

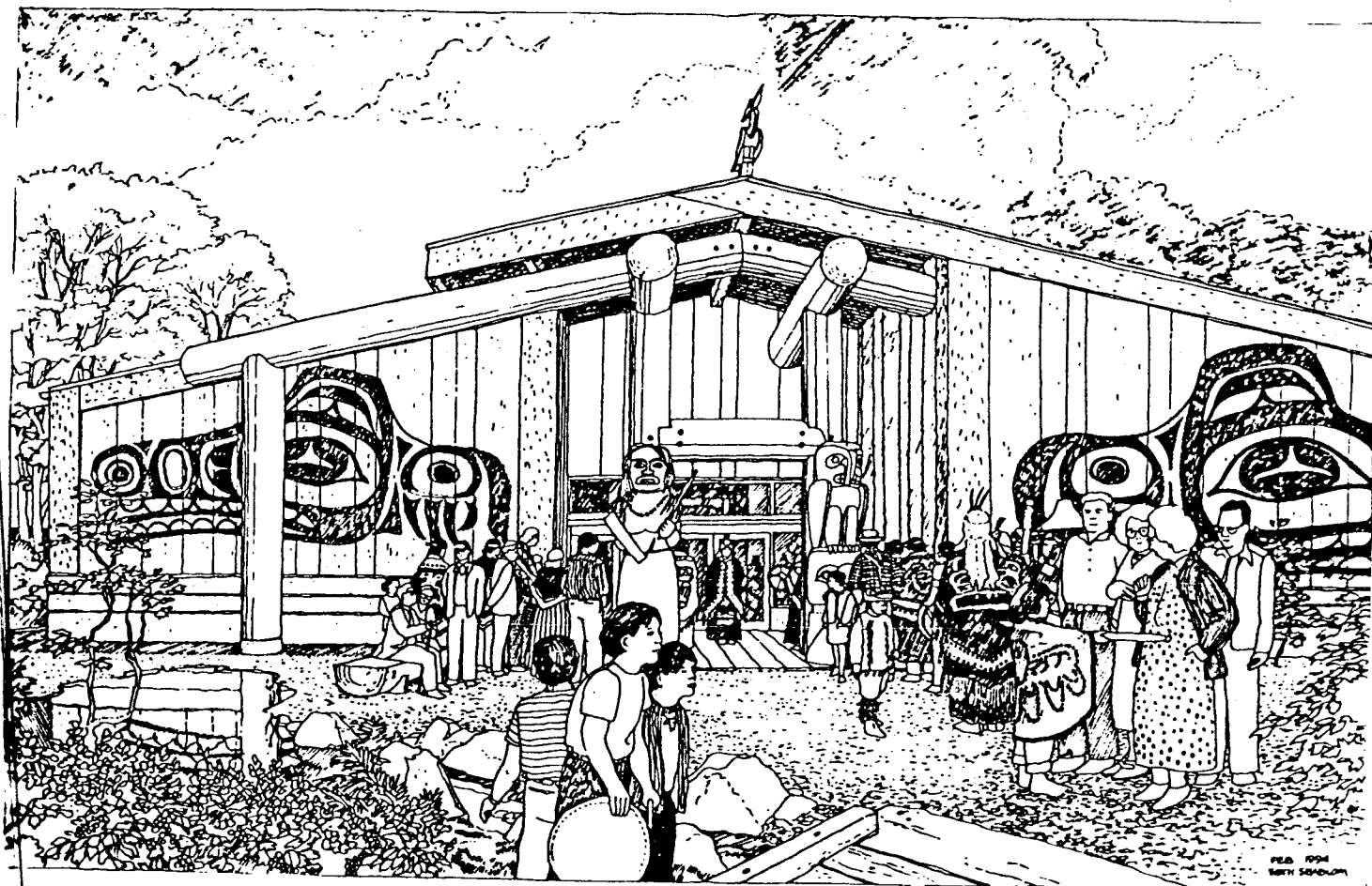
Longhouse Program Planning DTF

Masao Sugiyama, Chair

SUMMARY REPORT AND RECOMMENDATIONS

April 1995

by Colleen Ray



DTF MEMBERS: Rainer Hasenstab, Betty Kutter, John McCann, Charlotte Wooldridge, Carol Minugh, Sally Johns, Colleen Ray, Leah Donna Whitefoot, David Whitener, Pat Matheny-White, Sandy McKenzie, Javier O'Brien, Yvonne Peterson, Joe Fedderson, Mike Hill, Patti Zimmerman, Tiokasin Veaux, Tom Mercado

CHARGE TO DISAPPEARING TASK FORCE

First Evans Chair Scholar and Longhouse Inaugural Year

The 1995-96 school year brings the opening of the Longhouse Education and Cultural Center and the first Daniel J. Evans Chair Visiting Scholar to the campus. These are two major events for The Evergreen State College. The Program Planning Disappearing Task Force was convened to coordinate and optimize the occasion. The immediate inaugural year events and Evans Chair guest scholars provided a focal point around which long-term programming and management issues could be discussed. The group delineated some general purposes and management strategies "based on the assumptions that the Longhouse Center is a shared use space which will accomodate various academic programs and campus events...and will be available to the off-campus community as well."¹ Provost Smith asked for clear directions regarding Native education program development proposals. Specifically, the DTF addressed the following charges:

1. Establish guidelines and suggestions for the general direction in terms of the Longhouse programming, i.e. what should be the substantive focus of the activities associated with the Longhouse? How would this be related to the planning for Evergreen Expressions and other cultural events on campus?
2. Recommend principles of shared use for space management.
3. Plan the inaugural year programming in the Longhouse, particularly to suggest names of appropriate scholars for the Evans Chair Fund.

DTF Membership and Planning Activities

Members of the planning group provided representation from Core Programs, Native American faculty, students and staff, facilities, special events and student support offices. The group met in three separate all-day planning sessions in December, January and February. Discussions generally encompassed both the inaugural year and Evans Chair topics to ensure a common focus. After the first meeting, the basic ideas were presented at the Long Term Planning DTF retreat and at the First People's Day of Absence retreat for general feedback. A paper compiling a brief history of Longhouse development and recent activities² was submitted to the Program Planning DTF, and is attached to this report with other reference documents.

¹ Charge to DTF, Barbara Leigh Smith, Vice President & Provost, 10/27/94 - attachment four

² The Longhouse Education and Cultural Center, Colleen Ray, Longhouse Coordinator, 12/94, Attachment six to this Final Report

SUMMARY OF RECOMMENDATIONS

I. Purpose and Philosophy of Longhouse Education and Cultural Center

The purpose and philosophy of the Longhouse Center is based in hospitality and service to the students, the community and the college. The Longhouse Center should serve as a clearinghouse of information and resources to enhance existing college programs through public relations, planning and development efforts. The Longhouse Center will sponsor and, co-sponsor with other colleges, tribes, and public organizations, educational and cultural events, and research activities, in keeping with the functional design of the building. The primary function of the facility is to house classes, conferences, cultural ceremonies, theater performances, art gallery exhibits, and community gatherings. Its proximity to central campus facilities supports research, offering immediate access to the library, art annex, science and computer labs, the communications building, and lecture halls. The Longhouse Center should augment, not duplicate or compete with, the related services of these facilities. For instance, research and communications capacities of the proposed computer equipment should not be competitive with the library or the computer center, but should support specific needs of the Native programs and communities, conference attendees, and faculty.

II. Programmatic Directions

- Support the Native American Studies Specialty Area as directed by Convenor.
- Support the Reservation Based - Tribal Program as requested by Director.
- Develop Native American connections to the Evergreen's graduate programs:
 1. MPA - provide research and applications projects for public policy and organizational management initiatives to tribes and organizations;
 2. MES - provide research and technical assistance to tribes and organizations, especially in environmental policy and natural resource management.
 3. MIT - Assist with funding development to support a Native American cohort for the 1998 start year; provide recruiting and retention support.
- Provide liaison type recruitment and retention support between TESC Admissions Office, Student Affairs, and Native communities, schools and colleges.
- Develop continuing education programs relative to Native American topics
- Cultural events planning and co-sponsorship with campus and off-campus groups, i.e. the scheduled Symposium for Native American Basket Makers with the State Capitol Museum and the Washington State Arts Commission; Na Kaa Hidi Theater with Evergreen Expressions; Washington Indian Education Association Annual Conference; Art Exhibit and Winter Fair with Northwest Indian College, Affiliated Tribes of Northwest Indians, Makah Nation and Native Student Alliance
- Programs and funds to support Native American Students, i.e. scholarships, special needs, student originated studies and individual contracts

III. Longhouse Center Program Manager

A management position should be created and invested with the authority to carry out the administrative responsibilities of community liaison work in program planning, development and implementation. This position will require external as well as internal coordination and interaction. The manager should work with an advisory board and committees, staff from external funding agencies, higher education faculty and administrators - especially tribal colleges, as well as faculty and staff at Evergreen. Primary responsibilities would include fundraising, planning and administering Native American initiatives across the campus.

IV. Advisory Board

An advisory board should be convened to provide guidance and representation with at least the following representation: TESC faculty (2), staff (2), students (2). The committee did not specify the exact number of representatives from the Native community, but definitely want more than two because of the large number of Reservation and Urban Native populations served by Evergreen. A gathering of the wider Native community, perhaps in the form of a dinner in the Longhouse during the summer, might produce a firm recommendation for the appropriate size and membership of the advisory board. An executive committee should be formed from within the advisory board for concerns requiring immediate attention, and the Evergreen DTF model could be employed to address specific short-term issues.

V. Evans Chair Scholars

In the 1995-96 academic year, the work of the Evans Chair Visiting Scholar will reflect Native traditions in a *collective, inter-generational, gender balanced* effort. This DTF has suggested and started negotiations with the following guest scholars: Buffy Ste. Marie, Leslie Marmon Silko, (who has declined), Sherman Alexie, Hazel Pete, John Hottowe, Vi Hilbert, and Bill Frank Jr. They will be directly consulted to determine how they would work with the Core Programs, the Native Programs, the Evergreen campus and Native communities in general.

VI. Grand Opening Date

The grand opening event for the Longhouse should be scheduled on **September 22, 1995**. An event committee should be assigned the task of determining the specifics of the ceremonies in consultation with representatives from Native peoples associated with longhouses. The event will have to be coordinated with other Orientation Week activities.

TOPICS OF DISCUSSION

GENERAL PURPOSE AND LONG TERM PROGRAMMING

ADMINISTRATIVE AND MANAGEMENT ISSUES

EVANS CHAIR AND GRAND OPENING EVENT

INAUGURAL YEAR EVENTS

COOPERATIVE SPACE MANAGEMENT

TOPIC I: GENERAL PURPOSE AND LONG TERM PROGRAMMING

Program Development Opportunities

The Longhouse Education and Cultural Center has been proposed as a source of support to expand Native educational programming at Evergreen College since 1979. The original concept paper authored by the Native American Studies Faculty cited the demographics of the times and the specific curriculum needs related to Native issues. Native student success rates were far below national and state averages. College curriculum was failing to address indigenous cultural perspectives and needs. Evergreen State College was new, and had just begun to address issues of cultural literacy, particularly through the fledgling Native American Studies Specialty Area. The multifunctional features of a traditional longhouse style facility to be built on campus promised a hospitable environment for a variety of uses, including: classrooms, conferences, dramatic performances, and assembly to improve Native students success rates and provide a bridge of understanding between cultures, a public forum.

Since that time, Evergreen has become a national leader in graduating Native students,³ extended excellent services to tribal community sites, and constructed the Longhouse Center as an integral part of the main campus infrastructure. Creation of the Center marks a threshold of programming opportunities both for the college and the Native communities. This DTF recommends that the primary function of the Longhouse Center be to support and build upon the variety of programs that have led to Evergreen's success. We also feel that it is very important for the college to refer to the Native community for guidance in program development, and that communications be maintained for ongoing consultation. This is an opportune time to convene a Native Advisory Board. Assistance is needed now to open the building properly. This kind of immediate and long-term guidance is essential to strengthen the triad linkages among the college, the students, and the communities.

John McCann and Colleen Ray have been working with faculty, Student Affairs, tribal constituents and the Development Office to identify promising new directions and potential support for existing and possible programs. The \$2.2 million in construction funds may be used as matching money to expand Evergreen's services. In conjunction with the DTF's planning activities, a special meeting was held with the South Puget Intertribal Planning Agency (SPIPA) to explore a partnership in service delivery. Many additional follow-up meetings have led to a formal agreement to work together, and various joint proposals have been developed. This DTF supports the concurrent initiatives that are being pursued.⁴

³ Seattle Times news article, 10/31/94, Evergreen College noted for support of Native Americans, quoting the Annual College Guide for American Indians', Dick Pierce, Executive Director.

⁴ Precis of Native American Education Initiatives, John McCann

Concurrent Native Education Initiatives

- 1) Strategic Program Planning to develop long term goals and methods of consultation with tribes to assure continued effective programming. TESC is working in a fundraising partnership with SPIPA;
- 2) Economic Development & Arts Initiative - with SPIPA, create an artist in residence program; conduct workshops in arts marketing and management; establish a loan fund; sponsor art exhibits and fairs to bolster the economy of artists and the arts.
- 3) MIT Native American Cohort and Student Recruitment/Retention Project - plan Native American curriculum, recruit, and provide scholarships and job placement aid to a cohort of 30 Native students in our Masters in Teaching Program in 1998.
- 4) Reservation Based - Tribal Program, Computer Lab at Port Gamble S'Klallam, continuing and enhanced funding for teachers, small libraries, and local staffing support.
- 5) TESC Native Curriculum - infuse and develop curriculum in pertinent areas, i.e. Tribal Management, cultural preservation, environmental issues, public law, journalism, etc. at the undergraduate and graduate level to enhance existing programs.
- 6) Science, Engineering, Math, and Technology programming as per the Alliance for Minority Participation (AMP) Program of the National Science Foundation (NSF). Evergreen has established an alliance with Salish Kootenai College and Montana State University.
- 7) Learn and Serve America, in partnership with SPIPA, NWIC, South Puget Sound Community College, and the Port Gamble S'Klallam Tribe, this program will build the capacity of the partner colleges to work in cooperation with Native communities to meet environmental, educational, and human services needs through service learning .

TOPIC II: ADMINISTRATIVE AND MANAGEMENT ISSUES

Longhouse Center Program Manager

* We unanimously recommend creating a program manager position for the Longhouse with a level of authority commensurate with directing the business of the Center. The DTF recommends that the Longhouse Center should provide administrative support to enhance existing educational programs through planning and development efforts, community liaison activities, and intercollegiate contacts. The complex, multifunctional purpose of the Center requires appropriate personnel. According to project records, many meetings within the Native American Studies Area have expressed a desire that staffing for Longhouse functions should reflect Native American preference.

The philosophy of the Longhouse is based in respect, providing service to the students, the community and the college. The need for a human presence in the building has been consistently expressed throughout the planning and construction phase of the Longhouse. It is critical, in our opinion, to establishing positive community relations among the various user groups. Special start-up tasks related to the inaugural year also present a logistical need for staffing.

The amount of work involved in managing the inaugural year's activities will over-burden regular faculty and staff of the Core and Native programs. Presently there is no assigned staff to carry out the daily responsibilities of event management and public relations. We discussed the possibility of recruiting community volunteers to help, but, a coordinator would still be necessary.

Establishing an Advisory Board

We recommend establishing an advisory board to meet at least once a year to assure that programmatic directions are consistent with, and responsive to Native community educational and cultural needs. The membership of that group should have representation from local Tribal Reservations and non-reservation (urban) populations, including prominent Native organizations or agencies, i.e. S.P.I. - Native Education Office, tribal-run schools and colleges, tribal culture and/or education committee representatives, SPIPA (education planners), Washington State Indian Education Association, Affiliated Tribes of Northwest Indians - (arts council), Governor's Indian Advisory Office, Native American Journalists Association, American Indian Trade and Economic development Council. Not all of these organizations would have to be represented, but the list indicates the possibilities for an array of potential advisors to establish a dynamic board. The Board of Advisor's purpose would be to provide continuity and direction on pertinent educational and public service programming to benefit the greater Native community.

TOPIC III: EVANS CHAIR and GRAND OPENING EVENT

The Evans Chair was created to benefit Evergreen's Core Programs. It brings a nationally acclaimed scholar to work with faculty and students in the Core Program. The amount of money in the budget is approximately \$30,000 per year. Preferably, the scholar is an author whose works can be featured in model seminars during orientation week. The guest of honor may also appear at Convocation, public lectures, and a special donor event. Because the initial year for the Evans Chair features the Longhouse, the guest will also be available to Native programs.

To coincide with the opening of the Longhouse, Native American scholars of national distinction were given priority in consideration for the Evans Chair. This DTF agreed to apply traditional Native methods to the Evans Chair work, suggesting that it be conducted in a *collective, inter-generational, and gender balanced way*. The group also decided to feature "Elders as Educators" in combination with the celebrities.

A list of names has been generated from which to select visiting scholars to invite to the campus. The list will be available to program convenors and organizations for scheduling considerations in the 1995-96 school year. The short list of scholars recommended by this DTF are:

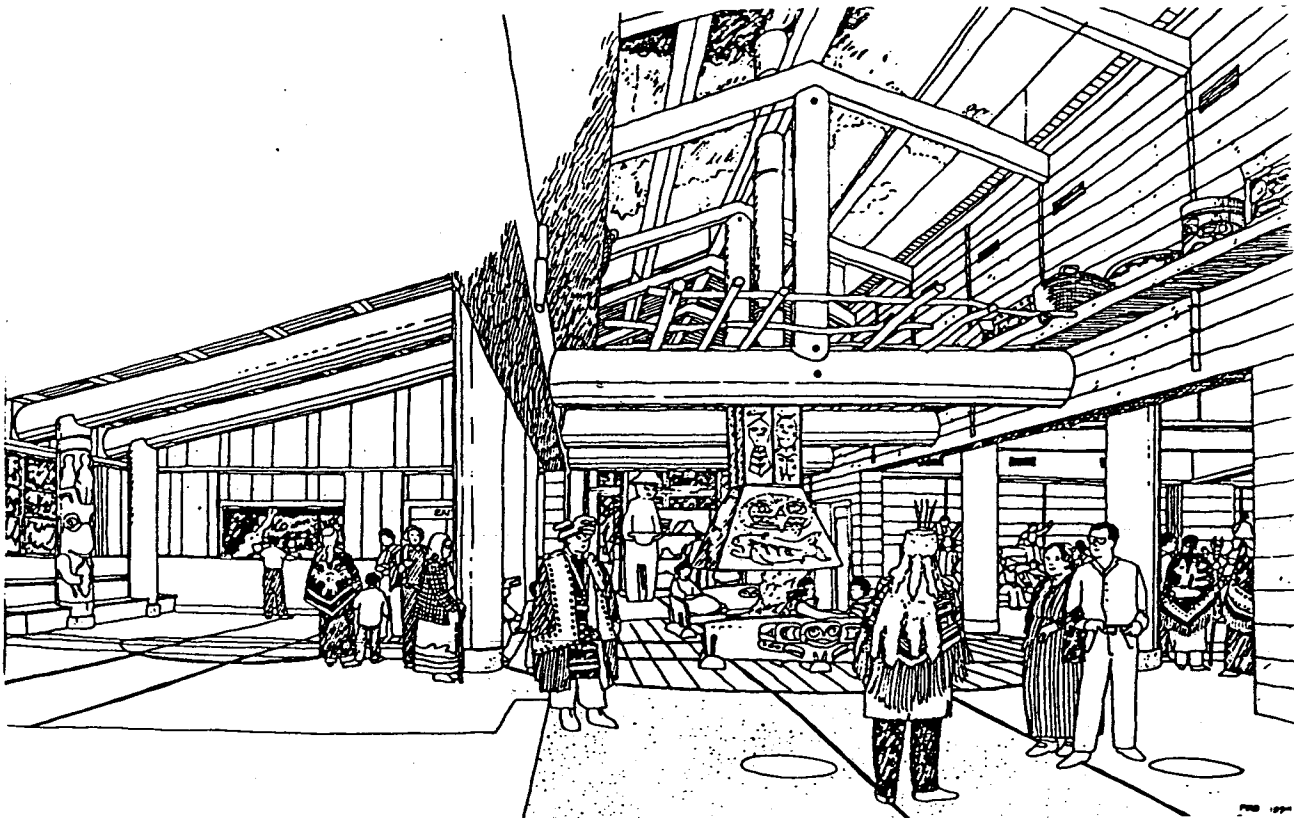
- Buffy Ste. Marie, of the *Cree* Nation - academy award winning songwriter and artist of international fame. She has responded to our invitation with a proposal to work with computers and technology in producing music and creative expressions.
- Vi Hilbert, *Upper Skagit* - Lushootseed Linguist, author and dramatic storyteller. Vi will be releasing her latest book of Lushootseed legends in her visit to our campus.
- Hazel Pete, *Chehalis* - recipient of the Washington State Historical Society Peace and Friendship Award for her contribution to education, teacher, basket maker and, mother of faculty member Yvonne Peterson. Hazel will recount local Native history.
- John Hottowe, *Makah* - keeper of traditional wisdom through language and music. John will help us open the Longhouse with the appropriate ceremonies and will also recount local Native history.
- Bill Frank, Jr., *Nisqually* - Northwest Indian Fisheries Commissioner, an influential state and national public policymaker. Bill is an expert in co-management of natural resources and a recipient the nationally esteemed Albert Schweitzer Award.
- Sherman Alexie, an exciting young author from Washington State and the Colville Nation, has accepted our invitation to be here. He will present his book, The Lone Ranger and Tonto Fist Fight in Heaven, to our model seminars.

TOPIC IV: INAUGURAL YEAR EVENTS

Grand Opening Event

Coordination of events was an important planning element. After much discussion regarding both the Native and campus communities, the grand opening was scheduled for **Friday, September 22, 1995**, at the end of Orientation activities but before regular classes. Fall classes start on September 25. Activities will have to be coordinated with Orientation events. Longhouse construction should be complete as of June 30, 1995, and it is presently on schedule. For many Natives, autumn is the close of the Pow Wow season and time for Winter ceremonies to begin. We acknowledge that a grand opening can be scheduled anytime close to the beginning of use of a new facility, but we feel that a dedication type of ceremony should be conducted before the building is used for regular classes.

The group agreed that too much of a "carnival" atmosphere would not be appropriate for opening ceremonies, given the dignity and central importance of the Longhouse in Salish culture. Invitations to tribes should be sent soon. If money can be found, a stipend might be offered to distant tribes to alleviate travel costs. It might also be helpful to secure lodging for one night with families in this area. Other activities may occur during the weekend after the official opening and dedication. We suggest that a separate committee be assigned to work on the many details of the opening event. Dave Whitener and Colleen Ray will contact key tribal representatives to provide guidance for opening the Longhouse with the appropriate ceremony.



Inaugural Year Schedule

The Longhouse lends itself particularly well to the concept of *celebration* of many cultures, perhaps featuring drummers of many nations and ethnicities. Tying together the complex contributions - educational, cultural, community, student, college - was agreed upon. A theme of "Season of Celebration" would keep activities related throughout the year. Masao presented the list of Core Programs for consideration. Italicized events are highlighted because they were inspired by the existence of the Longhouse.

Fall Quarter:

September	Orientation - open house tours
Sept. 12-15	Model seminars for new students
Sept. 16	New Parent/Student Dinner
Sept. 22	<i>Grand Opening Dedication Ceremony</i>
Sept. 25	Classes Begin
Sept. 30	Donors' Dinner
October 8	<i>Master Basket Makers Symposium in collaboration with the State Capitol Museum and Washington State Arts Commission.</i>
October 12	<i>Proposed Indigenous People's Day</i> Special Event by Native Student Alliance
December 1	<i>Annual Dinner with Squaxin Tribe as host at the Evergreen Campus ?</i>
Dec. 2&3	<i>First Annual Native Art Fair</i>
December	all month - Second Annual Art Exhibition (possible partnership w/Affiliated Tribes of Northwest Indians & Northwest Indian College)

Winter Quarter:

Open Calendar

Spring Quarter:

April 10	NaaKahidi Theater - Evergreen Expressions
April (tba)	<i>Wash. Indian Education Assoc. Conference</i>
May (tba)	Native Student Alliance Pow Wow
June	Graduation and Super Saturday Events

Summer Quarter:

July/Aug/Sept Open for conferences, workshops, residential modules, Upward Bound, public service and community outreach

TOPIC V: COOPERATIVE SPACE MANAGEMENT

Philosophy Statement

The guiding philosophy or mission of the Longhouse has been under discussion since Mary Hillaire authored the Code of Ethics⁵ to articulate the building's proposed function in the context of Native traditions. Her document provided guidance and inspiration in keeping the idea of the Longhouse alive for fifteen years and was referenced for inclusion in a basic philosophy statement. Discussions about the function and philosophy of the longhouse continued to help the Architectural Planning Committee design the structure. Recently, the Native American Studies class entitled: HOME: The Hospitality of the Land, has been focused on studying and developing the philosophy of the Longhouse. A succinct philosophy statement is still in the development stage, but for the purposes of this report, and to assist in the immediate need to assign classes and schedule events, the following is submitted. It is a collage of many statements.

The central guiding principal of the Longhouse is respect. The Evergreen State College and the State of Washington have offered this building in respect for the educational processes of Indigenous Nations and peoples. It is a place where hospitality is offered to all groups who wish to use the space. The Longhouse is a living, contemporary, cultural gift from the Indigenous Nations of the Pacific Northwest to those who wish to receive it. The structure is designed to be an ongoing celebration of traditional values and dialogue on contemporary issues. This philosophy encompasses the potential relationships between the College, Indian Nations, students and communities.

An opportunity for life-long learning of respect and hospitality will be offered through the recognition of significant differences which exist among people. These differences will celebrate and define fellowship, and educational partnerships. It is a reciprocal commitment that no one in need of a community will be denied.

The Longhouse is a gathering place wherein each person is of infinite worth: where we are all fully paid up human beings - equals; where thought and action are in the context of seven generations into the future.

The Longhouse Education and Cultural Center is a living story. The structure began in history and continues with the people who experience the hospitality. It provides an opportunity for a world view which encourages people to live a genuinely humane life with important relationships to the land, others, work and the unknown. As this continues generations of learners will inherit respect and hospitality as central to their lives.

⁵ Smokehouse Code of Ethics, Mary Ellen Hillaire, circa 1980

Shared Space and Building Access

The Longhouse is a highly desirable facility because of its culturally unique and beautiful design, its multifunctional floor space configurations, high occupancy capacity, user-friendly kitchen, and computer/communications room.⁶ Any discussion of Longhouse events brings a mix of concerns since the building is intended for regular classes, support of Native programs, and to offer hospitality and public service support to tribes and other organizations. Requests for access are already coming into the facilities management office from the external community and classes are scheduling space for the 1995-96 school year.

Patti Zimmerman helped the DTF identify some of the uses and user groups to develop scheduling criteria. The Native American Studies Program will find a home here, as will the Tribal Reservation Based Program. The philosophy statement was written to help develop guidelines for space management. A concise statement as to how the facility would support classes was also suggested for inclusion on the Scheduling Request Form. This DTF also recommends placement of a placard inside the main entrance explaining what a Longhouse is to Native cultures to help people understand the significance of the building.⁷

Scheduling Guidelines for Policy Manual

Colleen conducted additional meetings with Patti Zimmerman and Kirk Knittle from the Space Management Office to develop scheduling criteria consistent with campus standards. They defined, and we recommend, the following statement for the Policy Manual:

Policy and Procedures Manual - General Services, page 2 of 5 Section 5 Scheduling and Reservation Priorities :

- Handwritten notes:*
Patti's
Friday
1-5
8-5
7
- # 4. Longhouse Building (other than areas designated as dedicated space for the Native American Programs, i.e., classroom located on south side of building) will be used as a classroom space especially during regular class hours, Monday through Thursday. Friday, Saturday, and Sunday the building may be made readily available to the public for conferences, and special events. Priority for scheduling is as follows:
- a.) The college's instructional, research, public service and support programs which might be enhanced by the distinct architecture, occupant capacity, or other physical support facilities;
- b.) The college's regular instructional, research, public service and support programs;

⁶ Floor Plan and Artist's Renderings of Longhouse

⁷ See attached proposed statement - Attachment Three

- c.) Major college events;
- d.) Non-college events which are related to Northwest Native American activities;
- e.) Student, faculty and staff related events;
- f.) Alumni related events;
- g.) Non-college events (outside individuals or groups)

*Pushing
at 10:00
w/ kitchen
through
Longhouse*

Conference Services and Rental Charges

A meeting with Donnagene Ward, Manager, Conference Services, and Nancy McKinney, Assistant to the Vice President, produced a cost analysis for kitchen and conference services to set rental costs of the Longhouse equivalent to other comparable campus facilities. Those documents are attached to this report. Each facility is unique; for example, Library 4300 is equipped with a large, professional-style kitchen with greater, and more costly, clean-up needs. While we recognize a precedent that allows use of campus facilities without charge to on-campus groups, we are concerned with maintaining a full complement of equipment, utensils and serviceware. We recommend a minimal fee of \$25.00 for access to the Longhouse kitchen equipment, to be deposited in a special fund to cover replacement and repair costs.

CONCLUSION

This Disappearing Task Force was convened to provide guidance and recommendations to the Provost and Senior Staff regarding the Inaugural Year of the new Longhouse Education and Cultural Center and Evans Chair activities for the 1995-96 academic year. The concurrent timing of completion of the new structure and visiting scholar program presents opportunities for development of college services, community outreach, and community building on the campus. This planning group discussed more than a recommendation for a Native American guest scholar. The future success of the Longhouse Center and its effectiveness in service delivery depends on the careful consideration of the organization and management principles enacted now.

The philosophy and management principles for shared use have been in the discussion phase for many years throughout the life of the Longhouse Project. Those conversations will continue, but for the sake of the immediate occupancy and use of the building, we have delineated the proposed guidelines and recommendations for staffing.

We hope that the recommendations in this report will provide useful guidelines and suggestions for the general direction in terms of Longhouse programming. We are excited about the focus of events and activities, and the visiting scholars for the 95-96 school year.