



EVERGREENERS IN THE NEWS

Greeners On The Road--Director of Community and Alumni Relations Larry Stenberg has been collecting "Frequent Flyer" coupons, keeping in touch with Evergreen grads in Anchorage, New York, and Boston. Next stops: San Francisco on December 4 and Los Angeles, December 7. He'll have stale airline cashews for everyone when he returns.

Academic Dean Barbara Smith delivered the keynote address at the annual meeting of the National Collegiate Honors Council in Dallas on October 29. She spoke about models for collaborative learning.

Two staff members made presentations at the Association for General and Liberal Studies' annual meeting in Cincinnati on October 29 and 30. Jean MacGregor, assistant director of the Washington Center for the Improvement of Undergraduate Education, spoke on learning community design and implementation. Joyce Weston, director of the Hillaire Student Advising Center, addressed the integration of academic advising with career development.

Roberta Floyd, administrative assistant for the academic deans, recently donated a trumpet, complete with extra mouthpieces and case, to the instrument check-out collection. A student plays it in Evergreen's newly-formed jazz ensemble, according to Faculty Member Andrew Buchman.

Video producer Doug Cox is serving on the Washington State Division of Health AIDS Review Panel, a volunteer group which reviews all printed, audio and visual material distributed by the state about AIDS.

John Parker, director of the Teacher Certification Program, became concerned when a student failed to appear at a student teaching assignment for three days. On October 17, he went to the home of the student, John Buitenkamp, and called authorities when there was no answer at the door. Buitenkamp was found on the floor, the victim of a stroke caused by a faulty heart valve. He was taken to Black Hills Hospital, and transferred to University Hospital in Seattle, where he remains in stable condition according to his mother, former student Irene Buitenkamp. "We were grateful that someone cared enough to go look after him," she says, adding that John's chances of recovery are very good.

Fall Phone-A-Thon Nets Funds--This is the first year the college Foundation has had its major fund raising phone-a-thon in the fall, and the first time students have been paid for making the calls. It was a great success, according to Forrest Wilcox, director of the Evergreen Fund--2,136 calls made during 16 nights netted \$29,791 in pledges. The Foundation supports scholarships, faculty development, library resources, the arts, science equipment and more. Also, Evergreen alumni called East Coast Evergreen alums from New York on October 25, raising nearly \$1,000 in pledges.

Galleries Display Indigenous Art--Faculty Member Gail Tremblay is one of 14 Native American artists featured "New Directions Northwest," on campus in Gallery Four until November 24. Faculty Member Mary Nelson's paintings of Native American women of the Northwest is feature in Gallery Two through December 18.

A TEAM OF FOUR LEADS THE EFFORT FOR A MORE MULTICULTURAL EVERGREEN

Building a multicultural community has always been important at Evergreen, but now the college is dedicating people, time and money to an assertive approach to recruiting people of color and the physically challenged to faculty positions.

"What we want is a college community that accurately reflects the world out there. The world isn't white and the world isn't Western. We want to see the college get closer to reality, both in its constitution and in the things it does," says Faculty Member Rudy Martin, who directs the National Faculty.

Martin is a member of a four-person team leading this recruiting effort, aimed at enriching the faculty applicant pool with people of color and the physically challenged. Other team members are Academic Deans Matt Smith and Barbara Smith; and Rita Cooper, on leave from her position as Employee Relations director to help kick off the project.

There are now two overall goals in faculty hiring. One is to hire people with varied interests and backgrounds who can teach broadly across the curriculum. The other is to recruit people with multicultural experience, either in the United States, a Third World country or another culture. "That experience can be shown in a variety of ways and doesn't only mean a person is a member of a Third World or minority culture," says Matt Smith.

There are no changes in the actual hiring process, and deadlines are not being set. The focus is on building applicant pools with qualified people from the



**A TRADITIONAL HOME ALTAR IN SEATTLE:
WASHINGTON CULTURES SEEN THROUGH EXHIBIT**
The Centennial Commission has granted \$70,000 to help fund "Peoples of Washington," an exhibit that illustrates the histories and cultures of the state's communities, coordinated by Evergreen Faculty Member Sid White. Pat Matheny-White, faculty librarian, is research coordinator for the project. Faculty Member Bob Haft's photo (above) will join many other contemporary and historical photographs, verbal commentary, migration maps and demographic charts, documenting where people of Washington came from, and cultural continuity and change in the state's communities. Evergreen will be the first of 12 stops when the exhibit begins touring the state in 1989.

target group. However, 11 of the 17 new positions created with funds from the last legislative session are designated to be filled by faculty who have substantial multicultural backgrounds. Those positions will be filled temporarily until that qualification is met.

Advertisements used to announce faculty positions have been revised to reflect the new emphasis, but that's not enough. "Just by saying you want someone doesn't mean you get them. It takes going out and recruiting. That's where the efforts of Rita and Rudy are crucial," says Matt Smith.

For Cooper and Martin, that involves making as many contacts as possible. They are starting with people they know in education across the country, and people recommended by the campus community. They also are making contacts through professional organizations.

For these two, recruitment takes place on several levels, searching for faculty for: 1) continuing appointments; 2) one- to nine-quarter appointments; and 3) faculty exchanges. Cooper and Martin will also be seeking outstanding speakers with rich multicultural backgrounds to visit the campus to lecture and give workshops.

Cooper is even recruiting potential faculty while they're still in graduate school. "I'm hoping that by the end of next year, we will have spoken to every graduate student from these protected classes who is about to graduate from selected colleges and universities," says Cooper. Part of her job is to put these students in contact with Evergreen faculty who are willing to act as resources for their graduate work, in hopes this will help attract them to Evergreen after they earn their degrees.

Although this recruiting effort isn't limited to graduate students, Evergreen is not "raiding" other colleges' faculty. The team is getting the word out, hoping to find qualified, experienced applicants who aren't happy in their jobs or want to teach at a college as interesting as Evergreen. They, and others, are taking time out on their travels to conferences and meetings to visit nearby campuses to encourage potential applicants. Other Evergreeners are encouraged to do the same.

Cooper is also focusing on community colleges, which she believes may be an untapped source of ethnically diverse professionals. Community colleges, she points out, have many part-time faculty, teaching loads similar to those at Evergreen, and are places where women and minorities have been able to find work.

Post-graduates teaching temporarily at Evergreen may also become commonplace. "We can give post-grads the best teaching experience of their lives. If we give them one- to three-year contracts, and then they want to do research somewhere else, they're going to be one leg up," says Cooper.

"If our fondest dreams are realized, we will have at least 7 to 10, and hopefully many more, qualified people of color as applicants in each position next year, and be able to hire a substantial number of them," says Matt Smith.

If you know of appropriately qualified people or want to check out the advertisements for open positions, contact Roberta Floyd, assistant to the deans, ext. 6870.

BOARD OF TRUSTEE NOTES

Two action items came before the Board of Trustees during their November 18 meeting, including the adoption of a new faculty leave policy that grants leave based on who has accrued the most leave time, rather than a competitively based proposal. The board also approved the new Commercial Activities Policy. All Washington's state colleges were mandated by the 1987 legislature to develop such a policy in collaboration with local businesses, to be sure college commercial activities don't compete unfairly with local business. The Olympia/Thurston County Chamber of Commerce gave Evergreen's policy its full endorsement. The board and President Olander expressed condolences to Western Washington University for the loss of their president and two vice presidents and approved a letter to be sent to the college. Other business included an announcement that a Student Affairs communicable disease policy is being developed, and discussion of final enrollment statistics. Following adjournment of the regular special meeting, the board stayed on to hear a variety of concerns from students, including the college's open records policy and the HEC Board Master Plan. Four board members were able to stay until 5 p.m. with students.

VOYAGERS TO RUSSIA SHARE VISIONS AND EXPERIENCE: A PIECE OF THEIR MINDS

In one half-hour, 250 dazzling slides taken on a 450-mile walk through the heartland of Russia will illustrate the emotional experience of a lifetime from the view of Larry Stenberg, director of Alumni and Community Relations. After the slides, you can ask questions of Stenberg, Evergreen student Rebecca Smith, and Olympia resident Sarah Lisch, all who participated on the walk. It's all part of the "Piece of my Mind" lecture series, Wednesday, December 2, from 12:10 to 12:50 p.m., at the Olympia Center, 222 North Columbia.

SMOKING: LOCALE FOR LIGHTING UP

Last year Evergreen began its first smoking policy, implemented after recommendations were made by a DTF, to protect the health of Evergreeners. As a reminder to the community, we've reprinted the smoking area chart here. Complaints about smoking should first be addressed to the offending party and, if there is further complaint, to the person supervising the area in question.

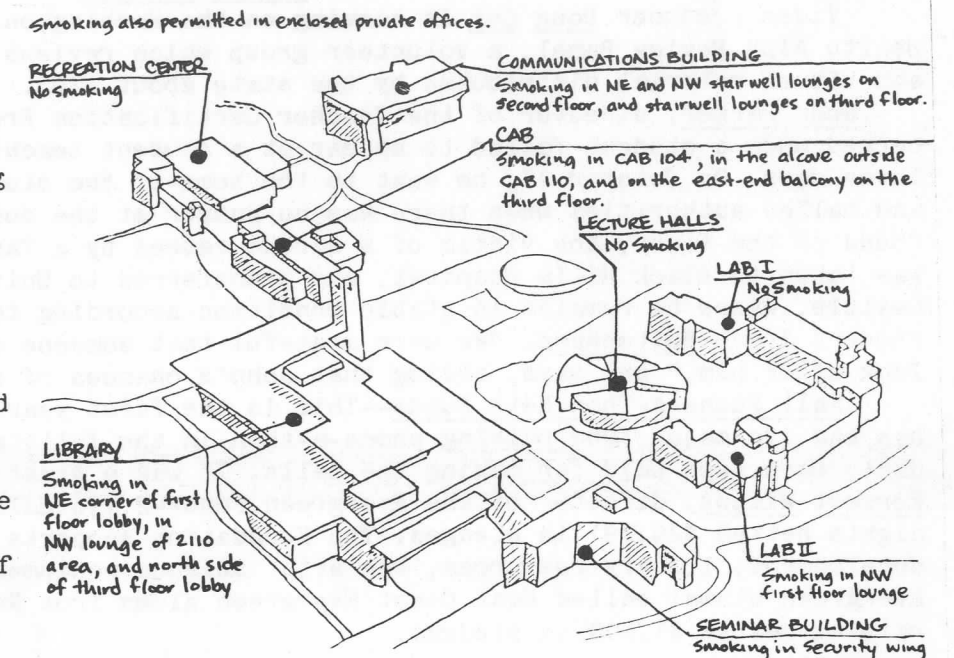


Diagram by Randy Hunting and Mark Clemens



STUEWE-PORTNOFF NAMED GREENER OF THE MONTH

The Secret Quacker Society is at it again, naming Cher Stuewe-Portnoff, director of Evergreen's Prior Learning from Experience (PLE) Program, as Greener of the month.

The note slipped under the door says Cher spends endless hours listening, encouraging, mentoring and supporting adult learners who have been in the working world, away from education, for long periods of time. Her individual attention, loving and sensible attitude and clear articulate explanations help students understand what they've learned from work and life experiences. She instills a real excitement for learning that has helped hundreds earn Evergreen degrees.

This quarter, 135 students are enrolled in PLE, documenting what they've learned into "papers" that look more like full-length novel manuscripts.

"The work Cher has done in PLE accounts for its tremendous success," says Rita Pougiales, academic dean. "It's gone from a program where very few students completed their documents and earned credit, to a program where the majority finish and their documents are accepted. PLE is one of Evergreen's best programs for adult learners and returning students and now occupies a much more central place of importance to Evergreen."

Stuewe-Portnoff, a '79 grad, was a mental health therapist in Lewis County, and also taught professional counseling to Evergreen part-time students, before taking the helm of the PLE Program in 1983.

"In a way, students develop a whole new logical body of knowledge," says Stuewe-Portnoff. "It's the approach one takes to what one has learned, the intellectual integration that one brings to thinking about past experience, that eventually earns college credit."

Students develop excellent writing skills, revising draft after draft of their papers, responding to Stuewe-Portnoff's insightful questions that are designed to draw connections and clarify weak points in each students' analysis.

Marda Moore, Evergreen student and College Book Store employee, completed PLE last April. "I relived 25 years of my life thinking about all the things I had done and learning what I had learned. Without Cher's support and her keeping me at it, I never would have done it." Pat Barte, secretary for Information Services, just completed her PLE paper and awaits the committee's decision. "Cher's an incredibly busy person, yet she always takes time to give you her complete attention, and that makes you feel special. And she has incredible insight that helps you dig out what you've learned."

Stuewe-Portnoff is pleased that more than 85 percent of those who enroll complete the rigorous PLE process. Many eventually earn master's degrees. "I think I've got one of the best jobs on campus," she says.



The Evergreen State College

November 6, 1987

THE MASTER PLAN: SOME QUESTIONS AND ANSWERS

The campus is concerned over the Higher Education Coordinating Board's (HEC Board) Master Plan. The plan seeks to establish a policy framework to guide growth and change in higher education in Washington. The final draft will be presented to the 1988 legislature, as mandated by the legislation that created the HEC Board in 1985. The latest 80-page draft says higher education is at a crossroads. In 1985-86 the state ranked 46 out of 50 states on per student funding--that's about \$1000 less than the national average. The Newsletter talked with people who have followed the Master Plan through its development to find out who the HEC Board is, and ask some questions about what the board intends this plan to achieve. Our main sources were Stan Marshburn, special assistant to Evergreen's president, and Jack Daray, associate executive director of the HEC Board staff. While the answers we received don't represent all points of view, more details about the plan, including a discussion of admissions policies, the economic language of the plan, and how the board informed the public about its meetings, is expected to be mailed to the Evergreen community later this month.



HEC BOARD MEETS WITH STUDENTS: Emotions ran high as students and Chuck Collins, HEC Board Chair (above), and board members Mary James and Andy Hess, exchanged dialogue October 30. The meeting was moved to the CAB's second floor at student request.

Who sits on the HEC Board?

Members of the HEC Board were appointed by the Governor in 1985 to four-year terms. Lyle Jacobsen, deputy state treasurer, is a former Washington State budget director and former school teacher who started work in government as a staff member for the Senate Ways and Means committee. Mary James is a juvenile court administrator from Ellensburg and was nominated to the board in part for her role with Washington Women United. Pearl McElheran is a King County administrator and a former legislative staff aid. William Wiley is a physicist and senior administrator with Batelle Northwest at Hanford. Board Chairman Chuck Collins is a former co-chair of the Northwest Regional Power Council, and former head of public transportation for Seattle's Metro system. John Fluke, Jr., president of Fluke

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Manufacturing Company, sits on the Washington Roundtable. Andy Hess is a former legislator who chaired the Senate Education Committee. Vivian Winston is a community activist from Spokane, noted for work on social service programs. Judith Wiseman, whose appointment is effective November 6, is a grade-school teacher from Bellingham and a community college trustee. The board consists of citizens who volunteer their time, and are not employed in higher education.

What would happen if we didn't have a master plan?

"The worst thing that could happen is the status quo," says Daray. For years, the legislature has heard complaints about higher education throughout the state. Problems have included "turf battles" between colleges competing to offer higher education in the same area, problems with four-year institutions accepting transfer credit from community colleges and manipulation of enrollment. Meanwhile, the system has suffered from chronic underfunding. All this adds up to a lack of confidence in the system by legislators. The Master Plan seeks to address these problems by setting directions for development of the state's higher education system, while stating the importance of all kinds of education. This is intended to create confidence in the system, and establish a basis to argue for increased funding. "If we don't have a master plan, we don't have a tool to justify having policy makers give us more funding," says Marshburn. "We've been saying 'trust us' for years, but that hasn't worked."

What about assessment?

The Master Plan says to justify increases in educational funding, institutions must be more accountable. This, according to the HEC Board, will increase communication between each institution and their constituencies--students, faculty, alumni, the legislature and the public at large.

There are three methods for assessment recommended by the plan: two methods require that institutions develop their own self-evaluation systems, and one proposes a standardized, nationally-normed test to allow comparisons between institutions.

There is no language in the master plan that ties individual student scores to the funding of their school. However, increases in funding would be tied to each institution's efforts to implement assessment programs.

Each institution would develop self-evaluation methods to determine if they are meeting the objectives that are unique to their style of education. Secondly, each school would survey graduates and their employers for a post-graduate assessment.

The third kind of assessment, and the most controversial, calls for a two-year pilot program using a standardized, nationally-normed test of basic reading, writing and computation skills to be given at the end of the sophomore year. This would be used to see how Washington's colleges compare within the state, and to their peer institutions (similar schools in other states). The intent of these tests, according to Daray, is to help instill confidence in the system in a general sense. "The board is very insistent that specific funding are not to be tied to assessment scores," he says.

The test will also determine if students, at the end of their sophomore year, have the basic reading, writing and computation skills needed for advanced study. This test would not be used to screen out people who do poorly, nor used as criteria for graduation.

Will the nationally-normed tests discriminate?

The HEC Board and the state's institutions would select a nationally normed test in September of 1988. After two years, everyone involved in the testing will decide if it works. "What the board really wants is assessment of assesment," says Daray. Marshburn says, "If the standardized test is racist, sexist or classist, it'll come out in the pilot program and the test will fail." If that happens, according to the plan, another form of evaluation will be sought. Those concerned about a situation where faculty would have to "teach to the test," according to Daray, need only worry about teaching basic reading, writing and computation skills."

What's the next step?

The final HEC Board work session (which was open to the public, though no testimony was taken) was held November 5, when final changes were made to the plan. The final version is being printed, and will be given to the governor and legislators. Copies will be on campus, and you can check with the Information Services Office to learn when and where they will be available. If you want to comment on the draft, contact the Governor's Office or your legislators.

PRESERVING AN ANCIENT ART

John Crosby, Evergreen's book restorer, likes to get his nose into a good book--literally. "I love that smell of leather and paper you get from an old book," he says. Crosby works to preserve books, and to keep interest in the art of book-binding alive by speaking to local schools and community groups. On November 16, Crosby will present a workshop on handbinding at Highline Community College for library staff, students in the Library Technicians program, and several area librarians. Just announced: Crosby will be working on a project to preserve the original Washington Constitution document.

TRAGEDY BEFALLS EVERGREEN STUDENT

The loss of student John Scherpf, who planned to graduate this spring with an emphasis in video communications and environmental studies, is felt by the Evergreen community. Scherpf drowned when his kayak overturned on Summit Lake.

"It was simply a very tragic accident for the expert kayaker, who enjoyed early morning journeys on the lake," says Mark Papworth, Thurston County deputy coroner and Evergreen faculty member. Milton Scherpf expresses great appreciation for support he and his family have received from his son's friends and others at Evergreen. A memorial in John's name has been set up with the Sierra Club Sasquatch Group in Olympia, 753-2386.



GREENERS ADD GARISH GARNISH TO HALLOWEEN:

Front: Corey Meader, recreation coordinator. Row Two: Kate Crowe, administrative secretary; Jan Lambertz, director of Recreation and Athletics; Debbie Garrington, Development; Rita Cooper, Employee Relations; Gail Martin, vice president. Top: Stone Thomas, dean of Student Development.