

The Evergreen State College MPA Program  
First Year Core Winter 2025

## Doing Democratic Public Administration

**MPA Mission Statement** Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We think critically and creatively; communicate effectively; work collaboratively; embrace diversity; we value fairness and equity; advocate powerfully on behalf of the public; and imagine new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”



**Faculty Teaching Team \*Office Hours by Appointment\***

Larry Geri, DPA [geril@evergreen.edu](mailto:geril@evergreen.edu)

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**In-person Format:** Classes are in person at the Olympia campus.

**Location:** Seminar 2 building, E cluster, room 1105

**Times:** Thursdays 6:00pm – 9:30pm January 9 – March 13th

Saturday 10:00am – 2:00pm February 8th (start at Deschutes estuary, end at Longhouse)

### Course Description

The purpose of 1st year Core is to identify and explore the fundamentals of governing and administering for the public good. In Winter quarter we will examine the knowledge and skills needed to practice democratic public administration. We will increase our understanding of the historical, political, structural, and social challenges (and opportunities) of doing administration ethically and equitably within public and nonprofit organizations. We will explore democratic processes with a focus on the roles and relationships of administrators across sectors. Important themes of the quarter include ethical management and leadership, sense-making of organizational phenomena, and equity-centered decision-making. We will increase our understanding of the political, social, cultural, and economic contexts of public administration. Our goal is to gain an understanding of how practitioners can apply theories of public administration through praxis. We will analyze the roles and responsibilities of public administrators and their institutions at all sectors of governing. Spring quarter, we examine the policy and fiscal foundations of doing public service.

## **Teaching and Learning Themes**

Equity, Ethics, Effectiveness, Efficiency, Economics

## **Key Questions**

How do we govern?

What are ethical and equitable processes for governing?

What are organizations?

What can we use to manage equitably and ethically within organizations?

Why and when does democratic public administration matter?

## **Learning Objectives**

- Understand constraints, opportunities, and processes for leading in democratic organizations.
- Develop introductory organizational analysis skills.
- Recognize organizational differences across sectors, roles, and partnerships.

## **Course Equivalencies**

2 - Organization Theory

2 – Public Sector Ethics

2 - Leading in Democracies

**Required Texts** (books are available through Evergreen’s library and bookstore)

Guy, M.E. and T.L. Ely (2022). *Essentials of Public Service*, 2nd Ed. Irvine, CA: Melvin and Leigh. ISBN-10: 1736040227; ISBN-13: 978-1736040225

O’Leary, R. (2019). *The Ethics of Dissent: Managing Guerrilla Government*, 3rd Ed. Washington, DC: CQ Press. ISBN-10: 1506346359; ISBN-13: 978-1506346359

Scharmer, O. and K. Kaufer (2013). *Leading from the Emerging Future: From Ego-System to Eco-System Economies*. Oakland, CA: Barret-Kohler. ISBN-10: 9781605099262; ISBN-13: 978-1605099262

**Schedule** (faculty may alter schedule if needed)

<b>Class dates</b>	<b>Themes and Guiding Questions</b>	<b>Assignments Due</b>
Week 1: Jan. 9 <sup>th</sup>	What exactly is an “organization”? Can or should the public sector escape bureaucracy?	Assignment #1: Organizational Sensemaking
Week 2: Jan. 16 <sup>th</sup>	How do we know what is REALLY going on? Introduction to Organizational Analysis And How do we make teams work?	Assignment #2: Seminar Paper
Week 3: Jan 23 <sup>rd</sup>	Ethics, Equity, Effectiveness: Tools of Agreement across organizations, stakeholders, and rightsholders (Tribes and WA state)	Assignment #3: Collective Impact Model and Process Map
Week 4: Jan. 30 <sup>th</sup>	Ethics, Equity, Effectiveness: Tools of Agreement across organizations and sectors (counties, cities, special districts, businesses and nonprofits)	Assignment #4: Leadership Briefing Paper with One Pager
Week 5: Feb. 6 <sup>th</sup>	What is strategy—and why are people so obsessed with it?	<i>*Week 5 check-ins*</i> Assignment #5: Seminar Paper
Saturday Feb. 8 <sup>th</sup>	Deschutes estuary tour and joint cohort meeting at Longhouse	
Week 6: Feb. 13 <sup>th</sup>	How is the nonprofit sector different from the public sector?	<i>*Form org analysis teams*</i> Assignment #6: Nonprofit case analysis
Week 7: Feb. 20 <sup>th</sup>	Ethics: Citizenship and Constitutions. Who belongs? Implementing tribal constitutions and the U.S. constitution	Assignment #7: Teamwork Plan Draft
Week 8: Feb. 27 <sup>th</sup>	Ethics: Leadership in Democratic Organizations. What to learn from the past to lead in the future? TVA	Assignment #7: Org Analysis Draft
Week 9: March 6 <sup>th</sup>	Guest speakers and practice presentations	Assignment #8: Visual Aid Draft
Week 10: March 13 <sup>th</sup>	Final presentations	Assignments #7 & #8: Final Org Analysis, Final Teamwork Plan, and Final Visual Aid

**Required Reading List of Articles and Book Chapters  
Posted to Canvas**

Bolman, L and T. Deal (2021). *Reframing Organizations*, 7th Ed. San Francisco: Jossey-Bass. Paperback. ISBN-13: 9781119855125.

Bryson, J., & Edwards, L. H. (2017). "Strategic planning in the public sector." In *Oxford research encyclopedia of business and management*.

Collins, Jim. (2005). *Good to great in the social sectors*. New York: Harper.

Duhigg, C. (2016). "What Google Learned From Its Quest to Build the Perfect Team." *New York Times*, Feb. 25th.

Mintzberg, H. (1994). "The Fall and Rise of Strategic Planning." *Harvard Business Review*, Jan-Feb, pp. 107-114.

Noolan, J. (2006). "Organization Diagnosis Phase." In Jones and Brazzel, Eds., *NTL Handbook of OD and Change*. New York: Pfeiffer and Co.

Worth, M. (2017). *Nonprofit Management: Principles and Practice*, 4th ed. Sage.

Deliberative democracy and historical perspectives on American Indian/Alaska native political decision-making practices: <https://www.nature.com/articles/s41599-020-0506-4>

What is a City? <https://wacities.org/data-resources/what-is-a-city-elearning>

Municipal Research and Services Center (MRSC) <http://mrsc.org/Home/Research-Tools/Washington-City-and-Town-Profiles.aspx> and <http://mrsc.org/getdoc/9ffdd05f-965a-4737-b421-ac4f8749b721/City-and-Town-Classification-Overview.aspx>

Overview of Deschutes Estuary Restoration Project:  
<https://deschutesestuaryproject.org/project/>

MOU, Capitol Lake – Deschutes Estuary  
[https://drive.google.com/file/d/16vKfXUE0PGR9O\\_zzcunSybnxfScVb30X/view?usp=sharing](https://drive.google.com/file/d/16vKfXUE0PGR9O_zzcunSybnxfScVb30X/view?usp=sharing)

Deschutes Estuary Restoration Project Info.: <https://deschutesestuaryproject.org/>

Fact Sheet: <https://deschutesestuaryproject.org/wp-content/uploads/2024/08/Deschutes-Estuary-Project-Fact-Sheet-FOR-WEB.pdf>

The Impact – Lake to Estuary Conversion: <https://tvw.org/2023/11/the-impact-lake-to-estuary-conversion-project-update/>

Ethics in Public Service: <https://www.youtube.com/watch?v=p7KpPV9uDvY>

How the U.S. Constitution can help resolve ethical dilemmas:  
<https://www.scu.edu/ethics/leadership-ethics-blog/how-the-constitution-can-resolve-ethical-dilemmas/>

ASPA Code of Ethics Workbook  
[https://www.aspanet.org/ASPA/ASPA/Code-of-Ethics/Code\\_Workbook.aspx?hkey=0b20df99-94a1-40a8-aecd-f49ea821e187](https://www.aspanet.org/ASPA/ASPA/Code-of-Ethics/Code_Workbook.aspx?hkey=0b20df99-94a1-40a8-aecd-f49ea821e187)

Built for the People: The Story of TVA <https://youtu.be/iUkliKCok18?feature=shared>

Learning from the Past, Committing to the Future: A Practitioner's View of Our Democracy  
<https://www-ijstor-org.evergreen.idm.oclc.org/stable/40984139>

### **Assigned Readings by Week**

#### **Week 1**

(scanned PDF) Bolman and Deal (2021), Ch. 1, 2

(book) Guy and Ely (2022), *Essentials of Public Service*, Ch. 3, 4

(video) Morgan's *Images of Organizations*: <https://youtu.be/a60rsgbmw2c>

#### **Week 2**

(book) Guy and Ely (2022), *Essentials of Public Service*, Ch. 5

(book) O'Leary (2019), *The Ethics of Dissent*, Ch. 1, 2, 3, 4

(article) Duhigg (2016), "What Google Learned From Its Quest to Build the Perfect Team"

(scanned PDF) Noolan (2006), Ch. 11

### Week 3

(book) Guy and Ely, *Essentials of Public Service*, Chs. 11 and 12 “Contracting” and “Legal Dimensions of PA”

(book) Scharmer and Kaufer, *Leading from the Emerging Future*, Introduction “Breathing Life into a Dying System” and Ch. 2 “Structure: Systemic Disconnects”

(article) Deliberative democracy and historical perspectives on American Indian/Alaska native political decision-making practices: <https://www.nature.com/articles/s41599-020-0506-4>

(website) Overview of Deschutes Estuary Restoration Project:  
<https://deschutesestuaryproject.org/project/>

(government document) MOU, Capitol Lake – Deschutes Estuary  
[https://drive.google.com/file/d/16vKfXUE0PGR9O\\_zzcunSybnxfScVb30X/view?usp=sharing](https://drive.google.com/file/d/16vKfXUE0PGR9O_zzcunSybnxfScVb30X/view?usp=sharing)

#### *Supplemental Resource Readings:*

(website) Governor’s Office of Indian Affairs, State – Tribal Relations  
<https://goia.wa.gov/relations>

WA State Org Chart <https://ofm.wa.gov/pubs-reports/state-government-organization-chart>

(website) Guide to Cross-Sector Collaboration: <https://www.resonanceglobal.com/the-guide-to-cross-sector-collaboration> and (article) Why Intersectional Governance Matters:  
<https://drive.google.com/file/d/1zulxPWCRmRukw9V-7ry32ho92VCCqptx/view?usp=sharing>

### Week 4

(book) Guy and Ely, *Essentials of Public Service*, Ch. 13 “Public Integrity”

(book) Scharmer and Kaufer, *Leading from the Emerging Future*, Ch. 4 “Source: Connecting to Intention and Awareness”

(video) What is a City? <https://wacities.org/data-resources/what-is-a-city-elearning>

(websites) Municipal Research and Services Center (MRSC) <http://mrsc.org/Home/Research-Tools/Washington-City-and-Town-Profiles.aspx> and <http://mrsc.org/getdoc/9ffdd05f-965a-4737-b421-ac4f8749b721/City-and-Town-Classification-Overview.aspx>

*Supplemental Resources and Readings:*

City of Olympia Org Chart:

[https://www.olympiawa.gov/Document\\_center/Government/City%20manager/City-Org-Chart-060524.pdf](https://www.olympiawa.gov/Document_center/Government/City%20manager/City-Org-Chart-060524.pdf)

(article) Sensemaking in Crisis and Change:

<https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-6486.2010.00908.x>

(article) Compassionate Leadership is Necessary – but not sufficient:

<https://hbr.org/2020/12/compassionate-leadership-is-necessary-but-not-sufficient>

(websites) Office of Equity - PEAR Framework and GARE Racial Equity Framework

**Week 5**

(article) Bryson, J., & Edwards, L. H. (2017). “Strategic planning in the public sector”

(article) Mintzberg, H. (1994). “The Fall and Rise of Strategic Planning.” *Harvard Business Review*, Jan-Feb, pp. 107-114.

(book) Scharmer and Kaufer (2013). *Leading from the Emerging Future*, Ch. 1, 3, 5, 6, 7

(book) O’Leary (2019). *The Ethics of Dissent*, Ch. 5, 6, 7 (plus the various “Interludes”)

**Week 5 (Saturday)**

(webiste) Deschutes Estuary Restoration Project Info.: <https://deschutesestuaryproject.org/>

Fact Sheet: <https://deschutesestuaryproject.org/wp-content/uploads/2024/08/Deschutes-Estuary-Project-Fact-Sheet-FOR-WEB.pdf>

(video) The Impact – Lake to Estuary Conversion: <https://twv.org/2023/11/the-impact-lake-to-estuary-conversion-project-update/>

## Week 6

(scanned PDF) Worth (2017), *Nonprofit Management*, Ch. 3 & 4

(scanned PDF) Collins (2005). *Good To Great in the Social Sectors* (all)

Nonprofit case, TBD

## Week 7

(book) Guy and Ely, *Essentials of Public Service*, Ch. 1 “Running a Constitution” and appendix

(Video) Ethics in Public Service: <https://www.youtube.com/watch?v=p7KpPV9uDvY>

(Blog) How the U.S. Constitution can help resolve ethical dilemmas:

<https://www.scu.edu/ethics/leadership-ethics-blog/how-the-constitution-can-resolve-ethical-dilemmas/>

(Self-assessment) ASPA Code of Ethics Workbook

[https://www.aspanet.org/ASPA/ASPA/Code-of-Ethics/Code\\_Workbook.aspx?hkey=0b20df99-94a1-40a8-aecd-f49ea821e187](https://www.aspanet.org/ASPA/ASPA/Code-of-Ethics/Code_Workbook.aspx?hkey=0b20df99-94a1-40a8-aecd-f49ea821e187)

*Supplemental Resources and Videos:*

[Markkula Center \(Social Sector Ethics Resources\)](#) and Cornell West on What Democracy Is and Should Be: <https://www.youtube.com/watch?v=KOWyHQ1mnac> and Crash course in political ideologies: [https://www.youtube.com/watch?v=j\\_k-k-bHigM](https://www.youtube.com/watch?v=j_k-k-bHigM)

## Week 8

(book) Guy and Ely, *Essentials of Public Service*, Ch. 15 “Public Services Well Delivered”

(book) Scharmer and Kaufer, *Leading from the Emerging Future*, Ch. 8 “Leading from the Emerging Future Now”

(movie) Built for the People: The Story of TVA <https://youtu.be/iUkliKCok18?feature=shared>

(article) Learning from the Past, Committing to the Future: A Practitioner's View of Our Democracy <https://www-jstor-org.evergreen.idm.oclc.org/stable/40984139>

*Supplemental Resources:* About TVA <https://www.tva.com/about-tva> and [Bringing Life to Organizational Change](#)

## Assignments

### **Assignment #1: Organizational Sensemaking**

Due: January 9<sup>th</sup> posted to Canvas by 6:00pm

Length: 3-4 pages in APA format

Apply the Bolman and Deal four-quadrant model to an organizational problem or dilemma with which you are familiar. This could be in your current organization or a public or nonprofit organization about which you have some knowledge. Which of the four frames described by Bolman and Deal (Structural, Human Resource, Political, and Symbolic) is most helpful in making sense of the situation? What possible solutions emerge from that frame? Are there complimentary actions suggested by the other frames that could prove beneficial?

### **Assignment #2: Seminar Paper**

Due: January 16<sup>th</sup> posted to Canvas by 6:00pm.

Length: 3 - 5 pages. APA format.

Compare and contrast 2 of the assigned readings from week 2. Write a seminar paper by responding to the following questions:

- a. What are the key terms defined in each reading?
- b. What are the authors' arguments?
- c. What are the authors' assuming in order to make these arguments?
- d. What is missing from the authors' analyses? Who is missing?
- e. What questions would you ask the authors? [Extra credit: send an email to the authors with some of your questions. If you get a response, please share in seminar.]

### **Assignment #3: Collective Impact Model and Process Map**

Due: January 23<sup>rd</sup> posted to Canvas by 6:00pm.

**Resources:** [Collective Impact Model](#) & [Process Map](#).

**Instructions:** [Pick a moment in time](#) regarding the organizational processes of the Deschutes estuary restoration project (stakeholder and rightsholder engagement, planning, authorization, research, decision, implementation, evaluation, design, permitting). Use this same moment in time and the organizations involved to complete the following two steps.

**Step 1: Essay portion of assignment.** In 4 to 5 pages, using any of the readings assigned for the course (and outside sources if needed), please respond to the following prompts:

- What is your definition of an organization?
- Based on the moment in time you picked regarding the organizational processes, how did organizations communicate and collaborate?
- What do you know for sure about these organizations?
- Why are you seeing these organizations the way you are?

- How are the organizational dimensions of democracy, ethics, and equity involved?
- What can public servants learn from these organizational processes?

**Step 2: Visualization part of assignment.**

- For the process moment in time you picked, [design a process map](#) to visually display the flow of work for the organizations involved. Show a series of events, the result, and how various organizations were involved (the functions served by the organizations). Show “who” and “what” is involved in the process. To make your process map, you can use Lucidchart or any other flowchart software.
- Building on the process map you created, [design a collective impact model](#) to visually display the system of “how” organizations collaborate, their common agenda, their shared measures for addressing their agenda, their mutually reinforcing roles or functions across sectors, backbone support, and how they communicate. To make your collective impact model, you can use the SmartArt feature in Microsoft Word or PowerPoint, or the insert shapes or diagram feature in Google Slides, or mind map online tools like Coggle, or online infographic templates like Piktochart, or online presentation or poster templates like Canva.

**Assignment #4: Leadership Briefing Paper with One Pager**

Due: January 30<sup>th</sup> posted to Canvas by 6:00pm. Length: include a one pager at the beginning after the title page, then a 3-5 page essay for the briefing paper, double spaced, APA format. Examples will be posted on Canvas.

**Purpose:** Also referred to as a “**Decision Memo,**” or “**Decision Paper,**” or “**Issue Brief**”, this assignment will give you an opportunity to practice concisely writing about a problem and crafting a recommendation for decision makers.

**Instructions:**

*First*, select one of the “real-world” example issues, problems, or cases presented in the assigned readings for Saturday January 25<sup>th</sup>. Illuminate the dimensions of organizational structures, institutional norms, and ethics.

*Second*, pick your audience of decision makers. Who should you gear your analysis and recommendation towards?

*Third*, select a few current sources that provide background and facts about the issue (Ex. government documents, newspaper, academic journal, website, legal brief, research report, etc.). Pay attention to what decisions already occurred and the results of those actions. Note what crucial pieces of information are missing that leaders may need to make a decision.

*Fourth*, with your audience in mind, analyze the existing information about what options are available for resolution, or propose your own options. Weigh out the pros and cons of each option.

*Finally*, make recommendations to your audience. Persuasively inform their decision.

### **Assignment #5: Seminar Paper**

Due: February 6<sup>th</sup> posted to Canvas by 6:00pm.

Length: 3 - 5 pages. APA format.

Compare and contrast 2 of the assigned readings from week 5. Write a seminar paper by responding to the following questions:

- a. What are the key terms defined in each reading?
- b. What are the authors' arguments?
- c. What are the authors' assuming in order to make these arguments?
- d. What is missing from the authors' analyses? Who is missing?
- e. What questions would you ask the authors? [Extra credit: send an email to the authors with some of your questions. If you get a response, please share in seminar.]

### **Assignment #6: Nonprofit Case Analysis**

Due: February 13<sup>th</sup> posted to Canvas by 6:00pm

Length: 3-4 pages, APA format.

Read the assigned case (TBA), which presents an administrative problem faced by a nonprofit organization for you to analyze and interpret. Your analysis must:

- 1) define what you believe is the major problem presented by the case, and
- 2) what if anything should be done to rectify the situation.

Additional details on how to do case analysis will be presented in class.

### **Assignment #7: Organizational Analysis (team assignment)**

**Draft Teamwork Plan** Due: February 20<sup>th</sup> posted to Canvas by 6:00pm. Fill in the example teamwork plan provided.

**Draft Org Analysis** Due: February 27<sup>th</sup> posted to Canvas by 6:00pm. APA format.

Length: 15 pages max. Does not include title page, works cited, teamwork plan, or appendices.

**Final Teamwork Plan and Final Org Analysis** Due: March 13<sup>th</sup> posted to Canvas by 6:00pm.

**Note:** A thorough organizational analysis would take many months or even years to complete. Such an undertaking would require surveys, interviews, and focus groups with staff, leadership, and clients. An exhaustive organizational analysis would involve culling through mountains of internal documents, records of decisions, mandates, policies, and budgets. You are not doing this! Your task is to conduct what would be "phase 1" of a cursory organizational analysis: the outsiders' perspective. You will use only publicly available resources and likely end up with more critical questions than definitive answers.

**Description:** Conduct an organizational analysis of a public, non-profit, or Tribal government organization. The goal of the assignment is to expand your skills at organizational assessment and provide insights into the realities of life in organizations. You should select an organization you DO NOT currently work for. This assignment will be completed in teams of 2 to 3 students. Teams should form within your seminar week 6.

**Instructions:**

Step 1: Get the basics.

- Write a teamwork plan.
- Write your team's definition of an organization. This definition will guide the focus of your analysis. (Ex. structure, staff, leadership, managers, boards, mission, policies, programs, clients, funders)
- Select a public, non-profit, or Tribal government organization to analyze.
- Gather some initial background information (**publicly available**) to ensure you have access to sufficient basic information about the organization (org chart, funding sources, budgets, mission, population served, etc.).

Step 2: Write an org analysis about the following elements.

Responding to these questions will involve a search of secondary resources (government reports, news media, academic research, org memos, press releases, and other background documents/materials publicly available). Select an organization that has information readily and publicly available.

- Mission and/or vision, brief history, population served and public need(s) addressed, key budget information, organizational structure/chart, staffing.
- What is the organization known for and what are its key accomplishments? Based on your outsiders' assessment, what is the organization good at and where has it fallen short? Is it known for any innovations?
- How productive are its relationships with other levels or parts of government and/or non-profit organizations?
- Is it democratic in form and action?
- Is the organization prepared for the future?
- What are the challenges the organization is currently facing? (Ex. these could be challenges of strategy, budget, program implementation, management, leadership, ethics, equity).
- Explain your team's recommendation for how the organization should address the main challenge it faces along with evidence supporting your recommendation. To do this, incorporate the relevant readings from this quarter as "evidence". Additionally, design a collective impact model and a process map to visually explain your recommendation.

**\*\*\* Sources must come from existing information (ex. don't do any interviews)** and may include government documents, research reports, case law, policy briefs, books, academic journals, newspapers, websites, etc. You are encouraged to use readings from the class.

**Responses to the assignment questions should be presented in the form of a literature review** woven throughout the org analysis. Include resources and citations throughout the document.

Tips: Do not start with a position. Be open to your perspective changing as you become informed. Do not attempt an exhaustive review of all sources. Synthesize information; do not summarize. Use very few direct quotes and do not use any long quotes.

### **Assignment #8: Org Analysis Visual Aid and Presentation**

**Draft 1** Due: March 6<sup>th</sup>. Upload the team's draft visual aid to Canvas. Additionally, upload a recording of your team practice presentation. Use an online recording tool (Ex. Teams or Loom) with speaker and screen share recording capability. Save your recording as an MP4 file and upload to Canvas. Recorded practice presentation should not exceed 15 minutes total. As a team, be prepared to share your recorded practice presentation with your draft visual aid during seminar to receive feedback from classmates.

**Final** Due: March 13<sup>th</sup>. Upload the team's final visual aid to Canvas. As a team, be prepared to give your final presentation in-person with the finalized visual aid during class.

**Presentation with visual aid:** 15 minutes. We expect the presenters to take 15 min to describe and explain their team's assessments and outcomes. Q&A: 5 min. Total time: 20 minutes.

The visual aid can be a creation of your choosing. Consider using any of the following tools: slide show (prezi.com, haikudeck.com), poster or brochure (Canva), flip book (flipsnack.com or heyzine.com), word cloud (wordart.com, tagul.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com), kanban board (trello).

All presentations should adhere to the following guidelines: 1) Any photographs or graphs/charts should have a summary notes about what is being displayed. 2) All photographs or graphs/charts should be cited with their source. 3) Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, [universal design accessibility](#). 4) If using a video, it should not take up the entire presentation time. 5) All members of the group are expected to participate in the presentation/facilitation as able.

## Course Policies, Commitments, and Responsibilities

### Faculty Commitments and Responsibilities

**Trauma-Informed Principles Commitment:** While faculty and students experience traumatic events throughout their lives, the global pandemic and endemic racism have created ongoing, overarching traumatic events, heightened by each person's individual experiences. The result can be "[a cognitive burden comparable to a full-time job.](#)" Faculty are committed to recognizing trauma and resisting re-traumatization by integrating [Trauma Informed Teaching & Learning Principles](#) throughout the course. Specifically, we seek to create an atmosphere that is respectful, transparent and trustworthy by making expectations clear and communicating with the goal of building learning community trust and understanding to foster student choice by, when possible, offering options for engagement, readings, and communication; and lastly, to empower student voice by responding to the various forms of privilege and oppression silencing and limiting decision-making in learning communities.

**Mandatory Reporter:** The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. We are committed to your well-being and safety, and we're open to discuss any concerns you may have.

Please know that we are Responsible Employees, meaning that we are legally obligated to share information with the College's Title IX Coordinator in certain situations that help ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether to pursue a formal complaint or legal action or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need.

**If you are seeking confidential support, please feel free to contact the following confidential resources:** Office of Sexual Violence Prevention and Response (Sem I, 4119, 360.867.5221, [jonese@evergreen.edu](mailto:jonese@evergreen.edu)), Student Wellness Services (Sem I 2110, 360.867.6200), or SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

**Reasonable Accommodations** will be provided for any student who qualifies for them through a working relationship with Access Services. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please request academic accommodations due to a disability, please contact the office of [Access Services](#) for Students with Disabilities (867-6348 or 6364) to receive a letter of accommodation. If the

student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. Information about a disability or health condition will be regarded as confidential.

## **Student Commitments and Responsibilities**

**Participation & Attendance:** Classes are offered in person. Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, contributing in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (= 3 hours accumulated is one absence), make-up work will be assigned by faculty. Makeup work must be completed by the end of the last scheduled class meeting to receive course credit. After 12 hours of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (e.g., being late to class; regularly missing an hour of class), you may be denied full credit. Finally, if you do miss a class, you are expected to do the reading for the class meeting missed, turn in any assignments that were due on the class date missed, and review class notes and materials available on Canvas.

**Late Assignments:** Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than the original assignment's due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit. Late assignments may or may not receive feedback.

**Credit:** Students will receive 6 graduate credits if all course requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. **No partial credit will be awarded.** Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Failing to meet course requirements (e.g. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

**Human Subjects Review (HSR):** Students may NOT conduct primary data collection without HSR approval by faculty. There may also be requirements regarding research protocols with

governments (Tribes/Feds/state/local), Native communities, private organizations or nonprofits. For more information see the [Institutional Review Board Student Guide](#).

**Plagiarism:** (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#), for the MPA Academic Honesty policy and additional information. Academic Honesty at TESC: "Plagiarism is defined as representing the works or ideas of another as one's own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments."

Source: <http://www.evergreen.edu/advising/academichonesty.htm>

**Evaluation:** Student's course self-eval and eval of seminar faculty are both required for credit as submitted via my.evergreen.edu . Start drafts of both evals so that students can discuss draft evals during week 5 check-ins. There will be class time to discuss/practice writing evals before the end of the quarter.

**Technology Use & Learning Styles:** We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not a appropriate use of class time. Consult your faculty to discuss technology use and learning style options.

**Guest policy:** Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of first-year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

**Inclément Weather:** In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 360-867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to still hold class virtually or may cancel a class meeting even if campus is open and we will send an all-class email prior to the start of class. Students are responsible for checking email and ensuring viable online access options are available to them.

**Communicating:** Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

**Use of Student Work Posted to Canvas:** Students post their work to an online learning platform known as “Canvas”. Our class Canvas site is accessible to faculty and students registered for this course only. The work students post on Canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

**Audio or Video Recording:** No audio or video recording may occur during class without the informed and voluntary consent of the students and faculty involved.

### **Collective Commitments and Responsibilities**

#### **Tribal Acknowledgement for both Olympia and Tacoma locations of The Evergreen State**

**College:** The Squaxin Island Tribe’s habitation of the land on and around the inlets of the Southern Salish Sea, including what is now the City of Olympia and here at The Evergreen State College spans thousands of years. The ancestral families who lived and thrived here: They named Budd Inlet Steh-Chass, and they named Eld Inlet where the campus is located Squi’Aitle. Today, the Squaxin Island Tribe continues to live on and steward the lands and waters of the Southern Salish Sea. We acknowledge the Squaxin Island Tribe as it continues to live on and steward these lands and waters.

We acknowledge that we are on the traditional homelands of the Puyallup Tribe. The Puyallup people have lived on and stewarded these lands since the beginning of time, and continue to do so today. We recognize that this acknowledgement is one small step toward true allyship and we commit to uplifting the voices, experiences and histories of the Indigenous people of this land and beyond.

We respect and acknowledge the Squaxin Island and Puyallup Tribes, and other Tribes across the Americas, and their many contributions to The Evergreen State College (in support of education, Tribal sovereignty, environmental stewardship). This acknowledgement is one small step toward respect and collaboration with the aim of uplifting the voices, cultures and histories of the Tribes of these lands and waters.

**Multiculturalism & Diversity:** Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the

responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as aiming to promote constructive community discourse about issues of culture, power, and differences.

**Conduct & Conflict Resolution:** Please refer to the [MPA Student Handbook](#).

Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

**We will abide by the [social contract](#)**: WAC 174-121-010 College philosophy.

**We will abide by the [student conduct code](#) (including academic integrity and plagiarism):**

Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process:

<https://www.evergreen.edu/offices-services/academic-affairs/student-conduct-code>.

**We will abide by the [non-discrimination policies and procedures at TESC](#)**

### **Additional Campus Resources**

- [Academic and Career Advising](#)
- [Academic honesty](#)
- [Access Services for Students with Disabilities](#)
- [Alcohol/drug use](#)
- [All Official College Policies](#)
- [Assistive Technology \(AT\) Lab](#)
- [Basic Needs Resources](#)
- [BLISS \(BIPOC & LGBTQ+ Intersectional Support Services\)](#)
- [Code of student rights and responsibilities](#)
- [COVID-19](#)
- [Conflict Resolution](#)
- [Counseling Services](#)
- [Evergreen's Social Contract](#)
- [Free Speech Guide](#)
- [Library](#)
- [Media Loan](#)
- [MPA Student Resources](#)

- [Non-discrimination policy](#)
- [QuaSR: Quantitative & Symbolic Reasoning Center](#)
- [Sexual Misconduct reporting and resources](#)
- [Student Activities](#)
- [Student Employment](#)
- [Student Engagement, Equity, and Support](#)
- [Student Wellness Services](#)
- [The Writing Center](#)