

M. Stilson

MINUTES of the FACULTY MEETING

January 11, 1971

Present: Hitchens (moderator), Alexander (recorder), Aldridge, Barry, Brian, Cadwallader, Crowe, Eickstaedt, Humphrey, Humphreys, Jones, Martin, Sluss, White, Wiedemann, Young, and Monica Caulfield.

STATUS OF WOMEN AT EVERGREEN

MONICA CAULFIELD informed the faculty of a short meeting held recently of an ad hoc group--men and women--gathered to discuss the status of women at Evergreen. This group proposed that "a woman involved in the selection process of future faculty members." The reasons for addressing the faculty particularly are that: 1) the faculty is the group most likely to be doing any major hiring next year, and 2) the faculty's prominence on the Evergreen campus would insure that this effort would amply indicate where Evergreen's heart is. It was specifically proposed by this group that a woman consultant be hired, someone who would work for longer than one or two hours, who would stay around for perhaps a month and who could engage in lengthy and detailed service.

In the subsequent discussion, the following substantive points were made:

1. There are some 30 women already identified and in our Top Priority file for faculty candidates.
2. The college has consulted with prominent women in the past, and is continuing to do so. They have been the source of a number of suggested candidates,
3. but a woman should be involved not only in selection of candidates, but in evaluation of them; and not only women candidates, but men as well.
4. Women here on the staff should be involved, because they will have to live with the choices made.
5. Perhaps some of the women we hire for next year can help us.
6. Women are particularly helpful in interviews because of their trained sensitivity -- they see how a candidate will affect freshmen students, how a candidate might affect other women. Faculty wives might be useful in this task.
7. The problem is two-fold: how can we best get a woman's input on hiring; and how can we demonstrate best to the outside community our sincerity, so as to defend ourselves from possible attack on this issue.

Problems of "confidentiality" were raised, but the discussion was inconclusive.

Consensus was attempted on the following points:

1. We accept the suggestion of the Committee on the Status of Women at Evergreen, that a woman be involved in the hiring of faculty. (AGREED)
2. We agree with their desire, and will involve, formally and informally, the women in the Evergreen community in the reading of applications, and the interviewing and evaluation of candidates. (AGREED)
3. We will seek a woman prominent in academic work to act as a consultant. (NO CONSENSUS. Budget questions, questions of how useful such a consultant could be given time and communications pressures, all prevented consensus.)
4. We invite other areas of administration to join us in the effort to recruit women for Evergreen.

ADMISSIONS

RICHARD BRIAN presented the report of the Admissions DTF. He called attention to the Memo circulated to the faculty. Faculty will be involved in Admissions in two ways -- they will read all the supplementary forms received, and they will determine whether, in particular cases, the "upper half of the graduating class" requirement should be waived. Minority recruitment will produce special problems (Moderator indicated the need for a special faculty meeting on this topic -- see below.)

This report stirred considerable discussion, in which the following questions or points were prominent:

1. What is the status of the supplementary form? What sort of things are being asked. And (most important) how do we make sure that the faculty interpret the completed forms in much the same light?
2. Are Admissions and the faculty on common ground in their understanding of the admissions process?
3. Can we set up a hasty review of the first received complete applications to use as a basis for discussing our grounds for interpreting the answers to the supplemental forms?
4. What role do interviews with students -- with those students who have already been here -- play in the evaluation of applications? Is it the case that these interviews can play little or no role? What about the verbal advice to some interviewed students that they should write "Charter Student" on their supplemental application, and thus ensure preferential treatment for themselves.
5. Prominence of campus interviews in the evaluation process unfairly benefits those students fortunate to have cars, or live close, or have time. "First come -- first served among those deemed acceptable" has the advantage of eliminating this bias, but leaves a bias operating against hesitant minority candidates.
6. What date is involved in the "First come -- first served" process? How can we avoid difficulties and injustices involved in the vagaries of the postal service: things mailed the same day, arrive on different days. It is proposed that we consider the Yale procedure: send out supplemental applications well before the due date, and insist they be returned no earlier than the due date.

7. A crucial difference between Admissions and faculty may be that Admissions assumes we will have trouble filling our quota, whereas the faculty assumes that we will have a surfeit of applications and the problem is then to pick the "best" applications from them. Moreover the Executive Vice President has been most concerned that we not "pick the best possible students" by some elite measure, but that we get an across the board distribution of those who want to come -- not on the basis of academic requirements.

The work of the Admissions DTF was extended, until at least mid-February, so it could pursue the problems outlined above, watch the formulation of the supplemental form, and generally probe the effects of admissions on other areas of the academic program.

CONTRACTED STUDIES

This DTF had an extensive meeting with the Provost. Detailed work continues. No report at the moment.

COMMUNITY COLLEGE CURRICULUM

HUMPHREYS: We have an interim report ready. We have analyzed some 24 of the State Community College catalogues, reviewed some of the Council on Higher Education's enrollment policy statements, looked over Evergreen's stated goals, and interviewed with the Assistant Director of the State Board for Community College Education. The community colleges are in a severe bind over the admissions policies of the four-year institutions in the State, and the recommendations of the Council on Higher Education concerning enrollment. The Council recommends that four-year institutions concentrate on upper division and graduate education, while the community colleges and junior colleges take the major burden of lower division education. At the same time the community colleges are urged by the Council to expand the enrollment of students in vocational programs.

Evergreen's published position is not too definitely articulated, but the President did say in February 1970 that "it will be necessary -- no essential -- to phase in community college transfer at Evergreen in the future in probably far larger numbers than those who begin college at Evergreen."

Our preliminary conclusions are that "Evergreen ought to stand against that policy ... that our curriculum is so set up and so designed as to emphasize the needs of lower division education, and that as an institution we would be wise to continue that emphasis into the future."

The study we made of the degree programs of community colleges is difficult to summarize because there is so much variation. Some things can be said generally. The "Associate in Arts" degree or -- Associate in Science, or Associate in Arts and Sciences -- are definitely geared to students who wish to transfer into a higher institution, but the methods each school uses to calculate its GPA vary widely, as do other detailed aspects of these programs. The general Studies degrees tend to be terminal, and often catch-alls for students who don't somehow qualify for the Associate degrees. But these seem to be programs perhaps amenable to experimental education (though experient anywhere in community college curricula is very rare). The vocational degrees are very heavily vocational and technical, with lots of credit for work experience. A whole series of diplomas or certificates are given. Some schools even offer high school diplomas and elementary education certificates.

The course numbering at community colleges runs generally like this:

- 0 - 50 can be high school level courses, or elementary remedial
sometimes hobby courses,
- 50 - 99 vocational,
- 100 -299 supposedly transferable courses.

There's much variation in the number any particular course might bear, and many vocational courses are listed at over 100.

We will recommend that Evergreen accept the AA degree as sufficient for Junior standing at Evergreen, and work towards that degree. We need to work out a scheme for accepting those vocational credits that are relevant to Evergreen's programs -- for instance a welding credit might be useful in Fine Arts, or Early Childhood Education (a vocational program for pre-school teachers) would be useful in a Human Development program.

The present policy of accepting all work done at an accredited institution for transfer into Evergreen (which may be getting into the catalogue without the word "accredited" included) apparently will lead to difficulty in accreditation, and we will work to have that changed, in particular, to deny transferability to high school or elementary credits.

The committee was appalled to see in the catalogues the almost total lack of innovation or interdisciplinary programs. To help effect some change in that, we will recommend that Evergreen sponsor the Spring of this year a state-wide conference on experimental education inviting the Deans of Instruction and other interested people from the faculties of the community colleges, plus people from Fairhaven and other experimental programs around the state -- to come here and talk about the problems of change in established liberal arts programs. We also suggest that Evergreen try tactfully to make its faculty available as consultants on experimental education to the community colleges.

We also would like an annual conference involving the Student Services Officers (generally titled Deans of Students) at the community colleges. These people are in charge of the advising and counselling of students. We would like to discuss with them how students who have come to us from their schools are doing at Evergreen, what program changes we should undertake, what program changes they might undertake. These conferences would involve the students. And the conferences might have real force in promoting change and experimentation at the community colleges.

ROLE OF THE COORDINATOR DTF

UNSOELD is writing up the report now.

PUBLIC EVENTS DTF

HITCHENS reports on its one meeting. They are investigating how Public Events can reflect our general program, involve the community in a kind of community education process, and how to keep the program from growing as just a series of discrete Jazz Programs, Rock Programs, etc.

FACULTY EVALUATION

No charge yet written, because of procedural conflict. Moderator, Recorder and Provost have provisionally agreed that Provost will (written changes) write the charge which Moderator and Provost would read over and approve. But is this ad hoc procedure to be made the permanent method for drawing up charges for Faculty initiated DTFs? Neither discussion nor consensus.

CAPTIVE DEAN

The provost wishes to be as close as possible to faculty decisions, and prefers to attend faculty meetings himself. He hopes, and faculty seems also to hope that the need not be a formal Faculty-Provost Liaison.

STATE-WIDE INTERINSTITUTIONAL COMMITTEE

BARRY: The various academic affairs officers throughout the State (the titles vary from school to school) have been charged by the Council of Presidents of all the State institutions to come up "with an Interinstitutional Committee that will be in effect, ultimately (I would say 'ultimately within a month') the clearing house committee for all interinstitutional business that's going to be conducted by the Council of Presidents. Because the Council of Presidents has been getting a report from this committee going off in this direction, a report from this committee going off in that direction -- they really weren't able to make sense out of the recommendations coming to them. So the Academic Officers are now charged to bring these interinstitutional committees all together and thus be able to advise the Council of the consequences of voting one way or the other. The Chairman of the group, Alan Smith at WSU, and the Secretary will be Ed Harrington at Central." The DTF reports may find their way into the deliberations of this group, and thus have far reaching implications.

The Provost commends the DTFs on their work.

SUMMER WORK

JONES reported that he reminded the President at the President's Council meeting of the faculty's concern about summer work. The Governor has yet to report the budget -- apparently he will by the 15th of this month.

MINORITY RECRUITMENT AND EDUCATION

A special faculty meeting was called on this question, set for Tuesday, January 12, at 2 p.m. This meeting was subsequently necessarily postponed until later.

ADJOURNED.

RA/bh
1/14/71