

10 Deans
Coordinators
Faculty
Program Secretaries
President's Council

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APR 27 1972
THE EVERGREEN STATE COLLEGE
OFFICE OF THE PRESIDENT
Pres. McCann
3109
Trustees
4-27-72

The Evergreen State College

April 19, 1972

From: J Barry 4/21/72

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THE EVERGREEN STATE COLLEGE
OFFICE OF THE VICE PRESIDENT & PROVOST

TO: Minority Community and other interested parties

RE: Future Academic plans for minority people at TESC

In response to Provost Barry's inquiry about the feasibility of a Contemporary American Minorities type program for 1972-73, a meeting was held on 12, April, 1972. The entire minority community, administration, some faculty and other interested persons were invited and attended that meeting.

There was much of the spirit of co-operation and teamwork expressed in that setting and many general and significant ideas received direct, straight-forward discussion. Among them were these:

1. The minority community feels no need to repeat the CAM program in the 1972-73 curriculum at TESC. We recognize the fact that the CAM program, in spite of its successes, was a band-aid to cover a very large wound, that is the absence of minority concerns in the remainder of TESC's academic program. In its stead, the minority community called for the complete, systematic inclusion of the minority experience in all programs where relevant and faculty sensitivity to the needs and concerns of minority students. This will not only cover up the wound as did the band-aid, but will attempt to heal it. Furthermore, the minority community sees a need for programs to offer more and better opportunities for minority students to develop the necessary skills to further their educational goals.
2. Everyone present recognized that the kinds of programs called for in the preceding paragraph will be possible only if the college hires adequate numbers of well-trained non-white faculty members. In addition, a high priority should be placed on securing minority administrators. To get the appropriate numbers of good people, the college should begin each year's minority personnel recruitment drive early, it should tap into all available sources of minority candidates (including present minority staff and students), and it should offer competitive salaries and work conditions. In particular, the community feels that the next academic dean and the next Board of Trustees member should be minority people.
3. The participants felt that projected goal of a 25% minority student body can be reached only by means of greater recruitment efforts based on the necessary appropriation of funds to make that goal a reality. In addition to the discussion of these general ideas, some specific commitments

made by those present anticipated some results to be expected in the near future. These expectations are 1) that there will be no CAM-type program in the 1972-73 offerings; 2) that the designers of the offerings for next year will actively work to include minority concerns in their projected programs and to provide skill development opportunities for minority students; 3) that the college seek to hire additional minority staff for 1972-73; 4) that there will be another meeting before the end of the Spring quarter to determine our progress toward these goals.

3. We thought this was a good meeting based on the proper spirit of cooperation and working together, which is part of the Evergreen concept. We have full faith that our trust and commitment will not be betrayed.

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Pres. Mc Cann
3109

THE EVERGREEN STATE COLLEGE
April 5, 1972

THE EVERGREEN STATE COLLEGE
OFFICE OF THE PRESIDENT

MEMORANDUM

Pres Council
4-12-72

To: All Students in CAM Program

David Brown	Pete Steilberg	Edwina Dorsey	David L. Hitchens
Carl Brown	Ken Donohue	Alice Douglas	John Moss
*Jerry Burke	Don Humphrey	*Darrel Phare	Russ Hauge
Larry Stenberg	*Merv Cadwallader	*Medard Delgado	Charles Nisbet
*Les Eldridge	Charles Teske	*Lem Stepherson	*Rudy Martin
Jose Arguelles	Ken Paull	Don Parry	Cruz Esquivel
Carmen Valdez	Elena Perez	*Tabo Chuku	Arturo Gonzales
Frank Guthrie	Rick Rico	Ken Harden	*Jim Foresman
Francisco Tello	Carole Hunter	*Joe Rodriguez	Keith Williams
Charles Hunter	Kathy Baseden	Fifi Chu	Walter Fitzgibbon
Perry Newell	Robertta Newell	Jim Breiler	Gail Tonaka

From: David G. Barry, Vice President and Provost

David Barry

Subject: Planning for 1972-73----differences in academic program format and need for new patterns of response.

During the present year the academic area had a program directed specifically at one aspect of the plurality of American society. It was titled Contemporary American Minorities. Rudy Martin was Coordinator. This extremely important program had many successes. It is my understanding that both on the basis of student interests and faculty interests, the program will not be repeated in its present form in 1972-73. There are many reasons for this trend of events. They are reasonable and understandable.

As we look forward to the academic year 1972-73 without such an academic program, we must remind ourselves that new students will be coming to the campus. Many of them will be minority students who might be interested in some of the experiences which the CAM program provided this year. In the absence of such a program we must ask ourselves how some of these important personal and academic experiences can be made available in other ways and in all areas of the College.

I am asking you to attend a meeting in which at least some of the issues involved can be discussed. The purpose of the meeting is to clarify points of view on student needs, to understand how the CAM program met them, and to exchange views. Most importantly, we must raise levels of understanding to assure responsiveness to the new circumstances we will face next fall. Through interchange and group discussion it is my hope that we can increase our awareness of some of the problems that new students will face next fall. The goal here is not to recreate a CAM program but to explore how critical student needs can be met through new approaches and forms.

Many of these questions have been discussed in President's Council. I was asked to bring you together to pursue them. The list of invited persons is in no way inclusive. I have merely invited persons that I know are concerned about the questions. Those persons names with an asterisk I am asking to come prepared to speak to these issues in relation to their areas of responsibility and experience to get the discussions moving. This is a top priority meeting. We will look forward to seeing you there. We need your counsel on areas where change will be needed.

The meeting will be:

PLACE--	Board Room
DATE---	April 12, 1972
TIME---	7:30 p.m.

DGB:rs


cc: President's Council

McCann

THE EVERGREEN STATE COLLEGE

March 16, 1972

MEMORANDUM

To: Deans
From: Dave Barry 
Subject: Planning for Minority Education

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THE EVERGREEN STATE COLLEGE
OFFICE OF THE PRESIDENT

Insofar as there will not be a basic level CAM program please take whatever action is necessary in program review to assure that American minority considerations are dealt with in those general programs where historically on many campuses it has been the pattern to "exclude them." These groups and their cultural considerations have always been a part of the American History and Culture yet for any of a number of reasons have too often been excluded.

I urge that you meet with Minority Faculty and students if that will be helpful to discuss this aspect of program planning. This was discussed in President's Council on 3/14/72 and considered to be an item of top importance on which action should be taken as quickly as possible. Please follow through and keep me informed.

DGB:rs

cc: President's Council
Coordinators

TO: Deans, Coordinators and Faculty
From: David G. Barry, VP& Provost 
Subject: Academic Planning as it pertains to
Minority education and concerns.

April 15, 1972

Following through on discussions at the Presidents Council, I called a meeting on April 12 to provide opportunity for minority students, faculty and administrators to consider the meaning of the fact that there will most likely not be a CAM program offered in academic year 1972-73 due to lack of student interest and faculty interest. The meaning obviously was that alternate considerations had to be made. I expressed myself to this point on March 16 as seen above. The meeting on April 12 was not designed to be totally inclusive of all interests. It was designed to bring needs and interests into general discussion. That goal was accomplished and next steps must now be taken to carry the discussions forward to assure that in all aspects of campus planning, academic planning and student affairs that minority needs and interests are appropriately considered. More small group general discussions are needed to enable further planning. I am pleased to see that the academic deans have already begun to carry these discussions forward in the Alpha, Beta and Gamma Group sessions. I ask that you respond to this leadership and work toward assuring that Evergreen is truly an inclusive academic community based upon common human considerations which at the same time respects and provides plenty of room for individual and group differences and interests.

Mc Cann - 3109

Trustees
I'll keep you
informed as this
progresses, with
a report at the
April meeting.

3-1-72 Charlie

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FEB 29 1972

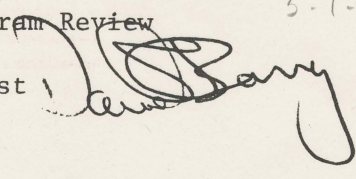
THE EVERGREEN STATE COLLEGE
OFFICE OF THE PRESIDENT

THE EVERGREEN STATE COLLEGE

February 28, 1972

M E M O R A N D U M

To: Willi Unsoeld, Chairman, DTF on Program Review
From: Dave Barry, Vice President and Provost
Subject: DTF on Program Review



A DTF chaired by Willi Unsoeld is planning for a period of program review, self-analysis and general "stock-taking" to determine where we are in our programs at this moment in time.

The DTF has initiated its work already. I am adding suggestions here focusing on general area possibilities for review. They relate to areas where there will always be room for improvement but in which we need to "take stock" now. Some overlap with the excellent list of questions for Coordinated Studies already entered into the discussions by the DTF.

General Administration

Provost's Office

How effective has been the inter-action with the Faculty Liaison Committee and with the Student Facilitators?

What else can be done to assure communication, consultation and general program coordination?

What communication or service of an inter-institutional nature is needed?

Deans

How well are meetings going between them and their respective groups?

How can the Deans of Groups better determine faculty and student needs?

What guidance is needed by coordinators, faculty and students in their individual groups?

How well defined have been the Desk Assignments? Should any be eliminated or fused? What new Desk functions might be appropriately considered?

Coordinated Study Groups

How were the Covenants developed and how can they be made more effective?

How well did the Faculty Seminars work toward improvement of seminar leadership and improvement of teaching?

How were student reactions generated, received, reviewed and integrated into program planning?

How did the Groups relate to each other? How can these relationships be improved?

How was the record of faculty and student achievement set down? How closely did it follow the guidelines of the DTF on student evaluation and records? How can this be improved and made more effective and meaningful to the student? What do these records show about the quality and challenge of the learning experience provided?

Contracted Study

How satisfactorily were the contracts defined, drawn and accomplished?

What have we learned from workloads and readiness for Contracts responsibilities on the part of both faculty and students?

Can we find ways to improve on counseling and determination of student readiness for Contracted Study?

If this aspect of program is to grow, how will guidance be given to faculty new to this mode of instruction?

Cooperative Education

How satisfactorily has this aspect of program been integrated into the general academic planning?

After one quarter's experience, what ways can be found to improve and strengthen joint-planning?

Faculty as Inter-disciplinary leaders

How effective has the seminar leadership been? We have had many successes, I know, but we no doubt still have much to learn.

How do we improve seminar leadership? How do we prepare the new faculty for these responsibilities? Have the "Seminars on Teaching" been satisfactory?

How will faculty be reassigned to new programs? We are committed to faculty serving in new programs and to preventing programs from becoming courses and small departments.

How will we fulfill on the faculty resolution that no faculty person shall report to the same Dean for more than two years? This question may be early for consideration but we must begin to plan now.

Counseling

How closely have the faculty been able to work with the Counseling Office?

What is needed to strengthen the role of faculty in their counseling responsibilities?

How can the Counseling Office and faculty be of greater mutual assistance?

How effectively have students' needs been met?

What can be learned from the exit interview records?

Admissions and Registration

What have we learned about our first steps toward development of an admissions policy and criteria that have meaning for the admissions criteria and policy?

What problems have been experienced in attempting to fulfill on the recommendations of the DTF on Student Evaluation and Records?

What new problems can we now recognize after one quarter's experience?

Student Facilitators

How do we convince all students of the importance of their role as facilitators?

How can we improve the effectiveness of their role?

Communications in general

How do we find a way to reach agreement on some unit of time that can be committed to inter-group and to institutional responsibilities (DTFs, general sessions, etc.)?

It would be helpful if you would publicize your program and meeting schedules and invite members of the community to participate in the discussions particularly on questions that may relate to their areas.

DGB:rs

cc: Faculty
Budget Heads

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February 25, 1972

THE EVERGREEN STATE COLLEGE
OFFICE OF THE PRESIDENT

GUIDELINES FOR PRELIMINARY PROGRAM REPORT, MARCH, 1972

We need to find out what we are doing in Coordinated Studies. We also need to compile factual and interpretive documentation as a beginning record for self-evaluation. The following guidelines will provide essential information to allow comparisons about what we are experiencing in common, how we differ in the way we respond to common problems, and where we succeed or fail.

If team members differ in position or approach to problems, honestly indicate what those differences have been. Is it possible for each Coordinated Studies group to have its report to their respective Dean by March 3? In any case, no later than March 6.

1. In what ways and for what reasons has it been necessary or desirable to depart from the catalog description of the program?
2. What is happening in the seminars? What is being learned, accomplished, improved? How is attendance? What is your scheduling of seminars, both how large and how often? Are you videotaping them?
3. Are you generally satisfied with the books chosen for seminar discussion? How were these books selected?
4. What special problems are you having with skill development such as reading and writing and how are you handling them?
5. What kind of faculty seminars do you have? Have they helped you come together as a working group? Are you videotaping? How much time is spent in housekeeping compared to time in book discussions?
6. What kinds of teaching methods other than seminars have you been using? How effective have they been?
7. What kind of evaluation process have you developed: of students? of faculty? of total program?
8. What are you doing about student portfolios?
9. What about individual morale, seminar morale, and program morale?
10. What do you see as major student concerns with the program?
11. What is working exceptionally well? Why? What has been a flop? Why?
12. Is the total program a cohesive, coherent and progressive teaching-learning-working experience? If not, what needs to be done to improve the situation? If yes, congratulations!

Dave Hitchens

THE EVERGREEN STATE COLLEGE

February 2, 1972

M E M O R A N D U M

TO: Faculty

FROM: Merv

RESULTS OF PROGRAM PLANNING
STRAW BALLOT NO. 1

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THE EVERGREEN STATE COLLEGE
OFFICE OF THE PRESIDENT

Ballots distributed 1-20-72-----1082

Ballots returned 2-2-72-----245

QUESTIONS	N.	1972 ROUGH PROJECTION
1. I will be back fall quarter	171	684
2. Maybe, maybe not	57	228
3. I doubt that I will be back	17	68
4. I want independent contracts	87	348
5. I want off-campus internship	34	136
6. I want a group contract	55	220
7. I want coordinated studies	90	360

837 students have not returned straw ballot #1.
6 faculty have not returned straw ballot #2.

MLC:ej