

*Rudy Martin*

MAR 13 1975

THE EVERGREEN STATE COLLEGE

March 12, 1975

M E M O R A N D U M

TO: President McCann  
Vice President Clabaugh  
Deans and Directors

FROM: Ed Kormondy

SUBJECT: Non-White Programs DTF

In January 1974 I constituted a DTF to undertake a wide ranging review of non-white concerns at Evergreen. The report of that DTF was submitted June 6, 1974 and by agreement, because of its timing with respect to the end of the academic year, responses were received through late October. A substantial number of responses, received from a wide spectrum of people, were collated and submitted to the DTF on November 25 for its consideration. The members of the DTF reviewed these responses and on February 5, the chairman, Rudy Martin, forwarded an assessment of the responses to me; the responses themselves were returned on February 25 and were again reviewed by me over the past few days. Other demands precluded a more prompt response.

In his memorandum of February 5, speaking on behalf of the DTF, Rudy noted:

"Though I'm sure you're aware of it, other readers of this report may not understand a salient conception that permeated our work and the writing of the report. We saw, and still see, the work of the DTF and the college's Affirmative Action Policy, thus the Third World Coalition and the Affirmative Action Office, as separate entities. The entire Affirmative Action thrust (as I'm sure many in this college will attest) is external to Evergreen; it results from societal/governmental action and rests on that authority. The DTF and the Coalition, however, represent Evergreen's own internal efforts to realize itself in a manner consistent with at least its rhetorical ideals. The confusion of these things, then, comes through some of the responses to the DTF report, a confusion I hope will not exist for those responsible to enact the recommendations we made.

"In response to your memorandum of November 25, 1974 we believe action, rather than modification of our report, is now in order. We think those persons charged with supervising the college's budget units should themselves take action to (1) clear up what they perceive as ambiguities in the report, (2) prioritize the recommendations in light of what they honestly judge to be the order of their importance, (3) do everything they do in accordance with college policy, state and federal law. This approach seems to be in line with Evergreen's notions of locatability and accountability. Moreover, we think enough care was taken in the writing of the report to temper its tone into one between hostile confrontation and fawning conciliation. We see the language and implications of the report as matter-of-fact, straightforward. So to change it at this time would be contrary to the spirit

of our work and our report. It would be out of character.

"To prevent the recommendations from forever being as it were "locked in committee," we suggest the following course of action to you:

1. Accept the report in its present form as final.
2. Collaborate with Administrative Vice President Dean Clabaugh in instructing budget heads responsible to you to implement those DTF recommendations that they can afford now and find to be legal and to begin seeking outside funding (where necessary) to implement those which cost more than present operating funds can support.
3. Urge budget heads to take counsel with the Non-white Coalition (even in its present unsettled state) when and where necessary on an individual basis.
4. Call for "progress" or "position" statements from each budget head at the end of each of the next three (3) years, much like those papers suggested in the responses of the library staff.
5. Ask the Coalition to review the papers and respond to the two Vice Presidents annually."

With regard to the first of the five suggestions above, I am prepared to accept the initial report with modification of initial recommendation 2, namely that, "All vacancies in employment that occur on the campus in the next two years be filled by non-whites, especially women." While the spirit of this recommendation I regard as intentionally proper, I do see it as counter to the Equal Opportunity section of our Human Rights policy, and according to recent Federal interpretations, also contrary to law; and importantly, rigid adherence to such a recommendation might well preclude our filling critical vacancies and hence impede proper functioning of the College. By the same token, lest these comments be misconstrued, it is imperative to underscore the fact that institutionally, by action of the Board of Trustees, we have established certain temporal goals on hiring, short- and long-term. I argued for these and supported them before the Board. I support and work towards their achievement now.

With regard to the other suggestions in the February 5 response from the DTF, I ask that each major budget head implement as appropriate suggestions 2 and 3. And, implementing suggestions 4 and 5, I ask those responsible for the major areas identified beginning on page 3 of the original (6/6/74) DTF report to prepare a progress/position statement relative to the recommendations pertaining to their unit; I anticipate receiving these statements by April 30, 1975.

EJK:jk

cc: Non-White programs DTF  
Faculty  
Cooper Point Journal  
Information Center  
KAOS  
Sounding Board

ATTACHMENT: Non-White Programs DTF Report of June 6, 1974

THE EVERGREEN STATE COLLEGE

June 6, 1974

M E M O R A N D U M

TO: Vice President & Provost Edward Kormondy

FROM: Non-white Programs DTF

SUBJECT: Report and Recommendations

When Vice-President and Provost Ed Kormondy constituted this DTF in late January of 1974, it seems likely that neither he nor its membership imagined the job would be so formidable or broad in scope. Made up primarily, but not exclusively, of Third World members of the Evergreen community, this group began its process with a note to the total campus from its chairman. In a charged atmosphere caused in part by the completion and Board acceptance of the college's plan for Affirmative Action and Equal Opportunity, by some campus-wide confusion and uncertainty about what the committee was up to, and by the kind of hypersensitivity always attendant on open discussion of race relations in America, the DTF did its work. Not everyone among the campus budgetary heads and faculty submitted the written material requested by the committee, nor did everyone come to the meetings when invited. But a lot of people cooperated with the DTF. And the group itself spent three arduous months reading reports, attending meetings, talking with people, and pondering over directions to follow. The result is this report, which we think should have both immediate and long-range influence on how TESC deals with non-whites over the next three to five years.

We recognize that these recommendations have serious budgetary implications for Evergreen, indeed some serious enough to require outside funding help. At the same time, many of them can be realized by some internal reallocations of existing funds, and many of them require no money at all. Honesty, serious commitment to affirmative action and good will should suffice to make action on many of our recommendations possible today. In addition, some of our recommendations represent long-range goals to be achieved over the next few years of the college's life. However, some of them are already in the first stages of implementation and should be encouraged and supported. Others are immediately achievable and should therefore be put into practice.

In our view, the irrefutable evidence that makes up the history of Third World people in this country is too abundant and obvious to reiterate here. But it looms as the strongest mute justification of the intellectual and philosophical positions out of which these suggestions rise. Our history in America, then, validates the claims we make here. Moreover, our comprehensive approach to the questions we have studied presupposes and emphasizes the kind of cross-campus, interbudgetary unit, interpersonal cooperation this school is built on, and which is still in its embryonic stage of development and many of them will benefit the entire community. Thus we see our report and its recommendations as being unifying. It specifies and clarifies, in concrete action terms, the needs of Non-whites on this campus. This report will synthesize the disparate

# Non-White DTF Report and Recommendations

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elements comprising the lifeblood of this institution,

We believe that these recommendations offer rational suggestions that are the result of long and careful deliberation. We think they should become college policy.

This report is in three parts. The first contains our recommendations, some of which are general enough to require a good deal of cross-campus work for their implementation. Others are focussed on specific areas of the college's operation. The second is our assessment of particular components of the academic program, and it will be made into a guide to the curriculum for Non-white students. It will be completed during summer, 1974, appended to this report, and distributed to incoming students. The third part is comprised of unedited, complete tape-recorded transcripts made of the meetings of this DTF and its invited guests. Those transcripts will be submitted as soon as their preparation is complete.

## General Recommendations

This DTF recommends that:

1. Campus-wide in-service training in cultural awareness, involving faculty, staff, and students be instituted on a regular, at least yearly, basis.
2. All vacancies in employment that occur on the campus in the next two years be filled by non-whites and women. We think the hiring order should be non-white women first, non-white men second and white women third.
3. Faculty and staff hiring be prioritized to bring a racial/sexual balance of qualified Asians, Chicanos, Native Americans, and Blacks to the campus according to established criteria.
4. Upward mobility, promotional opportunities, based on improved in-service training where it already exists, and based on new in-service training where it does not exist, be established and/or made clear in campus employment positions.
5. All budgetary unit head self-evaluations, and their staff evaluations, should reflect the relationships of the employee being evaluated with the TESC non-white community.
6. Automatic payroll deductions be established and the available options made clear for those wishing to contribute to non-white activities.
7. The necessary research be carried forward to establish an Educational Opportunities Program at Evergreen.
8. The Academic area, Student Services, Auxilliary Services, the Non-White Coalition, the Admissions office, the Library, and any others who so choose should co-sponsor and fund a regular summer orientation program of at least two weeks' duration for prospective non-white students.
9. All budgetary units, in conjunction with the Academic area, should help educate non-white students about and in career opportunities related to their respective roles and missions. This may include the offering of contracts, work-study jobs, internships, and career learning programs, etc.

10. All institutional student jobs, where possible, should be offered as paid internships, maintaining at least the same level of pay as established in current job descriptions.
11. TESC provide support (e.g. information, materials, resources, etc.) to off campus non-white enterprises offering educational, career, and other benefits to non-whites.

#### Recommendations to Specific Campus Budgetary Units

This DTF recommends that:

##### Campus Security

1. Seek LEEP funds to be used in conjunction with the Academic Program as career development resources for non-white students.
2. Maintain communication with the Non-white Coalition regarding trends in security matters involving non-whites.

##### Auxilliary Services - Director

1. Take the steps necessary to implement this DTF's recommendations.
2. Help to bring about acceptance of the recommendations of the S and A Fee Review Board to the S and A DTF. (See attached)

##### Auxilliary Services - Housing

1. Set aside a reasonable percentage of total units for short-term (e.g. conference) housing.
2. Hold at least 11% of housing spaces for incoming non-white students for 1974-75, and increase that percentage according to Affirmative Action goals for successive years thereafter.
3. Hold separate adjoining spaces for Academic Program groups who wish to use them.
4. Lower the deductible on liability insurance and clearly explain policies prior to requiring student signatures on occupancy agreements.

##### Auxilliary Services - Food Service

1. Offer at least one daily serving of non-white ethnic food,
2. Stock non-white ethnic condiments at food counters (soy sauce, hot sauce, chili sauce, etc.)

##### Auxilliary Services - Bookstore

1. Expand its non-book (e.g. sundries) inventory to include more non-white ethnic items.

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2. Seek out Third World publishers and invite their representatives to campus to do business.
3. Establish a line of credit on books for non-white students.

Campus Recreation

1. Factor all non-white program and organizational needs into budget planning.
2. Factor all non-white program and organizational needs into facilities assignments.
3. Based on information supplied by the Non-white Coalition, give priority to the acquisition of non-white recreational equipment over replacement of lost or damaged equipment for the next biennium.
4. Eliminate fees for the use of recreational equipment.

Campus Activities

1. Recognize non-white student organizations as capable of determining their own needs, priorities, and expenditures.
2. Free, uncensored, space in the Cooper Point Journal and air time on KAOS be allotted to non-white student use; or that funds be allocated for separate non-white communications media.
3. Institute an outreach program to attract non-white groups to use campus facilities for their activities.
4. Set aside a percentage of total S and A fees, commensurate with Affirmative Action goals, for non-white needs exclusive of other services.
5. Insure that all non-white ethnic groups are represented on the S and A Board.

Student Services - Dean

1. Take the steps necessary to implement this DTF's recommendations.
2. Work with the Non-white Coalition and other interested parties to provide adequate orientation for incoming non-white students at the beginning of each quarter.

Student Services - Counseling

1. Provide adequate professional and paraprofessional resources to interpret and respond to non-white needs in mutually acceptable ways.
2. Provide in-service training for paraprofessionals hired to meet non-white needs.
3. Hire non-white counselors to work in counseling and admissions.

4. Design and implement a non-white outreach program.
5. Emphasize career counseling as a function for the entire counseling staff.
6. Expand the career counseling function to include personal budget management workshops.

Student Services-Financial Aid and Placement

1. Give top priority to placing non-white students on work-study and institutional jobs. Pay students on work-study jobs according to the maximum pay scale placement that their skills warrant.
2. Describe all available on-campus jobs before recruitment of students begins.
3. Expand the existing computerized skills/job bank through joint action with the Non-white Coalition and the Personnel office to assist both the placement and the hiring of faculty, staff, and students. All applications for employment in the college should be channeled through the skills/job bank.
4. Ease placement of non-white students in graduate/professional schools by cooperating with the Library and the Admissions office to (a) provide easy and prompt access to and instruction in the use of relevant information and materials; (b) establish relations with institutions which actively recruit non-white students for post-baccalaureate work; (c) acquire the services of the College Development office to help identify and locate scholarships and financial aid opportunities available to non-white students for graduate work; and (d) maintain contact with non-white students through the Non-white Coalition to insure their access to information and services that will help them enter graduate study.
5. Prioritize financial aid programs so that awards are comprised of grants first, work-study second, and loans third.
6. Make financial aid awards to non-white students on the basis of 75% grant and 25% work-study or loan when the non-white student population is lower than 25% of the student body, and on a basis of 50% grant and 50% work-study or loan after the non-white population is 25% or more.
7. Establish a communications link with the Non-white Coalition to provide quarterly mutual input regarding student funding and awarding patterns.
8. Disseminate up-to-date information about the nature and quantity of financial aid available to prospective and incoming students prior to their arrival on campus.
9. Conduct quarterly workshops on financial aid policies, procedures, and adjustments in individual awards.
10. Work with the Business Manager to reduce the time lag in reciprocal reporting of student aid adjustments.
11. Adjust financial aid awards upward to cover health insurance costs and to provide a quarterly allowance for medication and use of the women's clinic.

12. Work with Admissions, the Registrar, and Computer Services to research and publish a geographic, social, educational, and economic profile of the TESC student body on a quarterly basis.

#### Student Services - Health Services

1. Hire a full-time doctor.
2. Schedule full service during the 8:00 to 5:00 Monday through Friday time period.
3. Research and procure a student health insurance policy with better coverage and lower rates than the present plan offers, and one that covers emergency medical services.
4. Continue sending information about free health care through admissions packets and throughout the school year.
5. Provide ongoing health care instruction (perhaps through student interns in housing facilities and academic programs).
6. Provide free physical examinations for needy students (need to be determined in conjunction with the financial aid office).
7. During health analyses, pay particular attention to detecting ailments and conditions prevalent among non-whites (e.g, diabetes, tuberculosis, hypertension, sickle cell anemia, pesticide poisoning, etc.) and publicize trends in campus health problems.

#### Library

1. Drop the "six request" requirement as a criterion for the purchase of non-white materials.
2. Inventory the present collection of non-white materials and meet with the Non-white Coalition to determine what gaps exist and how best to fill them.
3. In the process of improving access to materials (cf. Library DTF Report), develop an outreach program to serve off-campus students.
4. As part of the orientation process, provide workshops in the use of the TESC Library as an educational tool.
5. Establish ongoing relationships with non-white publishing and media distributors.

#### Personnel

1. Cooperate with Financial Aid and Placement and the Non-white Coalition in the operation and use of the computerized skills/job bank.
2. Work with appropriate campus offices and off-campus agencies to develop and maintain a comprehensive non-white mailing list to receive announcements of vacant classified campus positions.

3. Work with the Affirmative Action/Equal Opportunity office and Computer Services to develop a computerized system of monitoring non-white employment practices at TESC,

#### Business Manager

1. In conjunction with Facilities and Plant Operations, meet with representatives of non-white contractors associations, advise them of the scope, nature, and frequency of all contracting and vending opportunities on campus, and encourage them to submit bids,
2. Implement a less cumbersome procedure for managing multiple-source funded activities of S and A groups,
3. Work with Financial Aid to reduce the time lag in reciprocal reporting of student aid adjustments,
4. Student accounts should give students receipts for all monies paid,

#### Facilities and Plant Operations

1. In conjunction with the Business Manager, meet with representatives of non-white contractors associations, advise them of the scope, nature, and frequency of all contracting and vending opportunities on campus, and encourage them to submit bids,

#### Admissions

1. Expand the professional admissions counselor staff from two (2) to four (4) positions by fall, 1974.
2. Expand the responsibilities of admissions counselors to include on-campus counseling as part of the follow up on admitted non-white students,
3. Establish a full-time paraprofessional staff of four (4) non-white student admissions counselor interns by fall, 1974,
4. In cooperation with Cooperative Education's Career Learning Program and the Academic program, develop a program that will train, instruct, and supervise the student admissions counselor interns,
5. Work to award these interns full academic credit for work in the admissions counselor internship program,
6. Establish the scale of pay for admissions counselor interns on the same level as that used to pay Student Services interns.
7. Work with Financial Aid and Placement to disseminate information about all available on-campus jobs and internships to prospective non-white students,
8. As a matter of standard procedure, forward information on the admissions status of non-white students by quarter to the Non-white Coalition and the Affirmative Action/Equal Opportunity office. These reports should include name, address, phone number and race.

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9. In conjunction with Financial Aid and Placement, the Registrar, and Computer Services, research and publish a geographic, social, educational, and economic profile of the TESC student body on a quarterly basis,
10. In cooperation with the Public Information office, the Academic Deans, the Affirmative Action office, and the Non-white Coalition, design and disburse a brochure on social and academic attractions at TESC for non-white students,
11. As a standard procedure, buy advertising space/time in/on non-white media servicing the Pacific Northwest.

Registrar

1. Report to the Non-white Coalition the enrollment status of all admitted non-white students by quarter as a regular procedure. Reports should include name, address, phone number, and race of admitted students.
2. Cooperate with Admissions, Financial Aid, and Computer Services in researching and publishing a geographic, social, educational, and economic profile of the TESC student body on a quarterly basis.
3. Work with the Academic Deans in publishing a quarterly up-date of academic offerings.
4. Publish a quarterly breakdown of non-white enrollments in academic programs and contracts.
5. Give students a receipt when registration is completed.
6. Evaluate transfer credit and inform students of the decision within one (1) month.

Cooperative Education

1. Forward on receipt all information on paid internships and internships geared specifically toward non-whites to the Non-white Coalition and the non-white programs and faculty.
2. Expand the professional staff to include at least one non-white,
3. Provide travel funds for non-white faculty to help develop internship opportunities for non-white students,
4. Work with Admissions, the Academic area, and Student Services to develop the admissions counselor internship program, and with other budgetary units to convert institutional jobs into paid internships.

Office of Public Information

1. In cooperation with Admissions, the Academic Deans, the Affirmative Action office, and the Non-white Coalition, design and disburse a brochure on social and academic attractions at TESC for non-white students.

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2. Establish working relationships with and send all press releases to non-white media servicing the Pacific Northwest.
3. Design and distribute a public relations folder directed at potential non-white job applicants emphasizing the attractiveness of TESC, Olympia, and the Puget Sound region.
4. Accurately portray non-whites and their roles in printed and pictorial publications of information about the college.
5. On the initiative of the Non-white Coalition and with the consent of the parties concerned, prepare and publish periodic in-depth feature stories about non-white participants in significant college activities.

Computer Services

1. Where data processing is required, work with respective budgetary units to implement the recommendations of this DTF.
2. Work with Personnel and the Affirmative Action office to develop a computerized system of monitoring non-white employment practices at TESC.
3. Cooperate with Financial Aid and Placement, Personnel, and the Non-white Coalition in expanding the existing computerized skills/job bank to assist both the placement and hiring of faculty, staff and students.

Academic Deans

1. Take all steps necessary to implement the recommendations of this DTF.
2. Place non-verbal expressions of competence on a par with the written essay as a major criterion in faculty hiring.
3. Establish the G.E.D. granting function within the academic program.
4. Cooperate with the Non-white Coalition in sponsoring the publication of non-white research.
5. Step up the hiring of qualified non-white faculty to reach the 25% Affirmative Action goals as soon as possible, regardless of student enrollments. Emphasize hiring Asians, Chicanos, Native Americans, and Blacks.
6. Develop more and even better non-white curriculum, particularly Asian and Chicano offerings.
7. Take effective steps to insure that all coordinated studies programs and group contracts, basic and advanced, build into their structure those skills development components necessary to enable students to achieve the goals of the program or contract.
8. Select only those academic offerings developed with substantive non-white input.

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9. Publish guidelines governing the expenditure of Public Events money,
10. Give highest funding priority to those academic programs with components serving off-campus non-white communities,
11. Staff and fund the External Credit and the Learning Services Centers at operationally effective levels,
12. Rotate white faculty into the non-white continuing area of study,
13. Initiate the establishment of an External Programs Dean's desk charged to develop off-campus academic satellites,
14. Insure that program histories detail the relationships between academic offerings and non-white students, faculty and staff.

College Development Office

1. Conduct workshops on grant proposal writing,
2. Identify and assist in developing funding for non-white activities,
3. Assist in implementing these recommendations wherever possible and appropriate.

Assistant to the President - Legislative Liaison

1. Assist in implementing these recommendations wherever possible and appropriate,

Assistant to the President - Affirmative Action/Equal Opportunity Office

1. Provide leadership in monitoring the college's implementation of its Affirmative Action/Equal Opportunity Program.
2. Take all steps necessary to implement the recommendations of this DTF,

Administrative Vice-President

1. Take all the steps necessary to implement the recommendations of this DTF.

Vice-President and Provost

1. Take all steps necessary to implement the recommendations of this DTF,

President

1. Take all steps necessary to implement the recommendations of this DTF,
2. Take steps to assure funding the Non-white Coalition's budget request (1974-75) and to assure the Coalition's receiving help in preparing future budget requests.
3. Begin establishing mutually supportive relationships with non-white schools,
4. Continue providing strong Affirmative Action leadership.

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5. Take steps to assure that future institutional self-studies measure the college's progress against the recommendations of this DTF.

We urge the Vice-President and Provost to give the recommendations in this report broad circulation and to set about putting them into action in every area possible. We are available to discuss our report with those interested in talking about it, and we are interested in helping to enact the programs and plans we have offered here. We believe we have carried out our charge, and we consider ourselves disbanded.

Members of the Non-White Program DTF:

Sally Fixico  
Mary Hillaire  
Alan Karganilla  
Maxine Mimms  
Willie Parson  
Dave Carnahan

Elena Perez  
Jacob Romero  
Marian Williams  
York Wong  
Tomas Ybarra  
Rudy Martin, Chairman

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The Evergreen State College

May 28, 1974

M E M O R A N D U M

To: College Activities Fund DTF

From: The Services and Activities Fees Review Board

Subject: Proposal To Redistribute The Authority/Responsibility For Allocation of Services and Activities Fees

This recommendation is made with the realization that (a) the legal responsibility for overall purposes and directions of The Evergreen State College and all of its components rests with the Board of Trustees, and (b) the intent of the legislature in regards to the allocation of Services and Activities Fees (S & A Fees) is that it relate to a decision made by the students to fund "student activities and programs".

We feel that the present process excludes students from providing input into decisions regarding the use of S & A Fees. Thus we suggest the following procedure, which we feel would provide adequate administrative checks and balances and yet allow students to make the decisions concerning their money.

The essential elements of the proposal are as follows:

- I. The Services and Activities Fees Review Board (S & A Board) is directly responsible for all allocations of Services and Activities Fees and any revenue derived from the use of S & A Fees.
  - A. On a yearly basis, consistent with TESC budgeting procedures, the S & A Board will prepare a budget itemizing the use of all projected S & A Fees for that budget period and any revenue derived from the use of S & A Fees for the Board of Trustees for their approval.
  - B. Within that S & A Fees budget, the S & A Board will make sub-allocations as it deems necessary to support student activities and programs.
- II. The Executive Secretary of the S & A Board is responsible for facilitating S & A Board actions, moderating and recording S & A Board meetings, and assisting individuals or organizations submitting proposals to the S & A Board.

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- III. A full-time administrative position is necessary to insure that funding requests based on continuity and/or longevity are presented to the S & A Board (along with a thorough assessment of the implications of such requests), to facilitate S & A Board decisions, and to assist in the initiation, implementation and evaluation of budgets using S & A Fees.
- A. This person will provide programatic and fiscal advice to all organizations using S & A Fees and maintain signatore responsibility for all S & A Fees.
  - B. This position will be contingent upon the funding support of the S & A Board and the individual will report directly to the S & A Board.
  - C. This person will provide information on issues and procedures related to the S & A Board's function in the context of the College as well as the impact of its decision on student organizations.
- IV. Any grievances regarding an S & A Board decision will be processed according to the procedures outlined in the COG II Document.
- V. The Director of Recreation and Campus Activities will have the responsibility to "freeze" any allocation the S & A Board makes which, in his/her view, may be potentially illegal.
- A. After formally notifying the S & A Board of a "freeze", every attempt should be made to informally find an equitable solution.
  - B. If, after a reasonable amount of time, a solution is not reached, the procedures outlined in the COG II Document will be followed.
  - C. If this does not prove satisfactory, The Board of Trustees will provide a final decision.

We are fully aware that the success of this proposal is contingent upon administrative and accounting support, Board of Trustees support and above all, responsible decision-making by the S & A Board.

We believe, however, that given the intent of the legislature in regards to the S & A Fees, this proposal is a legitimate and necessary approach to S & A Fees budgeting.

We believe that this proposal is clearly pertinent to the charge of the DTF. We anticipate that the DTF will give this proposal careful consideration and will either affirm it as part of your report or will reject it with stated reasons.

AR/me •

MAY 15 1975

THE EVERGREEN STATE COLLEGE

May 15, 1975

M E M O R A N D U M

TO: Ed Kormondy

FROM: Rudy Martin ✓  
Willie Parson  
Lynn Patterson  
Charles Teske

SUBJECT: An Assessment of What We've Done: The Nonwhite Programs DTF Report

In reply to your memo asking for responses to the specific recommendations made by the Nonwhite Programs DTF, we submit the following assessments (and attachments to support these assessments):

1. The steps specifically requested in the DTF Report are those numbered below. Responses to these should indicate whether or not number 1 is being dealt with: Take all steps necessary to implement the recommendations of this DTF.
2. Place nonverbal expressions of competence on a par with the written essay as a major criterion in faculty hiring. The essay is still a crucial part of a faculty candidate's portfolio. It is requested and is carefully read. We believe it is important, but is not sole criterion used in evaluating candidates. Lynn Patterson's memorandum of June 27, 1974 (attached) indicates her personal response to this request, written at the end of her first year as dean in charge of faculty hiring. The essay is only one hurdle in attracting and evaluating nonwhite candidates. The first hurdle is in identifying and beginning correspondence with nonwhite candidates. We can easily document the lack of response to enormous special efforts made this past year in recruiting nonwhite faculty applicants. This includes ads placed in a number of important journals, the Affirmative Action Register, calling names listed in the Affirmative Action Directory, and a special two-week trip taken by Rudy Martin. All of that effort resulted in two potential hires. Our sense is that the payoff might come much later--that the idea of Evergreen is in circulation. In any case, we feel we can take care of the essay problem (if it is a problem at all) once we attract good candidates here to take a first-hand look at the College.
3. Establish the G.E.D. granting function within the academic program. We have taken no steps to establish a General Educational Equivalency granting function as part of the curricular offerings. Perhaps we need to assign a dean the desk responsibility of checking this one out and going to work on it if it seems to be the kind of thing that will fit into the academic offerings for 1975-76.

4. Cooperate with the Nonwhite Coalition in sponsoring the publication of nonwhite research. We are not aware of any specific requests for the publication of nonwhite research. We feel sure, that within some reasonable budget constraints, that any of us could help support such efforts from contingency funds--or support the request in other areas. And perhaps we need to openly solicit research to publish.

5. Step up the hiring of qualified nonwhite faculty to reach the 25% Affirmative Action goals as soon as possible, regardless of student enrollments. Emphasize hiring Asians, Chicanos, Native Americans, and Blacks. The answer to this question is implicit in the answer to number 2. There is no doubt that specific additional efforts have been made, and that if we had the candidates, they would receive first consideration in final selections. We are not being successful in attracting top candidates. We are aware of at least a few of our current nonwhite faculty who for one reason or another may seriously consider leaving us in the next year or two. We have made offers to two additional nonwhite faculty for next year. Our projected actual percentage of nonwhite faculty for fall of 1975 is 17%. There were a greater number of nonwhite faculty involved in screening candidates this year (as compared to last) but their impact is negligible given the status of recruiting efforts--that is to say, if there are no complete files to evaluate, there is little that a faculty member reviewing the files can do. Lynn's efforts to do much more telephoning of nonwhite candidates this year, attempting to urge that files be built, attempting to explain Evergreen, attempting to attract the person for a visit--all efforts in the right direction, but much more needs to be done.

6. Develop more and even better nonwhite curriculum, particularly Asian and Chicano offerings. While the deans have been attentive to the need to develop more nonwhite curriculum, in fact there is little evidence of that attention. We have a number of Native Americans enrolled, but Mary Ellen Hillaire's notion of a "parallel" system has never gotten the serious attention it merits. So that even while some "success" is apparent in terms of the number of Native Americans attracted to Evergreen, the status of "Native American Studies" is shaky at best. About fifteen Native Americans have graduated since TESC began; five of them are in graduate school.

As dean of curriculum planning, Rudy has spent a good deal of time with Third World faculty members trying to develop program offerings that would be attractive to Third World students. Under the rubric of "continuing areas of study," the curriculum for 1974-75 included the following offerings: Native American Studies, Minority Economic Development, Life Styles and Occupations, Chinese Civilization, Public Information and Minority Affairs, and Marx and the Third World. To date, these offerings have been markedly unsatisfactory. The Native American Studies program has been tenuously held together, but for all that it has attracted a number of Native Americans to Evergreen, though the majority of them have chosen to work off campus. The Public Information and Minority Affairs group contract started out with bold intentions, but they were never realized for a variety of reasons, and the group disbanded. The China program fell to pieces because of internal confusion and dissention. How well it could have served Asian students was never determined. Marx and the Third World held together but lost its Third World Students. Minority Economic Development was an overwhelming success. The offerings planned for 1975-76 that seem to have some promise are Africa and the United States, Native American Life Experience, and Mexico. Nepal and Yu Tao Li: Chinese Philosophy, Religion and Society may surprise us by attracting Third World students and meeting their needs, but it seems doubtful. It seems likely that such programs as Contemporary American Minorities will be repeated at some time in the future. Beyond all this,

it is obvious that the deans must take a more active role in urging faculty to meld Third World conceptions into all programs in which they are appropriate and to develop specific programs aimed at Third World students. They must then find ways to support such programs once they are developed.

Our involvement with the Chicano population in the Yakima valley, though admittedly new, has been full of mixed messages and has created an awkward situation for at least three students this quarter.

7. Take effective steps to insure that all coordinated studies programs and group contracts, basic and advanced, build into their structure those skills development components necessary to enable students to achieve the goals of the program or group contract. The Quinault II Report recommendations are a step in the right direction. Skills development certainly must be considered in program planning, but much of this work will be done through LSC and in modules. The work has just begun.

8. Select only those academic offerings developed with substantive nonwhite input. This recommendation was not followed in the selection of programs to be offered for next year. If this recommendation is to be implemented, the dean holding the curriculum planning desk will no doubt have to set up a mechanism for this input, and monitor it.

9. Publish guidelines governing the expenditure of public events money Please see the attached October 14, 1974 statement and procedures developed by Charles Teske, who holds the public events desk.

10. Give highest funding priority to those academic programs with components serving off-campus nonwhite communities. The deans have not given highest funding priority to those academic programs with components serving off-campus nonwhite communities. Some programs, including some of those aimed specifically at Third World students, have off-campus components, and some of those field-oriented efforts could serve Third World communities, though few, if any, of them actually do. Some programs have been awarded bigger budgets than others, but none based on their Third World community service options.

11. Staff and fund the External Credit and the Learning Services Center at operationally effective levels. External credit is working well with rotating faculty and a staff person assigned to provide initial screening and intake. The same can be said of Learning Services Center. Although the final evaluation of its first year is not yet complete, both of these efforts were funded at an adequate level for 1974-75 and that level should be provided from the academic budget for the next two years. These efforts are definitely serving a sizeable number of the nonwhite student populations both on and off campus through the development of tutoring programs, special skill workshops, coordination of one off-campus program (in Tacoma) and providing counseling for adult nonwhite students who wish to receive credit for experiential learning. In the brief time that external credit petitions have been submitted for credit, a half-dozen credit awards have been made to students of color, and there will be more after the spring quarter evaluations of those petitions are made.

The LSC effort, including their extensive efforts made in helping students write and submit external credit work, should continue at the same level of funding and should be supported in their efforts to meet needs of adults and especially non-white adults off-campus or new to Evergreen, as well as the training of faculty

in skills development.

12. Rotate white faculty into the nonwhite continuing area of study. The deans have made no special efforts to rotate faculty into the continuing areas of study, but white faculty members have made such offerings as Marx and the Third World, Public Information and Minority Affairs, and Chinese Civilization. Implementation of the Quinault II recommendations should result in our eliminating the category "continuing areas of study" from our curriculum and help us move to offer Third World studies on a consistent basis. It is also a fact that the deans have made special efforts to rotate Third World faculty into other than Third World programs and Third World faculty members have expressed a preference for such assignments. The deans should work harder to urge both Third World (and white) faculty members to offer Third World programs, and to influence the content of other programs as well. There is still much to do.

13. Initiate the establishment of an External Programs desk charged to develop off-campus academic satellites. There is a dean's desk charged with the development and monitoring of external programs. There is a proposal from that desk (attached) and the Quinault II group made recommendations supporting that proposal.

14. Insure that program histories detail the relationships between academic offerings and nonwhite students, faculty and staff. Program histories were not called for at the end of the 1973-74 academic year; instead the faculty went on retreat to Fort Worden and wrote position papers on various aspects of the teaching climate at Evergreen. Program histories will be called for this year, in advance of the faculty retreat, and the dean charged with this desk assignment should certainly call for this kind of assessment to be present in the histories written for 1974-75.

That ends the list of specific requests made of the deans by the DTF (it should be noted that two of the academic deans served on that group). As always, there are some peripheral issues we still need to deal with in the coming months. A glance at the most recent affirmative action workforce profile (attached) shows a real lack of nonwhite academic support staff. While some of these staff members are enrolled part-time at Evergreen, there is no serious effort being made toward establishing training programs. And in the area of student hires, we again fall short--we employ some 70 students at any given time; winter quarter, only four of those students were of color. We need to continue to strengthen our ties to the Admissions and Registration areas, both in the sense of recruiting and in the development of registration policies. Rindetta Jones has recently approached the deans on the subject of including some affirmative action workshops in academic programs next year, and we intend to support this effort. And the deans as individuals have made other supportive stands: Rudy Martin has worked closely with the Coalition on a number of issues; Lynn Patterson took a stand as one of the petitioners in a recent affirmative action dispute.

We will continue to monitor and assess our commitment to the nonwhite community in the most realistic ways possible.

THE EVERGREEN STATE COLLEGE

June 27, 1974

TO: The Editor, Cooper Point Journal

FROM: Lynn Patterson

I was quoted in the June 27 issue as disagreeing with a section of the Non-White Program DTF report. Specifically I was quoted as disagreeing with the suggestion that oral interviews for faculty candidates be stressed over the written essay. Since I was interviewed by Stan Shore and the article was written by Tom Graham, it is not surprising that the nature of my concern with this section of the DTF report was not at all represented in the article. I could go on at length about the purpose and function of the "essay" which we ask be a part ( and a "part" only) of a candidate's file. It has been used to demonstrate the candidate's knowledge of Evergreen, to illustrate the candidate's teaching philosophy, and to demonstrate an ability to design coordinated study programs. It is handy and useful to have such an essay because it allows people other than those who interview the candidate to know something about the candidate which could not be gleaned from a typical resume. It is only incidentally that the essay happens to demonstrate to the reader how well the candidate puts words on paper. I believe the essay is important because it tells us things we need to know about a candidate and because it allows us to know enough about a candidate to judge whether or not we should invite the candidate to come to campus for an interview.

My point to Stan, however, was that to focus on the essay in any way either in the report or in the article was, in my opinion, inappropriate, given the key problem points in faculty recruiting. I, as academic dean for faculty recruiting, must find better ways to identify potential candidates, describe our programs in detail to those candidates, and encourage them to build files and come to the campus. I will need help in doing those things and would like to see that the Non-White Program DTF acknowledge those problems and support some solutions I have in mind. All in all, I think the report and its recommendations are good, I support it, and I welcome it as the qualitative component necessary to support a real affirmative action program on this campus. That I also said when interviewed.

LP:gv

October 14, 1974

Public Events and Exhibitions

The "Public Events and Exhibitions" budget helps to provide informational and cultural presentations to audiences and participants beyond the student enrollment of the college. These include public lectures, symposia, workshops, master classes, art exhibits, informational displays, theatrical and musical performances, films, and other presentations -- either held on campus and publicized to the citizens of the region or taken off campus to general audiences.

Subsidies do not duplicate the funding of lectures, workshops, performances, or exhibits within academic programs, nor are they used to support activities designed for enrolled students alone. Rather, they are used to extend the potential value of visiting resource people and our own producing groups to audiences beyond the student body and beyond the campus. (Examples: A visiting expert would hold a workshop for an academic program in the afternoon, compensated by the program; in the evening, the person would hold a public lecture open to all citizens and supported by this budget. In 1973-74, the Theater/Dance group contract developed theatrical productions using instructional funds; funds from this budget allowed the group to mount two of these productions for the general public and to take another production out into the Olympia area.)

Subsidies are not used to fund events and exhibitions wholly or to separate them from campus interests. Rather, they are used to match academic-program, services-and-activities, or other interest-group funds to extend the range of college activities to bring the campus and the larger community together. (Examples in 1973-74 included the Chile Symposium, the Women in the Arts Festival, the Nuclear Energy Symposium, and performances off-campus by Evergreen musical groups.)

Subsidies are not used to fund events and exhibitions simply as recreational pastimes. Rather, only those activities or only those parts of complex enterprises are funded which are consistent with the informational and cultural purposes of the academic budget. (Examples: Student interest groups have brought folk-music or jazz performers to the campus and funded their concerts; the "Public Events and Exhibitions" budget provided the additional funds necessary to support open workshops publicly advertised and addressed to all citizens of the region. Though it did not support the showing of films as recreational diversions alone in 1973-74, it helped to mount the First International Computer Film Festival and to send films by Evergreen filmmakers to festivals well beyond the campus.)

Just as in 1973-74, this budget contains a relatively small sum of money which should be used to provide modest but perhaps crucial amounts of assistance to ventures which have already received support from academic programs or student interest-groups. Having paid expenses carried from last year, supported a few summer and orientation-period activities, and made our annual contribution to bring Eye-5 events to the campus, we have about \$10,000 left for the whole academic year. Five thousand dollars of this is earmarked to support the exhibitions to be provided by the Exhibits Coordinator, Lynn Robb, as sponsored in the Gallery and other all-campus spaces by the Visual Environment Group. (Any program or

group wishing to mount art exhibits for the general public should get in touch with Lynn at 866-6577.)

Five thousand dollars remains to assist programs and other interest-groups to present public events. It isn't very much; but used effectively, it can go a long way, as it did last year.

If you wish to apply for "Public Events" funding, please submit a proposal in writing to Dean Charles Teske, Lab 1013. Please provide the following information:

- names of organizers and group(s) they represent
- proposed title and brief description of event
- appeal and value to the general public
- estimated size and make-up of potential audience
- amount of support requested
- amounts of support already committed from academic programs and other interest groups (with signatures of coordinators, faculty sponsors, or other budget signatories)
- date(s) and time(s) of proposed event (Please check the all-college calendar at the Information Center to make sure that you're not competing with other major events which would split your potential audience and lessen the effect of what you propose. In general, the more funding you will require, the longer lead-time you should allow for organization and publicity.)
- proposed location and equipment needed (Please check with Facilities Planning or others responsible for scheduling on-campus areas to see that facilities will be available. Please do the same for any equipment necessary.)
- ways of publicizing the event
- admissions fees to be charged, if any, and method by which such income will be used to defray total expenses
- letters of support, if it is a large-scale venture, from those who are helping to sponsor the event or who represent the general audience for it
- proposed budget for all applicable expenses, in this format:

	<u>Support from other sources (identify)</u>	<u>Requested from "Public Events &amp; Exhibitions"</u>	<u>Total</u>
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Performers' fees  
or honoraria:

Supplies:

Communications:

Rentals:

Travel:

Other (specify):

Totals: \_\_\_\_\_

This may seem like a good deal of work to make something happen. But experience demonstrates that detailed planning, the gathering of financial support and enthusiasm on a broad base, careful scheduling, and energetic publicity will result in events valuable to all concerned.

Charles B. Teske  
Lab 1013

CBT/eh

## EXTERNAL PROGRAMS

We are currently operating three external programs (Richland, Yakima, and Tacoma). I believe we must continue to provide educational opportunities to people unable to attend college on a daily basis. Further, I think our external programs should always reach nonwhites and women. I see two major problems with our efforts to date: 1) there is no strong interest on the part of most faculty to become involved in external programs due, in part, to too little discussion about the whole concept; 2) we have not made long-range commitments to external programs in terms of budgeting such operations on the same basis as we do our regular on-campus programs. I believe that any efforts we mount off campus ought to be comparable to what we do on the campus.

Any program operating away from the campus should have at least one faculty member assigned to it on better than a half-time basis, with appropriate reduction in on-campus loads. Other faculty should be involved as occasional lecturers, seminar leaders and workshop leaders, and resource persons. I'd like to see us work toward two or three regular external programs in any given academic year, but with clearly stated positions in terms of whom we can serve, what we can offer, and how long we can commit Evergreen's resources to any particular program.

FOR PERIOD BEGINNING 1-2-75, AND  
ENDING 3-14-75.

TESC WORKFORCE PROFILE

Academic/Kormondy

unit manager/director/supervisor

WINTER  
QUARTER 1975  
date

classified permanent  17  
full time   
part time   
temporary   
probationary: 8

faculty: 111  
exempt permanent  1  
full time   
part time   
temporary  4  
deans:

(inc. new hires) analysis of current work force	WHITE EMPLOYEES			NON-WHITE EMPLOYEES									
	TOTAL	WHITE MALE	WHITE FEMALE	MALE					FEMALE				
				BLACK AMER	ASIAN AMER	NATIVE AMER	SPANISH SURNAMED AMER	TOTAL	BLACK AMER	ASIAN AMER	NATIVE AMER	SPANISH SURNAMED AMER	TOTAL
faculty	94	69	25	5	2	2	3	12	3		2		5
service workers													
officials & mgrs.													
office & clerical	18	2	16							1			1
academic deans	2	1	1	2				2					
professionals	1	1											
technicians	6	5	1										
operatives													
crafts													
<b>TOTAL</b>	<b>121</b>	<b>78</b>	<b>43</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>14</b>	<b>3</b>	<b>1</b>	<b>2</b>		<b>6</b>

new hires past quarter beginning 1-2-75 ending 3-14-75	WHITE EMPLOYEES			NON-WHITE EMPLOYEES									
	TOTAL	WHITE MALE	WHITE FEMALE	MALE					FEMALE				
				BLACK AMER	ASIAN AMER	NATIVE AMER	SPANISH SURNAMED AMER	TOTAL	BLACK AMER	ASIAN AMER	NATIVE AMER	SPANISH SURNAMED AMER	TOTAL
faculty	2	1	1						1				1
service workers													
officials & mgrs.													
office & clerical	2		2										
academic deans													
professionals													
technicians													
operatives													
crafts													
<b>TOTAL</b>	<b>4</b>	<b>1</b>	<b>3</b>						<b>1</b>				<b>1</b>

