

I. INTRODUCTION

CONSTANCY AND CHANGE AT EVERGREEN

This report has been conceived and carried out as a candid institutional self-study, an honest attempt to assess where The Evergreen State College (TESC) is and where it is going. The self-study comes at an opportune time, in the midst of several significant changes in the external and internal environment of the college, and three years after the institution's first effort at strategic planning.

Readers of this report will sense as firm and enduring a commitment to the values and aspirations of the institution as existed at the founding of the institution. Those values and aspirations have guided Evergreen through the many changes of the past. They continue to guide the institution through the increasingly rapid changes of the present.

The changes which Evergreen is undergoing are numerous. It might be helpful to the readers of this report for us to enumerate in this introduction what strike us as the most significant changes:

A. RECOGNITION AND MATURATION

Evergreen has matured from an educational experiment struggling for students and for survival (staving off closure-motions from the state legislature as late as the spring of 1983), to a college of nationally and locally applauded educational success that anticipated by almost twenty years the severe critiques of higher education which surfaced in the mid- and late-eighties. In that movement, the college experienced dramatic increases in in-state applications which, coupled with recognition of its success, enabled it to choose among alternative futures, and a demand for the exportation of its educational structures and insights, leading to expansion of public-service activities and to escalated involvement with statewide and national debates on education.

B. RAPID GROWTH OF THE COLLEGE

In the 1982-1983 academic year, the college enrolled 2611 students, 78% of whom were enrolled full time. In the 1990-91 academic year, the college anticipates enrolling 3300 students, with more than 90% expected to be full time students. In this eight-year period, the size of the faculty will have grown from 129 to 173. The rapid growth of the college, challenging to some and unsettling to others, has brought into existence a strategic planning process whose results pervade the pages which follow. It has also brought into existence a mounting concern for the adequacy of structures of governance and communication which are philosophically founded in the expectation of fullest possible participation.

C. CHANGE IN THE STUDENT BODY

As characterized in the pages which follow, the student body is younger and is retained to a much greater degree. Those changes have necessitated far greater attention to orientation and advanced-level study of various kinds.

D. FACULTY DEVELOPMENT

Evolving with the sense of the success (or at least the maturity) of the experiment at Evergreen, has come recognition of a need on the part of the faculty for more opportunities to reflect upon, evaluate, and crystallize what they have learned in this unique teaching environment. Spoken of in the self-study as the need for "ongoing time," faculty development opportunities have now taken center stage as the institution enters the nineties. Regarded by many at the outset as the Achilles heel of the experiment, the rhythm and workload of the faculty must be re-conceived if the intellectual and pedagogical vitality of the institution is to continue.

E. MULTICULTURALISM AND DIVERSITY

The college has recently embraced multiculturalism and diversity, essential and unavoidable characteristics of the emerging world, as educational resources and as building blocks of the college's educational environment of roughly comparable importance to interdisciplinarity. As detailed in the self-study, as of 1988 36.3% of the college's faculty were women and 16.3% of the college's faculty were persons of color; 15.5% of the staff were persons of color. Concern for the understanding of significant differences pervades the institution.

F. STATEWIDE COORDINATION

In 1985 the state legislature created a Higher Education Coordinating (HEC) Board, a half-way step between the virtually advisory Council of Post Secondary Education of years past and a board of regents for all of higher education. Three major decisions of the HEC Board in the past two years impacted Evergreen significantly: the acceptance and expansion of our status as an alternative to the traditional approaches to higher education; a demand (reflecting legislative sentiment) for assessment of educational outcomes; and a decision to locate a branch campus of the University of Washington in Tacoma, an area currently served by Evergreen and from which many of our students are recruited.

G. FISCAL REALISM

The state of Washington, perhaps understandably in view of its overall economic situation, is ranked extremely low in studies which compare support for higher education. While supportive of TESC in many crucial

ways, it is not able to underwrite those dimensions of the experiment (e.g. more frequent opportunities for faculty sabbaticals, or a library adequate to a multicultural world, or a lower student-faculty ratio, or a physically beautiful and reflection-inducing environment) which depart from the usual expectations for public education. As the legitimate concern of the legislature to lower the costs of education at Evergreen has been implemented, the effort to sustain a high quality, individually responsive education have become more strained. The college has responded with inventive cost-cutting measures and with a major capital fund project, "The Campaign for Evergreen."

We are grateful to the Northwest Association of Schools and Colleges for offering us the opportunity to depart from the canon of studies designed for traditional institutions thereby enabling us to engage in a self-study truly helpful to us. We wish, as well, to acknowledge the hard work of the contributors to the self-study. Their names are listed below.

Sarah Pedersen, Dean of Library Services, Coordinator of the Self-Study; Matthew Smith, Dean, Coordinator of the Educational Program section (with faculty members Charles Teske, Rob Cole, Ralph Murphy, Ernestine Kimbro); Betty Ruth Estes, Director of Academic Advising; Gail Martin, Vice President for Student Affairs; Ken Winkley, Vice President for Finance and Administration; Judy McKenzie, Coordinator of Prior Learning from Experience Program; Patty Marks, Secretary-Student Advising Center; Wendy Freeman, Director of Career Development; Steve Hunter, Director of Institutional Research and Planning; Ernest "Stone" Thomas, Dean of Student Development; April West-Baker, Director of First People's Advising Service; Arnaldo Rodriguez, Dean of Enrollment Services; Shary Smith, Director of Counseling Services; Georgette Chun, Director of Financial Aid; Denis Synder, Food Services and Bookstore Director; Jeannie Chandler, Director of Housing; Kathy Ybarra, Director of Student Activities; Ron Cheatham, Director of Recreation and Athletics; Pete Steilberg, Assistant Director of Recreation and Athletics, Gary Russell, Chief of Security; Larry Stenberg, Director of Alumni and Community Relations; Ken Jacob, Director of Facilities; Kathleen Garcia, Executive Assistant to the President; Karen Wynkoop, Associate Vice President for Academic Budget and Financial Planning; Cheryl Thurston, Administrative Secretary to the Dean of Library Services; Sue Hirst, Administrative Secretary to the Vice President for Academic Affairs and Provost; Dorothy Saunders, Research Analyst for Institutional Research and Planning.



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