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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

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, especially women.
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.

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 relevant information and materials (preferably in one place); (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, racial, 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.

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.

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.

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.

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:

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