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

The standing committee, which we call the Diversity Implementation & Coordinating Committee (hereinafter called “the Committee”), would be charged as follows:

- To engage the community in a process that raises awareness of the recommendations of the 2006 Diversity DTF;
- To implement the proposed recommendations of this DTF and diversity initiatives under the College's strategic plan;
- To receive collected data to monitor and analyze progress and report to the College on a consistent and ongoing basis;
- To coordinate and plan ongoing efforts to achieve the College's diversity goals;
- To ensure that diversity work remains a part of the College's strategic planning process; and
- To keep the president, provost, and deans aware of, and engaged in, the process, challenges, and successes.

To ensure continuity of understanding and vision, initially the Committee should be composed of as many individuals from this Diversity DTF who are willing to participate. While we do not want to prescribe a fixed membership, the DTF proposes that the Committee be limited to 8-10 members with at least 2 positions reserved for students selected by the Geoduck Union. Fall 2006. Similarly, the DTF believes that the basis for selection for service on the Committee should primarily be demonstrated experience in work that promotes equity,
inclusiveness and diversity. Moreover, new members would continue to represent a broad section of the College community. The DTF also suggests consideration of the establishment of a volunteer advisory group to represent the larger TESC community. Ideally this advisory group could include people from backgrounds, perspectives, and expertise not represented on the Committee.
RECOMMENDATION #2 ➔ ACCESS AND SUCCESS—STUDENT LEARNING

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

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

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

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

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

Currently at Evergreen, student enrollment demographics
(see Appendix 5) reveal that only a small percentage of
underrepresented students from racial/ethnic minority
backgrounds attend Evergreen --with the Olympia campus,
in particular, having the greatest proportion of White
students. When we examine the figures for non-resident
students, 70 percent of whom are White, the lack of
racial/ethnic diversity in the student body is more
problematic than a comparison with local and regional data
suggests. Data collected by institutional research on
curriculum, student learning, campus climate, support
services, and alumni outcomes are not disaggregated by
race, ethnicity, gender, or class. The problems posed for
diversity and equity work at Evergreen are no different than
problems posed for any campus where data are not
disaggregated: as an institution our collective ability to
focus our collective energies on action-oriented plans that
address persistent problems is limited.

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

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

1. On an annual basis, report and disaggregate data and
report quantitative and qualitative on student access and
retention by race, ethnicity, gender, and class by
location (Olympia, Tacoma, reservation-based, Grays
Harbor, Masters Program in Public Administration-
Tribal Governance) and by planning unit (Freshmen
Programs; Culture, text and Language; Environmental
Studies; Expressive Arts; Native American and World
Indigenous Peoples Studies; Scientific Inquiry; Society,
Politics, Behavior and Change) so the College
community has the means to investigate the numbers
and the stories behind the numbers. The process will
give Planning Units the tools to see problems and the
means to investigate and respond.

a. Make the reports and the disaggregated data
outlined above available in one spot on TESC
web site under the current heading Diversity at
Evergreen. Wherever this link appears on the
web site, it should connect to the same set of
tables for each campus, and each planning unit.

b. Within this heading, make available the
disaggregated data on the Evergreen Student
Experience Survey.
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.
RECOMMENDATION #3 ➔ IMPLEMENT DIVERSITY IN LEADERSHIP EVALUATIONS

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

The following list suggests the kinds of content “Diversity plans” might include for administrators and managers:

- Ways they will lead their department/unit to support and/or contribute to the College strategic plan for diversity, related projects, activities and training;
- Identification of targeted recruitment priorities for the next one to two years;
- Strategies they will use to recruit the qualified candidates from underrepresented groups;
- Strategies for identifying the intercultural competencies most relevant to the department/unit functions; or programs or activities for cultivating previously identified cultural competencies and imbedding them in the ways department or unit employees operate;
- Activities to ensure the health of the work climate;
- Persons responsible for implementing the plan;
- Budget allocation for the plan;
- Methods they will use to communicate the plan within their division/department/unit and to the College at large.

PLEASE SUBMIT YOUR COMMENTS TO THE PRESIDENTS OFFICE, LIBRARY 3109. THE DTF WILL GATHER, REVIEW AND INCLUDE THEM IN ITS SUMMARY.

Or comment online at: www.evergreen.edu/equalop/dtf
(In order to avoid the appearance of affirmative action quotas, selection of employees from underrepresented backgrounds should not be an evaluation criterion.)
RECOMMENDATION #4 → ESTABLISH AN ACADEMIC CURRICULUM AND COMMUNITY FOR OLYMPIA CAMPUS-BASED STUDENTS OF COLOR

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

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

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

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

¹ Milem, 2005.
² Milem, 2005, page 16.
social stigma, and minority status stressors identified in higher education research.

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

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

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

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