

1 RECOMMENDATION #1 → CONVERT DIVERSITY DTF TO IMPLEMENTATION AND COORDINATING TEAM

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3 In its review of past efforts to address diversity issues
4 at the College, the Diversity DTF noted that periodic
5 attention from various committees can not sustain
6 work to address diversity issues. Moreover, periodic
7 attention raises expectations that create conditions for
8 frustration when permanent change is not attained,
9 and treats diversity issues as matters outside the
10 scope of the College's educational mission and goals.
11 Therefore, this DTF calls for the establishment of a
12 standing committee reporting to the president as a
13 mechanism to regularly and strategically address
14 diversity issues throughout the College.

15 The standing committee, which we call the Diversity
16 Implementation & Coordinating Committee
17 (hereinafter called "the Committee"), would be
18 charged as follows:

- 19 • To engage the community in a process that
20 raises awareness of the recommendations of
21 the 2006 Diversity DTF;
- 22 • To implement the proposed recommendations
23 of this DTF and diversity initiatives under the
24 College's strategic plan;
- 25 • To receive collected data to monitor and
26 analyze progress and report to the College on
27 a consistent and ongoing basis;
- 28 • To coordinate and plan ongoing efforts to
29 achieve the College's diversity goals;
- 30 • To ensure that diversity work remains a part
31 of the College's strategic planning process;
32 and
- 33 • To keep the president, provost, and deans
34 aware of, and engaged in, the process,
35 challenges, and successes.

36 To ensure continuity of understanding and vision,
37 initially the Committee should be composed of as
38 many individuals from this Diversity DTF who are
39 willing to participate. While we do not want to
40 prescribe a fixed membership, the DTF proposes that
41 the Committee be limited to 8-10 members with at
42 least 2 positions reserved for students selected by the
43 Geoduck Union, Fall 2006. Similarly, the DTF
44 believes that the basis for selection for service on the
45 Committee should primarily be demonstrated
46 experience in work that promotes equity,

COMMENTS QUESTIONS & IDEAS

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47 inclusiveness and diversity. Moreover, new members
48 would continue to represent a broad section of the
49 College community. The DTF also suggests
50 consideration of the establishment of a volunteer
51 advisory group to represent the larger TESC
52 community. Ideally this advisory group could
53 include people from backgrounds, perspectives, and
54 expertise not represented on the Committee.

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1 RECOMMENDATION #2 → ACCESS AND SUCCESS—STUDENT LEARNING

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3 COMMENTS QUESTIONS & IDEAS

4 The academic achievement gap in K-12 education between
5 students of color and those from low income families
6 compared to their more affluent and typically White
7 counterparts is a persistent and troubling fact in
8 Washington State and throughout the country.¹ Students,
9 especially those from racial and ethnic minorities, who stay
10 in high school long enough to graduate and go on to attend
11 two- and four-year educational institutions, defy the odds.²
12 Those students who complete their degree programs are the
13 system's survivors³. Among the racial/ethnic groups of
14 underrepresented students in higher education, who comes
15 to study at Evergreen, and in what proportions? What do
16 they study? Who graduates? Who leaves before receiving a
17 degree, and why?

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19 Campuses intent on pursuing equitable educational
20 outcomes for all students are examining existing
21 institutional data for responses to these questions. The DTF
22 recommends that as a campus that wishes to deepen its
23 diversity work, Evergreen begin by disaggregating student
24 data by race, ethnicity, gender, and class. The rationale is
25 straightforward: disaggregated data allows campuses to
26 examine what aggregated data often masks. Unless student
27 data is disaggregated by race, ethnicity, gender, income
28 status, and, at a multi-site college like Evergreen, location
29 (i.e., Evergreen's Tacoma campus, reservation-based
30 programs, Grays Harbor, Olympia campus daytime,
31 Olympia campus evening and weekend studies), diversity
32 work tends to be amorphous, unfocused, and disconnected
33 from institutional reality. Progress toward goals cannot be
34 effectively measured; and there is little accountability for
35 outcomes. The clearer we can be about the problems
36 students face—as well as the problems institution face in
37 relation to student retention and persistence—the more
38 effective we can be in addressing those needs.

39
40 The purpose of collecting and disaggregating data is to
41 provide evidence to campuses in tracking actual

¹ Graduation and Dropout Statistics for Washington's Counties, Districts and Schools 2003-2004, pages 13-17.

² *Ibid*, page 21.

³ *Ibid*, page 47

42 accomplishments in achieving equity in educational
43 outcomes for students of all backgrounds. Moreover, when
44 such data are placed in a framework that facilitates a
45 holistic perspective of the College, the findings are more
46 meaningful. While the Implementation and Coordinating
47 Committee must select an assessment instrument, the DTF
48 looked at two: the Equity Scorecard and the Framework for
49 Diversity and Assessment Planning (Appendices 3 and 4
50 respectively). While the Framework has not been endorsed
51 by the DTF, the principles served as a catalyst for the
52 formation of the DTF and shaped a considerable amount of
53 discussion within the current DTF. The Equity Scorecard is
54 useful to identify specific areas for data collection and
55 analysis: access, retention, excellence, and institutional
56 receptivity. Both tools provide a means for campuses to
57 examine hiring of faculty and staff of color, inclusiveness
58 of curriculum, and culturally hospitable learning and
59 working environments --all meaningful measures of
60 progress toward eliminating inequities in educational
61 outcomes. The Implementation Committee will need to
62 fully explore the Equity Scorecard, as well as other
63 assessment instruments with Evergreen's Office for
64 Institutional Research, and select the tool that best serves
65 the College.

66
67 When educational equity is a serious institutional aim,
68 disaggregating data to make the "invisible" visible needs to
69 occur in the context of an explicit institutional commitment
70 and plan to address troubling patterns. When campuses
71 engage in probing discussions to make sense of why some
72 students thrive in their studies and others do not, goals tied
73 to student recruitment and retention take into account the
74 factors that support students' academic achievement. At
75 Evergreen the opportunity for the entire Evergreen
76 community to deepen and extend the best of our work with
77 underrepresented students from racial/ethnic minority
78 backgrounds can only contribute to the quality of all
79 students' learning, and increased capacity for everyone in
80 the community who, in different roles, are here to support
81 students.

82
83 Currently at Evergreen, student enrollment demographics
84 (see Appendix 5) reveal that only a small percentage of
85 underrepresented students from racial/ethnic minority
86 backgrounds attend Evergreen --with the Olympia campus,
87 in particular, having the greatest proportion of White

88 students. When we examine the figures for non-resident
89 students, 70 percent of whom are White, the lack of
90 racial/ethnic diversity in the student body is more
91 problematic than a comparison with local and regional data
92 suggests. Data collected by institutional research on
93 curriculum, student learning, campus climate, support
94 services, and alumni outcomes are not disaggregated by
95 race, ethnicity, gender, or class. The problems posed for
96 diversity and equity work at Evergreen are no different than
97 problems posed for any campus where data are not
98 disaggregated: as an institution our collective ability to
99 focus our collective energies on action-oriented plans that
100 address persistent problems is limited.

101
102 We need to work with Institutional Research to deepen
103 campus understanding of data; the intent is not to drown in
104 data but to examine some data in greater depth so that
105 decision-making is based on an evidence-based culture of
106 inquiry.

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108 It is the recommendation of the Diversity DTF that the
109 College:

- 110
111 1. On an annual basis, report and disaggregate data and
112 report quantitative and qualitative on student access and
113 retention by race, ethnicity, gender, and class by
114 location (Olympia, Tacoma, reservation-based, Grays
115 Harbor, Masters Program in Public Administration-
116 Tribal Governance) and by planning unit (Freshmen
117 Programs; Culture, text and Language; Environmental
118 Studies; Expressive Arts; Native American and World
119 Indigenous Peoples Studies; Scientific Inquiry; Society,
120 Politics, Behavior and Change) so the College
121 community has the means to investigate the numbers
122 and the stories behind the numbers. The process will
123 give Planning Units the tools to see problems and the
124 means to investigate and respond.
 - 125 a. Make the reports and the disaggregated data
126 outlined above available in one spot on TESC
127 web site under the current heading Diversity at
128 Evergreen. Wherever this link appears on the
129 web site, it should connect to the same set of
130 tables for each campus, and each planning unit.
 - 131 b. Within this heading, make available the
132 disaggregated data on the Evergreen Student
133 Experience Survey.

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2. Organize joint meetings where colleagues from the Academic Division and Student and Academic Support Services can examine disaggregated data with the aim of identifying patterns in recruitment, retention, and areas of study for further discussion and action in appropriate areas of the College.

3. Encourage areas of the College from recruitment/marketing to advising/counseling to planning units to examine disaggregated data within their area of responsibility with the aim of increasing the student access, retention, and academic excellence for underrepresented students from diverse backgrounds and include these questions in agendas and plans. By reporting out data that will be relevant to these different units, areas of the College will have the tools available for addressing questions, concerns and strategies.

4. Use the data on students' co-curricular and curricular experiences at Evergreen to expand inquiry and action in the most critical areas. While the most appropriate research tool will be necessary, the Committee can explore the value of using the indices developed by both the *Equity Scorecard* and *Framework for Diversity and Assessment Planning*.

5. The standing committee on diversity will review areas of the College's action plans on a quarterly basis including amended plans for the following academic year.

6. The standing committee will also review quantitative and qualitative data on faculty and staff hiring, promotional opportunity, and salary by classification on an annual basis.

1 RECOMMENDATION #3 → IMPLEMENT DIVERSITY IN LEADERSHIP EVALUATIONS

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3 COMMENTS QUESTIONS & IDEAS

4 TESC has a longstanding stated goal to recruit, employ
5 and retain a diverse workforce. The implementation of
6 this goal requires leadership to be accountable for
7 regularly addressing it. Currently the strategic plan calls
8 for the incorporation of diversity efforts in the
9 performance expectations and evaluations of College
10 administrators and managers. The Diversity DTF
11 recommends that performance expectations and
12 evaluations be formally implemented. Such expectations
13 at a minimum might include responsibility to develop
14 written division-department -unit-specific plans
15 describing their actions addressing one or more factors of
16 the diversity dimensions. Annual performance reviews
17 would then evaluate the outcomes of the written plan.
18 Copies of the written plan should go to the standing
19 committee for use in the assessment of outcomes reports.

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21 The following list suggests the kinds of content
22 "Diversity plans" might include for administrators and
23 managers:

- 24 ◦ Ways they will lead their department/unit to
25 support and/or contribute to the College strategic
26 plan for diversity, related projects, activities and
27 training;
 - 28 ◦ Identification of targeted recruitment priorities
29 for the next one to two years;
 - 30 ◦ Strategies they will use to recruit the qualified
31 candidates from underrepresented groups;
 - 32 ◦ Strategies for identifying the intercultural
33 competencies most relevant to the
34 department/unit functions; or programs or
35 activities for cultivating previously identified
36 cultural competencies and imbedding them in the
37 ways department or unit employees operate;
 - 38 ◦ Activities to ensure the health of the work
39 climate;
 - 40 ◦ Persons responsible for implementing the plan;
 - 41 ◦ Budget allocation for the plan;
 - 42 ◦ Methods they will use to communicate the plan
43 within their division/department/unit and to the
44 College at large.
- 45

46 (In order to avoid the appearance of affirmative action
47 quotas, selection of employees from underrepresented
48 backgrounds should not be an evaluation criterion.)

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1 RECOMMENDATION #4 → ESTABLISH AN ACADEMIC CURRICULUM AND COMMUNITY FOR
 2 OLYMPIA CAMPUS-BASED STUDENTS OF COLOR

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 4 COMMENTS QUESTIONS & IDEAS

5 Research has shown that diversity in the student body
 6 enhances education and the development of new
 7 knowledge. Moreover, the probability that “students will
 8 engage with students who are from different backgrounds
 9 increases as the compositional diversity of the campus
 10 increases.”¹ In a research review titled *Making Diversity*
 11 *Work on Campus*, the authors state:

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 13 On college campuses that lack a diverse population of
 14 students, underrepresented groups have an increased
 15 chance of being viewed as tokens. Tokenism contributes
 16 to the enhanced visibility of underrepresented groups,
 17 the exaggeration of group differences, and the alteration
 18 of images to fit existing stereotypes (Kanter 1977). On
 19 predominantly white campuses, the fact that students of
 20 color are underrepresented can produce both negative
 21 social stigma (e.g. see Fries-Britt 1998; Fries-Britt and
 22 Turner 2001, 2002; Steele 1992, 1997, 1998; Steele and
 23 Aronson 1995) and minority status stressors (Prillerman,
 24 Myers, and Smedley, Myers, and Harrell 1993) that
 25 adversely affect student achievement.²

26
 27 Given the demographic composition of students on the
 28 Olympia Campus of TESC, establishing a community for
 29 students of color that is linked to the academic curriculum
 30 is essential to both increase the compositional diversity of
 31 the student body and address issues of educational
 32 achievement and success.

33
 34 The DTF proposes to begin addressing this need by
 35 designing and implementing an inter-area program in much
 36 the same way that the Tacoma program and the
 37 Reservation-based Community-determined program and
 38 the MPA Tribal program provide relevant and timely
 39 educational opportunities. Namely, this program would
 40 create a supportive environment for the students. As both
 41 an academic program and a community of students and
 42 faculty with shared scholarship interests and life
 43 experiences, but differing perspectives, the inter-area
 44 program would help to overcome the stereotypes, negative

¹ Milem, 2005.

² Milem, 2005, page 16.

45 social stigma, and minority status stressors identified in
46 higher education research.

47
48 The program would be comprised of a variety of academic
49 programs that would be cross-listed under several
50 curriculum areas including Evening and Weekend Studies.
51 Faculty for inter-area curricula offerings would remain with
52 their existing planning units.

53
54 Again, similar to the existing TESC programs addressing
55 the needs of particular populations, the inter-area program
56 would be open to all students and faculty, provided they
57 can demonstrate substantive experience in issues faced
58 within communities of color, including current cultural and
59 political dynamics, and empowerment and community
60 transformation studies. Students would be selected based
61 on evidence of coursework and/or work experience that
62 would serve as prerequisites for doing the work in the
63 coordinated studies programs.

64
65 The academic programs could vary from a conventional
66 full-time 16 credit coordinated studies program to 2-4
67 credit offerings made available evenings or on weekends.
68 To begin the design of this proposed program to be offered
69 in 2008-09, TESC would provide a three-day summer
70 institute for up to 15 faculty members and students to begin
71 the planning. This group would also plan academic
72 opportunities for the following year that might help build
73 linkages between interested faculty members and their
74 programs: for example, a common lecture series, shared
75 student projects, and/or faculty seminar. We discussed such
76 activities as "setting the stage" for an ongoing program.

77
78 Another three-day summer institute for up to 15 faculty
79 members and students in the following summer (2008)
80 would serve to finalize the nature and design of the
81 program. In addition, a two-day faculty (and perhaps
82 student) retreat in the winter of 2008 would be held for
83 purposes of reflection and assessment of the program to
84 date.

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