Status

The Academic Deans have worked with the faculty to reduce the number of programs requiring faculty signature. All basic coordinated studies programs planned for next fall can be entered without faculty approval. This move generated little or no controversy; however, debate on additional changes in program entry could proceed for several years. In the meantime, we will continue to refine other aspects of our registration process. As mentioned earlier, the new student check-in process, improved admissions and academic advising, and other complementary services will impact the registration of students. The location of all entry services in adjacent physical space has led to one-stop service. The Citizen's Evaluation Group recommends placing emphasis on student access to first choice programs. Equally important to the student enrolling in his/her first choice program is developing an attitude which fits our academic program structure--that is, a willingness to be flexible in determining acceptable alternatives to a single choice.

The matriculation of a student other than the beginning of fall quarter has been enhanced by offering more one-quarter offerings. We are presently discussing the merits of conversion to an early semester system. If such a conversion were to occur, it would probably result in a larger number of one-term programs, but it would reduce program enrollment options from a maximum of three to two choices during the nine-month academic calendar.

3. Actions Taken

Specific activities planned for spring quarter and fall quarter not previously mentioned include:

- (a) Move spring quarter academic fair for fall enrollment to an earlier date to allow for follow-up on unregistered students who are eligible to return.
- (b) Designate a series of registration dates for new students during the summer months. New students will be required to register during academic fair week or on one of the days scheduled, unless distance from campus prohibits. We will be better equipped to assist new students by concentrating our resources on these specified dates.

(c) Development of a registration process that takes advantage of normal work schedules of faculty and staff, particularly during the summer months.

(d) Forward a catalog supplement, academic program interest card to all new and currently-enrolled students and students on leave. The completed academic program interest cards can be used to make appropriate changes in curriculum offerings prior to the spring and fall quarter academic fair and registration period.

(e) We will also be working with several units on campus to complete a systems analysis of the entire enrollment process, planning particular emphasis on improving the billing and accounting process and the posting and retrieval of student data.

D. Orientation

1. Recommendation

Provide more orientation for new students, faculty and staff.

2. Clarification/Present Status

Each year we have made a gallant effort to provide new students with a general orientation to the College. Although each year's orientation has provided some highlights, we have been unsuccessful in our general orientation efforts. Last year we came closest to succeeding; and, with continuing faculty support, we can make further improvements. We decided that the best place to discuss the mission of the College, availability of human and material resources, and our approach to learning was within each academic program. Each faculty coordinator was sent a series of questions and urged to discuss them during their first few program sessions. Those who did, indicated that the time was well spent and that students definitely benefited. Through the Academic Deans, we will urge more faculty to support this approach.

3. Actions Planned

We have had a series of meetings with students, including a special meeting with new first and second year students. Once we pull their ideas together, we may expand on some of the following plans:

- (a) Designing an orientation schedule that is of special interest to first-time Evergreen students.
- (b) Work with the Third World Coalition to coordinate orientation activities of particular interest to Third World students. This includes Third World Coalition involvement in operating the check-in center and other special services.

- (c) Hosting an informal gathering for new students on the day they sign up to register, including activities for parents of students coming directly from high school.
- (d) Staff a late evening drop-in center in the housing complex and run special transit service during the first week of fall quarter.

IV. CURRICULUM

A. Curriculum Continuity

1. Recommendation

Develop more continuity in the curriculum.

2. Actions Taken

- (a) Implementation of the Long-Range Curriculum DTF report and the creation of a set of faculty planning groups for distinct subject-areas of the curriculum.
- (b) Planning for 1978-79 academic year already largely complete for about half the planning groups.
- (c) Selection of a significant number of successful past program designs as part of our future commitments.

3. Actions Planned

- (a) Completion of remainder of planning for 1978-79, starting in spring quarter this year.
- (b) Writing of advising material on the new specialty areas for use by the Admissions Office.

It can now be reliably expected that offerings in a variety of fields in which Evergreen is particularly strong will be available to students on a regular basis. The fields are: human development, environmental studies, Northwest Native American studies, expressive arts, marine science and crafts, European and American Studies, health (as an academic subject, not as a certification program), political economy, management.

B. Bringing Students to the Curriculum

1. Recommendations

Provide different paths to bring students to the curriculum.

Develop curriculum planning processes more systematically responsive to the needs of non-white students.

2. Actions Taken

- (a) Establishment of the experimental AJAX Program on a more permanent footing. The AJAX Program is designed specifically to ease the skill problems and the real anxieties faced by older women who return to college. After two very successful runs, we are now committed to it for the next several years.
- (b) Expansion and solidification of Northwest Native American Studies as a curricular emphasis. Northwest Native American Studies has done well here with an approach that emphasizes extensive counseling of students in the course of preparing very individualized study programs for Native American students. A good deal of the work is being done off-campus, in the student's own job and home situation. This component has grown substantially this year and will again next year, and we are committed to adding another Native American faculty member for next year (assuming that present budget and hiring freeze uncertainties clear up).

3. Actions Planned

- (a) Establish an educational opportunities program to provide students with substantial additional support in developing skills needed for success in college work, and with added academic and social advising. The College's Third World Coalition has come forward with a detailed proposal, which is now under discussion at the Provost's level.
- (b) A meeting between the Academic Deans, Third World Coalition members, and Third World faculty and students resulted in a plan whereby a number of next year's programs will significantly increase their handling of Third World-related issues and/or their ability to serve non-white students. Steps to implement this plan will be taken during spring quarter.

C. Group Training Processes

1. Recommendation

Offer training in group processes for faculty as well as students.

2. Clarification/Present Status

We have thought over this recommendation in the light of the importance of harmonious group work at Evergreen, and of what appear to be the limited returns realizable from a widespread formal program of group process training. Most faculty members were exposed to the relevant ideas and methods when they came here in the first two or three years of the College, and frankly we do not think the time is ripe to undertake another major effort in this area. However, we do clearly recognize the need to work with some individuals to smooth over difficulties they are having with group work.

D. Internships

1. Recommendations

Actively involve employers in developing the academic component of internship programs.

Improve and expand the lines of communication among internship supervisors, the Cooperative Education Office, and the faculty.

2. Clarification/Present Status

These recommendations have been accepted in principle; where internships have been successful in the past it has often been because these elements were built in. We will continue to try to incorporate close coordination of all parties in internships.

E. Developing Self-Reliance

1. Recommendation

Provide incoming students with more well-defined opportunities to develop initiative, self-reliance, self-discipline and assertiveness in order that they have a chance to succeed in an environment where these characteristics are critical to success.

2. Actions Taken

- (a) Organized an orientation module in which new students from a variety of full-time programs can learn about the nature of interdisciplinary study in general, and about the specific people, procedures, and facilities of Evergreen as well.
- (b) Provision in the past fall's curriculum planning process, and henceforward, for students particularly interested in active participation in planning to be engaged in that process.
- (c) A well-publicized, aggressive attempt to solicit student response to curriculum proposals, thereby drawing students into more active participation. A rough draft of the curriculum, called the Trial Balloon, was on display at three places on campus; each program or group contract was contacted personally by a student volunteer and the response process described; a questionnaire asked students to suggest modifications as well as expressing reactions to the rough proposals. We collected about 500 responses, which indicated substantial exercise of the limited initiative students were asked to show. The Trial Balloon's contribution was exactly to provide a more well-defined opportunity to exercise initiative and choice than had existed previously.

3. Actions Planned

- (a) The provision of one-unit subcontracts specifically in curriculum planning, for especially active students.
- (b) The institution in 1977-78 of Basic Programs, among which the traits touched on by the recommendation are very significant. Basic Programs are a set of offerings specifically designed to get incoming students off to a fast start at Evergreen, by concentrated work on those things that impede smooth transition from previous schooling to Evergreen.

VI. FACULTY

A. Office Hours

1. Recommendation

Establish regular office hours.

2. Action Taken

Both the faculty and the Academic Deans have announced weekly office hours during which they can be located easily.

C. Orientation of New Faculty

1. Recommendation

Help new faculty to work in ways compatible with the Evergreen philosophy.

2. Clarification/Present Status

No special steps have been taken in this regard beyond the established practice of assigning new faculty to coordinated studies teams which can help them day by day in developing productive work patterns, of holding a number of orientation sessions to help with specific items such as evaluation writing. This year's small group of new faculty seems to be settling in without undue difficulty.

VI. ADMINISTRATION

A. Hiring Policies and Procedures

1. Recommendation

Clarify hiring policies and practices

2. Clarification/Present Status

We believe these recommendations to be well taken and to require no further clarification or explanation.

3. Actions Taken

(a) Job Descriptions

- (i) Administrative exempt staff now have revised and standardized job descriptions each of which was prepared by an outside consultant during late spring 1976. These descriptions served as the basis for a newly adopted salary review procedure which was put into operation during summer 1976.
- (ii) Currently, the Faculty Recruitment and Screening Disappearing Task Force is completing position descriptions which will serve as the basis for faculty screening in winter/spring 1977. The likely advantages to be derived from this exercise will doubtless institute the procedure as an integral part of the faculty recruitment and screening process.
- (iii) All classified job descriptions are, of course, already adequately developed and seemed not to be of immediate concern to the Citizen's Group. However, the Director of Personnel is performing an intensive series of job audits in all units of the College.

(b) Hiring Policies

- (i) In her few months service this fall and winter, the then Acting (now permanent) Director of Personnel has considerably clarified and rectified procedures and policies relative to the hiring of classified personnel.
- (ii) Nearly two years ago the Board of Trustees adopted a policy concerning the appointing of exempt administrative personnel, said policy explicitly detailing the conditions under which vacancies may be filled by promotion and/or through a recruitment and screening process.

(iii) Faculty recruitment and screening is also detailed in policy found in the Faculty Handbook.

4. Actions Planned

- (a) For both faculty and staff, as well as students, it is incumbent on appointing authorities to make public statements on the nature of the procedures being used to fill exempt and faculty positions and in doing so to note that such procedures are in accord with existing State and College policy.
- (b) The Director of Personnel is to be requested to post a copy of procedures used to recruit and screen classified employees for the benefit of those being screened as well as those conducting the screening.

B. The "Old-Boy Network"

1. Recommendation

Plan carefully to avoid falling into the "old-boy network" (in) staff and faculty hiring which develops a comfortable homogeneity.

2. Clarification/Present Status

In its most pejorative sense, such a procedure should clearly be rejected. In its best uses, however, institutions have been considerably advanced by accruing the critical mass of like-minded individuals to carry out an intended mission: such was clearly the case in the early days of a creatively demanding enterprise like Evergreen. By the same token, old friendships should not ever be the *sine qua non* for appointment. Individuals should stand on their own relative to other candidates for appointment to particular posts. It behooves all appointing authorities to be chary then of the recommendations on candidates made by acquaintances; but as well, such recommendations should be judiciously considered insofar as they reflect as dispassionate a judgment as can be made. In other words, this is not an either/or kind of matter but rather a situational one. Nonetheless, friendship alone is an insufficient cause for appointment.

3. Actions Taken

- (a) The Evergreen Administrative Code defines the procedures, responsibilities, and reporting for recruitment and selection of exempt administrative staff, steps to grant maximum assurance of wide notice, equal opportunity of access, and uniform application of selection criteria. Appointing authorities are provided sources of Third World persons and women to which notices of openings are mailed. National advertising is also used.

(b) Academic Dean Will Humphreys has constituted a Faculty Personnel DTF to assist in developing position specifications for faculty and establishing hiring priorities for said positions. Recruitment and selection procedures were developed some two years ago and are defined in the Faculty Handbook.

(c) The President, in the case of appointments made by the Vice Presidents, and the Vice Presidents in the case of appointments made by Deans and Directors reporting to them, by policy, review with the appointing authority the files of final candidates as further effort to assure that selection is based on criteria established in the search, not on criteria arising solely from familiarity.

4. Actions Planned

(a) Academic Dean Will Humphreys intends to work with the Affirmative Action Office in identifying and distributing faculty position descriptions to areas and institutions that have a high percentage of women and Third World persons.

(b) It is here recommended that the President constitute an advisory group to explore means for assuring the widest dissemination of position openings, with a report and recommendations to be submitted by June 1.

C. Evaluation of Faculty, Staff and Students

1. Recommendation

Tighten the processes for evaluating faculty, staff and students.

2. Clarification/Present Status

We concur with this recommendation, accepting it as one which aims to continually improve what exists rather than to imply that no efforts nor gains have been made to date. Evaluation is addressed seriously at Evergreen. It has been worked at with special diligence at the level of faculty evaluation of student performance and, in the opinion of senior administrators, has shown considerable improvement over the past years. It is to be noted that evaluation of faculty has been vigorously adhered to on an annual basis since the second year. However, evaluation of faculty and administration is recognized as an area needing increasing attention.

3. Actions Taken

(a) Beginning this fall, an advisory committee to Academic Dean Will Humphreys has been addressing the matter of faculty evaluation. Its effort is reaching some points of consensus

which suggest a significant strengthening of the process. Further, faculty attitude is favorable towards a considerable strengthening of both the evaluation process and more importantly the criteria for evaluation.

(b) Administrative evaluation has not been uniform nor consistent in its application. In response, the President has formally initiated an evaluation of all administrators to be completed by the end of spring quarter.

(c) Assistant Academic Dean William Winden has initiated steps toward improving student evaluation of faculty. At the end of winter quarter, students were provided with a set of suggestions to consider in evaluation of their faculty as well as a form on which to prepare their statement. An assessment of this procedure is underway.

D. Functions of DTF's

1. Recommendation

Review the functions of "DTF's."

2. Action Taken

(a) A review has been on-going since winter quarter 1976 with the creation of the Committee on Governance III, a group convened, as required by our governance policies, to review the governance model of the College and to recommend to the Board of Trustees changes (if any) in the decision-making system. That Committee's report, shortly to be submitted to the President, continues to employ the Disappearing Task Force as the chief mechanism for consultation and advice in the decision-making process. Actual decision-making continues to rest with the administrator charged with particular responsibilities. Mechanisms to clarify the role of the DTF in the process admittedly need continual oiling inasmuch as student generations are of short duration, and new faculty, staff and students arrive yearly.

E. Evergreen Burnout

1. Recommendation

Ameliorate "Evergreen Burnout" among faculty and staff.

2. Clarification/Present Status

For faculty, this recommendation is most well-advised. The problem has been a matter of both personal and professional concern from the first days of the College, and was largely (and not begrudgingly) accepted as a necessary condition and consequence

of being involved in creating a unique, new educational enterprise. It is now, when that initial period is past, that the continuation of such psychically draining experiences is no longer tolerable, nor should it be tolerated.

For administrative staff, the "burn out" phenomenon is unequal and varies as would be anticipated with particular responsibilities as well as by the rhythmic and arrhythmic patterns of the academic year. These patterns and responsibilities are compounded by the demands from forces not under control (urgent requests from various state and/or federal agencies, revised grant and other reporting deadlines, executive orders or directives) as well as those to some extent under the College's control (for example, the determination to mount a major effort to recruit particular kinds of students). These complicating factors differentially affect administrative staff--and thus, in many respects, it is more difficult to "manage" an avoidance of "burn out" for staff than it can be for faculty.

3. Actions Taken

- (a) Academic Dean Will Humphreys attacked this issue head-on early in the fall, proposing to the faculty a 100-unit performance or activity plan with point values assigned to various activities. Although the faculty accepted the need for factoring in work in addition to teaching, they did not support the point scale approach. Further, faculty reaction was generally negative inasmuch as the time scale, namely a 50-hour week, seemed to codify a pattern of work, such codification being contrary to their long-range professional interests. Nonetheless, in developing faculty assignments, accounting must be made of various kinds of teaching, service on governance groups, etc. Doubtless an acceptable method will be evolved within the year.
- (b) The establishment of a larger-term perspective on curricular offerings (see section on curriculum) will go far to ameliorate "burn out" by virtue of greater predictability in faculty assignment and resultant enabling of better, and longer range, specific program planning.
- (c) A limited recourse that obtains, although admittedly not its primary purpose, is the opportunity for professional (sabbatical) leaves for both faculty and administrative staff. State guidelines, however, restrict the numbers which can be on leave to three percent of the faculty/staff. Thus, in a faculty/staff of 100, one would hope for one full year's leave every 33 years, or one quarter every 11 years! For

these compelling reasons, the Board of Directors of the Evergreen Foundation has been urged, in developing its priorities, to rank high the need for professional development of faculty and staff as a means of restoring some wick as well as wax to the candle which does in fact burn at both ends.