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Faculty Orientation  
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Welcome back everyone! The first couple of months of summer were delightful; it was nice to enjoy the quiet and peace of the campus with not many students and fewer faculty, but the last month, I think, has been more trying. You begin to wonder, with no one on campus. The weather wasn't all that great anyhow, so it is nice to be back. I might report that, as part of a family vacation, we did go to Ashland for the Shakespearean Festival and I can't help but only slightly paraphrase the opening lines of "Richard III" as we look toward this year. "Now is the winter of our discontent made glorius summer by a generous legislature." (The chances of that are approximately equal to the chances of Richard II surviving the full play.)

A year ago I spoke to you on this same occasion, not really having had the experience of the school year, not having had very much experience in office. During this past year much has happened: enrollments continue to plague us, although this last year was within a short distance of the peak enrollment of the year before; nonetheless we seem to be measured by "how much" rather than "how good." That's one of the challenges of this year. It's certainly a challenge as we go before a legislative session, ~~is~~ to do what we can to convince them and to convince the citizens of this area and the state and the media and all the others who will watch us most carefully. But, after all, it's more important to keep those who are here, well, rather than worry quite as much about how many we teach, even though enrollment continues to

be a concern (last year we were at 2300 or 2400), which, after all, is twice as big as Whitman College, larger than many of the fine liberal arts colleges and universities in the state. If we keep in mind "how good" rather than "how much" then I am confident the "how much" will come along.

During the past year I have become increasingly aware, much more aware than I was a year ago, of the difficulty of breaking through in communication and understanding with the local community. That's not going to be an easy task. I'm not sure it will ever happen insofar as some members of the community are concerned, but then we shouldn't expect that. It is important, however, for Evergreen's own well-being, for the potential of students from this community, but, more importantly, the attitudes and reactions of community leaders which translate so rapidly to the attitudes and the actions of the legislature with whom they are in such close contact. I have become increasingly aware, at the same time, of the continued respect for Evergreen throughout the country. I've had many opportunities to sit in on educational sessions, to talk with the leaders of education in many parts of the nation. I find an awareness, an interest and a respect for what Evergreen has done and is doing. I might also say that that support extends to the many parents I've had an opportunity to talk with and meet with during the course of this past year. That particularly goes for parents of students who have come here from other parts of the nation.

They, almost invariably, have a high regard for what has happened to their sons and daughters while here at Evergreen, and for the opportunities they have had. The more of those parents and alumni and people we have throughout the country, the better we are able to convince those who are the most difficult to convince, right here at home. Support does come from the local community as well. I think it would be wrong for any of us to believe that a vast majority or all of the local community are skeptical, or worse, of Evergreen. The Development office, during the course of this past year, or a little more, has had immense success in some fund-raising programs which used a long-dead king as a foil. There has been support from hundreds of members of the local community in their willingness to pay, not \$10, \$15, or \$20, but \$50, to visit the Tut Exhibit, to put a substantial amount of money into our Development office, which has had the immediate result in the course of the last six months, of the

full-tuition

Foundation Board voting 40 merit/scholarships for the past year and 40 for this next year and given them the enthusiasm of knowing that they can reach out and raise private money for the support of a public educational institution. That has basically come from the hard work and real support of many members of the local community. I also should report that POSSCA, the local organization fun festival (or monumental drunk, whichever way you want to approach that party) which does support cultural and enrichment opportunities in the local community, has just given to Evergreen's "Tuesdays at Eight" committee \$1600 for the kick-off of the second year of that program.

So there is support and there are a lot of very fine people in the local community who are helping Evergreen to be successful.

But we are facing an important, critical, exciting, productive, dismaying, or whatever kind of year you would like to make it. Some of those things we will face are:

1) Budget

Today is sort of a "double header"--greeting all of you this morning, dealing with the reawakening of school after summertime, and this afternoon I, along with an extraordinarily large number of top budget heads from the college, mostly for my protection, will visit the Governor's office to make our budget presentation to the Governor and to the Budget Office. As you probably know, we have already authorized and distributed the monies available for the second year of the biennium. It's tight. It's required some continuing changes, which, hopefully, will allow us to operate in a reasonable fashion with the concentration continuing to be on education. Each one of the last several budget periods we have moved slowly, but I think inexorably, toward a higher percentage of our budget going into direct education and educational support, with a continued streamlining and reduction in administrative areas.

The 1979-81 budget hearing, as I said, is today. For those who may not know, it is a unique budget presentation--not just for Evergreen, but for all agencies of state government. That's because, for the first time in this state's history<sup>g</sup> at least,

the Governor is required to present to the legislature, two budgets; one a target budget which is the distribution of whatever monies they expect will be raised during the next biennium from existing tax sources. In other words, a balanced budget without new taxes. The second budget is a request budget, which adds to that target budget, the amounts which individual institutions and agencies feel are necessary to carry on effectively, their own operations. That target budget, of course, will be our request then modified by the Governor's office in order that she present a cohesive, two-budget format--target and a request budget. The target budget, for the first time, represents an assigned amount, given to us within which we had to distribute monies. The target budget is not enough to do an effective job, or to a real job in education, but that's not a budget which will effect Evergreen uniquely. The target levels for all of the institutions are tight, they represent a decline from the current levels of support. Some other institutions are taking the approach that if those target budgets are to be the final budgets adopted by the legislature, they believe they should correspondingly reduce the number of students which they would be willing to accept in order to maintain some level of quality in their educational support.

To give you some idea of what a target level budget would mean, in the most important single formula area, that's the direct instructional support, the ratio of faculty members to students and the basic support levels for equipment for education, we have

been operating during the current biennium at what is called 72% of formula. (That may not be too meaningful, but at least it gives you some idea what will happen if the target level is maintained. It will require us to reduce from 72% to 69% the first year of the biennium and from 69% to 66% the second year of the biennium. To put that in better context, I took a tour of the library several days ago and on the shelf saw a copy of the 1967-69 biennial budget. I found in that budget that that same figure for that year was 84%, so there has been a continued erosion in educational support throughout the course of the last 10 years. It's important, even though it may be a terribly difficult year, for everyone to make that known to the members of the legislature and those who will have to make decisions in the next 7 or 8 months. The request budget which we have does not only support the current level but begins to add back some of the richness of support which we enjoyed just a few years ago. The chances, of course, of getting that request level budget may not be very good, but I am convinced that we will have to fight as hard as we can, individually and collectively, to insure that the final budget levels are higher by some distance, than the target levels which will be too easy for a legislature to accept. There is going to be a very powerful attraction for the legislature to come to town to see what the expected revenues are, to have a budget laid before them which requires no new taxes at all and, especially today in this year of St. Jarvis, who preaches at

the altar of Proposition 13. The chances of budget increase really depend very heavily on our ability to make an effective case. That, in turn, depends on our skills, it depends on the path (fact) that we all accomplish in education for this year for the student who will shortly come to this school and all of the schools of the state, because they will be the ones who will speak out or fail to speak out. The <sup>f</sup>r<sup>i</sup>parents and the <sup>f</sup>r<sup>i</sup>ends and the members of the community from which they come will be the ones who will either testify strongly and in favor during the legislative session or <sup>who</sup> will end up justifying further cutbacks in education for those who might be unthinking in a legislature, but nonetheless attracted by that prospect. The legislature is going to be watching with perhaps more intensity than ever before, they have larger staffs and those staffs will analyze what's going on from their viewpoint, at least, far more than ever before. The press will continue to probe. I think the outcome of this current legislative session really lies very much in your hands; the abilities not only to teach, but to teach internally and then to lecture externally, if you will, to insure that the people on the outside understand how important it is to have the kind of educational support which leads to an educated population eventually.

Let me speak of two or three things organizationally: I will renew the provost search very shortly with the core of the original committee which operated last year, with

some additions (we have had several members of the faculty volunteer, some either will not be available or chose not to continue). There will be that notification very shortly of the renewed search, which we hope will be concluded in time for a new provost, if that new provost comes from outside the college, to come early enough to participate during the spring quarter and to have some idea and concept of Evergreen-- its style and its educational message, before actually taking on the responsibility as provost. I think it's of equal importance for a provost, if that person is to come from inside the college, to have plenty of time before the end of this school year to prepare for that function.

This budget for this year has sufficient money (at least some money) in it for the establishment of an institutional research function. I think it's of critical importance, especially with the legislative session coming up, that we have available the kind of information collected and with an ability to display it, that will be effective and helpful as we go to that legislative session. I will ask the Trustees very shortly to join, for organization purposes, that institutional function, the college development office, and legislative relations under Les Eldridge who will assume expanded responsibilities.

This will be a year of preparation for reaccreditation. We are just one year away



from the official visit for reaccreditation which will occur in October, 1979. I will ask that the Citizen Evaluation Committee who spent considerable amounts of time on the campus several years ago and produced what I think was a good and perceptive report on Evergreen as of that time, to come back and perhaps be augmented by some additional members, and to reassemble during this year to give us their analysis and recommendation which will be good preparation for the official accreditation visit a year from now. I might just note in passing, in an organization sense, that Evergreen has come of age in yet one more way: because of the external interest of a number of Evergreen graduates, they will gather on this Saturday to have a first meeting preparatory to the organization of an alumni group. That is sort of a passing, I guess, a coming of age. Some may even question what comes after the formation of an alumni group. You can probably think of all sorts of horrible things that might evolve. But I think, in this case, one of the finest things which could come from the organization and development of an alumni group is that we finally have enough people who have graduated from Evergreen, who cherish the education they received here and who are gradually moving into positions of some responsibility, particularly some responsibility in state government and in legislative committees, that they can be of immense value to us again during this critical legislative year.

Finally, where does Evergreen stand educationally? I suspect better than most on the outside understand, and not as good as we would ultimately like to be. This year is important to prove to the outside that the core of coordinated studies is valid, and that the combination of all our teaching methods serves a serious student well. If there is one thing that we have difficulty in doing right now, it is convincing that serious student, particularly the ones in the local community, that Evergreen is a high ranking school educationally, that it is for a serious student, and that a student, even one graduating from high school who is serious and who is interested in pursuing an education, can succeed in a school which may be as different as Evergreen, but as valuable potentially for those graduates as the many other more typical or ordinary institutions of the state.

The Council for Postsecondary Education has almost concluded its study of Evergreen. They will have on the agenda for the September meeting an informational item which which merely alerts the members of the Council for Postsecondary Education that at their next meeting they will present the report on their study of Evergreen. I have not seen even a draft yet, and I don't believe anyone else at the college has. I expect we will shortly, so I can't really tell you what their direction will be, nor what their recommendations will be. It's our hope, of course, that it will be a ratification, at least to a great extent, of what we have done and that that study,

which was sort of born in infancy by members of the Senate, will turn out to be one of the great supporting documents as we again go to that legislative session.

The graduate program is at the same level in the Council for Postsecondary Education. It will be an information item on the September agenda; it will be before the Council for formal adoption in November. Again, I don't know what the Council's action will be, but I feel reasonably confident of support from the Council for, at least the two-fold objective that we stated in our application--that of being given the authority to grant graduate degrees and secondly, the authority to embark on a planning year next year with some relatively small amounts of money required to prepare for a graduate year.

Our Vancouver Outreach Program is really more than an outreach program now. In about two months we will open the permanent headquarters of the Vancouver Program in, would you believe it, through the generosity of the Veterans Administration, who (that just proves that in federal agencies one hand knows not what the other hand does) have been very kind to us. They have authorized the use of one of the officer row homes in the old Fort Vancouver. It will be a delightful headquarters. The rent is the right price -- one dollar per year, but we have the responsibility of restoring that unit.

That should be done within a couple of months. We will embark on the <sup>third</sup> ~~second~~ year of

with the second program arena and I suspect that that will continue to be a successful and growing operation.

We will continue work with the other community college campuses. As I'm sure I've said before, there's been a continued high rate of interest from community colleges in Southwest Washington for similar programs to that now running in Vancouver. I've asked Byron that this work be coordinated and that direction be given to a planned development in these other communities so that we can respond to our responsibility to serve Southwest Washington in a rather unique way and yet in doing so, not steal from the fine function we have, which is of course maintenance of our necessary qualities here on campus.

With these next several items you'll find that Byron is going to be a busy provost, because, in the course of some long conversations in the last week or two, I've set forth several areas of responsibility which will be under his direction and ones which I think are very important for the college. I've asked that special effort be given to a coordinated summer session that will add to the educational support for Washington citizens and will more fully utilize this campus. I think there are some opportunities to do more than just have a small ~~college~~ summer session for either continuing Evergreen students, or for those who are casually interested in a course or a small program during

the summer, but rather utilizing some combination of high school summer institutes, potential week-end colleges, business seminars, whatever ideas which collectively can more fully utilize the campus and orient us toward two goals--a better understanding by the community of Evergreen and its educational excellence, and also, and most particularly, the encouragement and the excitement of high school students in the latter part of their high school career as potential Evergreen students a year or two later. I shall shortly appoint a DTF to analyze our approach to potential students to insure that we speak to them with a coordinated voice, to insure that we understand our potential for student attraction better. Some may call this a marketing program; I hesitate to do so, but I prefer to believe it will really be an effort to understand ourselves better, to understand our potential students better, and to try to build a stronger link between the two. I have found, in too many cases, that the perception of Evergreen by potential students, or by citizens in an outside community, are much more likely to be the perceptions of the blind man trying to describe an elephant; it depends on which piece you grab. It's important that we have some better cohesiveness in our expression of Evergreen, its attributes and its opportunities in communicating with the outside world than we have at the present time.

I have also asked Byron to embark<sup>k</sup> on two other major tasks; first, to develop in as cohesive form possible, a definition of our role and our mission during the 1980's.

Who should we serve and how? What can we contribute that is unique to Washington's higher educational system? I am confident that we will be asked that question repeatedly and particularly during the coming legislative session. We must be prepared to speak in some rational, cohesive voice about Evergreen's role in the 1980's and why, instead a relic of the 1960's, we are indeed, a harbinger of what's good and what's potential in education for the 1980's.

The second task will be to review our basic programs, particularly our basic programs, to insure that all have the elements which will allow us to say that a basic coordinated studies program, if not a core curriculum in the sense that some others are trying to develop a core curriculum, is at least a core in providing the tools for students to successfully carry out the remainder of their educational careers. We also want to be sure that each of those coordinated study basic programs as an element of critical reading, an element of effective writing that there is an effective an element of an approach toward problem-solving in increasingly complex arenas, an ability for students to determine how best to find an acquired knowledge which will be helpful as they move along in their educational careers, both in school and for the rest of their lives. You can draw, probably better than I, the elements that ought to be inherent in each one of those basic programs. If we can identify them and describe them simply and well, I think we can then go to potential students with an infinitely better opportunity

to attract them to Evergreen as serious students embarked on a serious educational program. I think that this task done well would allow us to effectively assert and present to potential students the most important factors we could in recruiting.

Now, finally, lest the problems seem difficult and the road ahead a rather rocky one, let me reassure you somewhat from two documents, if the school slows down a little bit during the summertime, it at least leaves you a little more time to read and to find out what others are doing. I was particularly struck by an article recently from the American Psychologist, written by David McClelland, a professor of psychology at Harvard. He was dealing with the question of measurement of education and he seemed to bewail the fact that too many people seem to come up with research that proves that it doesn't make much difference how big the class size, how much money you spend per student on education, all of these elements that we have thought for years really did mean educational quality, too often in recent research prove not to be the case. But his ultimate point is that it is because they are measuring the wrong things. There is assurance to those who intuitively feel that, with more personalized instruction and with greater opportunity for student and teacher to work together, there is added quality in the result. He points out that a recent research project has demonstrated that a good liberal arts education has a very strong and significant effect on the ability to form concepts when the alternatives are not predefined--on social and emotional maturity, on ability to construct a

reasoned argument, and above all a motivational characteristic that Abigail Stuart (Stewart?) has labeled "self definition." He continues, "At long last psychology has been able to demonstrate what everyone has known intuitively all along--that first rate liberal arts education makes a difference in some important respects. It develops certain high level cognitive skills, but above all, it develops a type of motivation for cognitive style that is adapted in later life. Furthermore, now that we know how to measure the motivational and cognitive impact of a school in such ways, we are in a better position to modify education to maximize that impact." It's nice to know that psychologists have finally been able to measure what intuitively we all knew all along.

The last thing is a report of Dr. Derek Bok of Harvard to his faculty. As you unquestionably know, they have been dealing with the problem of a core curriculum and a redefinition of the Harvard basic education for some years now. Let me read from some of the things he said just this last fall. "In order to keep a Harvard education from becoming passive and slack, we must try to balance lectures with a constant counterpoint of papers, seminars, tutorials and discussion sessions where students must first make use of what they have read and heard by developing their own thoughts and then expose their work to the scrutiny of more mature minds. These are the experiences most likely to help students think more clearly and precisely, yet it these experiences that are most endangered across the country by huge enrollments and tight financial constraints. Fortunately Harvard has developed a



tradition of individualized instruction through freshman seminars, through tutorials, core sections and senior theses. These elements of the curriculum are all strongly supported by faculty, alumni, and students alike, but almost all agree that further progress needs to be made. For example, at a survey several years ago, students, faculty and alumni came to remarkably similar conclusions when they were asked to rank in order of importance, more than 30 possible reforms of the college." I think it was most interesting to see what the top five of those reforms turned out to be. They varied a little bit between students and faculty and alumni, but not very much. 1) More detailed assessment of your work; more comments on paper; more seminars; creating one's own major; and more independent study. Boy, if that doesn't sound like an Evergreen catalog! (That came from those three major groups, representing current and past students and faculty as well. He goes on in addressing these needs: "We should look initially to the first two years of college. Freshmen and sophomores have too few opportunities for engaging in active intellectual work under direct faculty supervision. We provide enough freshman seminars to accommodate only 35% of the class." (And again what a contrast!)

Finally he says, "What students deserve is an opportunity in each of their first two years to take some portion of their program in the form of seminars or small discussion courses, taught by professors and with frequent opportunities for written work and faculty critique. This goal could be achieved by expanding a number of freshman seminars,

be developing additional core courses with small enrollments or, conceivably, in other ways."

I suppose there's a real danger in continuing to quote from the president of Harvard that we will once again fall prey to that slogan which plagued us the first few years of our existence--that we were the "Harvard of the West." I suggest that Harvard may well, someday, consider itself the "Evergreen of the East."