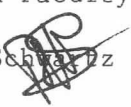



# The Evergreen State College

January 13, 1984

TO: Evergreen Faculty and Staff  
FROM: Richard Schatz  and Patrick Hill   
SUBJECT: Attached DTF Charge

Attached is the DTF charge concerning affirmative action and intercultural literacy. Since the work of this DTF will involve and implicate all of you, we are distributing the charge to the whole campus.

The charge, particularly the part concerning the development of the curriculum, is not set in concrete. We need and want alternative suggestions. But everyone should make note of the shortened timeframe in which we need to operate. By the April meeting of the Board of Trustees and at the faculty retreat in mid-April, major decisions will have to have been made.

The curricular portion of the charge is on the agenda for Wednesday's faculty meeting. Please come and share your ideas with Susan Smith and the faculty subcommittee.

RNS:PJH/ch

THE EVERGREEN STATE COLLEGE

January 11, 1984

To: Susan Smith, Chair  
Members of the Affirmative Action DTF

From: Richard N. Schwartz & Patrick J. Hill

Subject: The Charge

Since the first affirmative action policy was adopted in the early 1970's, The Evergreen State College has set high goals for achievement. We have been successful in a number of areas, but additional work needs to be accomplished to meet all of those original objectives. Also, new goals are needed to enhance our affirmative action plan.

Over the past year, the college's affirmative action office has revised the college's policy in an effort to strengthen and enhance it. That policy was reviewed this fall by the Board of Trustees at both the October and November Board meetings. It was clear from the extensive public comments, and the concerns raised by the Board, that further change is needed before the revised policy can be accepted by the Evergreen community and adopted by the Board. We are therefore charging this DTF with the problem of accomplishing that work.

Concerns expressed about the draft policy fell into two broad but related categories. These concerns are intercultural literacy and the curriculum on the one hand and concerns that the affirmative action policy draft relating to training, evaluation, hiring practices, supervisor/employee working relationships, or apprehensiveness over faculty/staff employment and training procedures on the other hand.

Consequently, your committee is chaired by Susan Smith who holds a dual appointment as both faculty and staff, and should divide the detail work into these two broad categories. In fact, we would envision two major subcommittees--

- 1) A subcommittee on Affirmative Action Employment policy
- 2) A subcommittee on Intercultural Literacy and Curriculum

Our expectation is that the new affirmative action employment policy, except for the intercultural literacy portion and curriculum, will be ready for Board hearings in April and hopefully adoption in May. The portion on curriculum should be ready for discussion at the Spring faculty retreat, tentative approval by the Board in May, and final adoption by the Board, as an amendment to the employment policy, as early in Fall as possible.

The first meeting of the DTF will be held on Wednesday, January 25 from 2:30 to 5:00pm in Room 3121. Before that time, please read the following items so that you can be prepared to be productive from your first meeting on:

- 1) The old affirmative action policy (EAC manual, WAC 174-148-010)
- 2) The affirmative action policy draft discussed at the Fall Board meetings (attached)
- 3) Minutes of those two Board meetings (attached)
- 4) Stone Thomas' speech in response to the policy draft (attached)
- 5) Outline of section by section revisions needed based on the Fall discussion (attached)

At the same time, I believe you would find it extremely helpful to consult with Stone Thomas and with minorities and with women among the faculty, staff and student body.

We will attend the first meeting to discuss this charge. Also attending the first meeting and subsequent meetings, at your request, will be three valuable resource (or ex officio) people assigned to assist your task in any possible way. These persons are: Patrick Hill, Stone Thomas, and Rebecca Wright.

Regarding the employment policy: Your basic charge is to quickly revise the policy draft based on the recommended revisions discussed at the Board hearings and then turn to the major task of consulting effectively with each and every unit on campus--the entire Evergreen community. It is essential that your draft, being prepared for the April Board meeting, have wide community support using the Evergreen consensus building approach. Specific areas that need attention are:

- 1) An effective training policy for each and every unit on campus, perhaps tailored to each unit.
- 2) Address the questions of recruiting/retaining minority faculty and staff.
- 3) Address the questions of recruiting minority students for four years at Evergreen.
- 4) Fix the responsibility for implementation of the policy via evaluations.
- 5) Develop acceptable monitoring and auditing procedures.
- 6) Set a series of sub-goals related to a time frame which will encourage action and enable us to reach the ultimate goals.
- 7) Develop a method for employees and students to air their complaints via an independent mechanism of some kind and without fear or retaliation.

Regarding the curriculum: your basic charge is to devise a long-range plan which will phase into our curriculum a significant intercultural/international dimension. As with any curricular change, it will be necessary for you to consult thoroughly with all the faculty. By the time of the Spring retreat you will need to have evolved a small set of alternative long-range plans among which the faculty may choose.

We are asking for a long-range plan. By that we mean a plan which can be adopted now and implemented in stages from year to year. We are not asking for a detailed curriculum--such details will follow as the plan is implemented. We do need the faculty to make two major decisions: the identification of a locus or mechanism for developing an intercultural dimension in our curriculum, and the adoption of a procedure or set of expectations to insure adequate faculty participation.

As you know, Patrick has already spoken with many of the faculty on this issue. Less for the sake of endorsing any particular suggestion than for that of clarifying the nature of the long-range plan we seek, it might be useful to look at some of the major approaches which have come out of his consultations. A major choice has to be made between localizing the response in just some areas of the curriculum and with just some percentage of the faculty over against a more pervasive response that would implicate the entire curriculum and every teacher. Too localized a response would not achieve our purposes while too pervasive an approach would run major risks of foot-dragging compliance and/or violating academic freedom. What follow are a few examples of responses of seemingly appropriate dimensions:

1. Conceive all or most Core programs to involve a significant intercultural dimension. Just as these programs now devote a good deal of time to the development of writing skills, some significant percentage of them would now focus major time on intercultural perspectives on the subject matter.
2. Work through the Specialty Areas to involve significant intercultural dimensions. All Specialty Areas, in much the manner that they free people to work in Core programs, should evolve a program or two each year which has a central intercultural dimension.
3. Create one or two new Specialty Areas with foci like International Studies, Global Studies, Comparative Civilizations, Intercultural Understanding, Planetary Realism, Pacific Rim Studies, etc., and require that all faculty or "X" percent of the faculty teach in one such area every so many years.

4. Leave the nature of the response up to individuals but require that each faculty member develop one intercultural "unit" each year for whatever program she/he is working in. Alternative plans could be pursued by those whose teaching assignments could not readily absorb such a demand; but by and large the expectation would be that each faculty member, in each new year, would research and then incorporate into his/her teaching an intercultural perspective on the subject matter of the program. The "units" in question might be defined in terms of a single lecture, a book, a week-long project, etc. The units would be written up, left as a resource for those who follow in that particular program and would be a substantive part of each faculty member's evaluation.

This suggestion comes from Byron Youtz. As an example of what he means, he cites his own intention to research Mayan calendars for the up-coming "Paradox of Progress" program and subsequently to study the history of science and technology from a Chinese perspective.

I look forward to meeting on the 25th when we can begin this exciting and demanding effort Evergreen has always wanted to be at the forefront of affirmative action and our goal must be to achieve that level of equality set so many years ago. Let's now develop the action plan to finish the task.

RNS:PJH/ch

cc: Members of DTF

Susan Smith, Chair	Tom Rainey
Mike Hall	Betsy Diffendal
Betty Spicer	David Paulsen
Fran Barkan	Ken Dolbeare
Ken Jacob	Lovern King
Ed Trujillo	Burt Guttman
Darlene Williams	York Wong
Joseph Silver	Rita Pougiales
Thomas Danaher	
2 additional staff yet to be named	

Attachments