

**MPA Tribal Governance  
Analytical Techniques for Public Service II  
Winter 2026**

**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.”

**Class Meetings & Locations:**

***Weekend one:***

Friday Jan 9, 6:00pm - 9:00pm on Zoom  
Saturday Jan 10, 9:00am - 4:00pm SEM 2 E1105  
Sunday Jan 11, 9:00am - 4:00pm SEM 2 E1105

***Weekend two:***

Friday Jan 23, 6:00pm - 9:00pm on Zoom  
Saturday Jan 24, 9:00am - 4:00pm, Longhouse  
Sunday Jan 25, 9:00am - 4:00pm, Longhouse

***Weekend three:***

Friday Feb 6, 6:00pm - 9:00pm on Zoom  
Saturday Feb 7, 9:00am - 4:00pm, SEM 2 E1105  
Sunday Feb 8, 9:00am - 4:00pm, SEM 2 E1105

**Faculty Teaching Team:**

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**Course Description:**

Analytical Techniques for Public Service focuses on using applied research in Tribal Governance and Indigenous communities. In the winter quarter, we will respond to the following questions:

- 1) How do we purposefully analyze and interpret data?
- 2) How do we transform data into meaningful information for the audience?
- 3) How do we tell the research story?

Our goal is to practice research data collection and analysis. Our intent is to gain a better understanding of how to approach, review, use, analyze, and communicate research in tribal public administration.

**Learning Objectives:**

- Develop skills as producers and consumers of data, information, and analysis.
- Understand the practical applications of analytical techniques for Tribal governments and Indigenous communities.
- Develop the skill of presenting data as information.

**Required Books [\*carried forward from fall quarter]**

\*Absolon (Minogizhigokwe), K. (2022). *Kaandossiwin, How We Come to Know: Indigenous Re-Search Methodologies*, 2<sup>nd</sup> edition. Fernwood Publishing. ISBN: 978-1773635170

\*Hernandez, J. (2022). *Fresh Banana Leaves: Healing Indigenous Landscapes through Indigenous Science*, 2<sup>nd</sup> edition. North Atlantic Books. ISBN: 978-1623176051

\*Kovach, M. (2021). *Indigenous Methodologies: Characteristics, Conversations, and Contexts, Second Edition*, 2<sup>nd</sup> edition. University of Toronto Press. ISBN: 978-1487525644

**[NEW]** Wilson (2009). *Research Is Ceremony: Indigenous Research Methods*. Fernwood Publishing Co. ISBN: 9781552662816

**Winter 2026 Schedule (Faculty may alter schedule)**

**\*You can start data collection as soon as you receive HSR approval from faculty\***

**Weekend 1**

**Friday, January 9**

Time	Topic/Activity	Deliverable
6:00pm	Opening Words Lecture/Discussion: Writing Lit Reviews to tell the research story	Required Readings: (video) <a href="#">Indigenous Storywork in Practice</a> (article) <a href="#">Thought Ritual: An Indigenous Data Analysis Method for Research</a> Yunkaporta and Moodie(Chapter) Following the song of k'aad 'aww: Using Indigenous storywork principles to guide ethical practices in research.  Resource about lit reviews: <a href="https://www.scribbr.com/methodology/literature-review/">https://www.scribbr.com/methodology/literature-review/</a> <b>Due: Assignment #1</b> Research Briefing Paper
7:30pm	BREAK	
7:45pm	Seminar	Required Readings: <a href="#">Indigenous Data Governance</a> Example briefing papers about it: <a href="#">briefing paper 1</a> ; <a href="#">briefing paper 2</a>
9:00pm	END	

**Saturday, January 10**

Time	Topic/Activity	Deliverable
9:00am	Workshop: Lit review themes table for triangulating data	Required readings: Wilson, <i>Research Is Ceremony</i> : chs. 3, 6, 7
10:15am	Break	
10:30am	Analysis & Visualization of Qualitative Data  Workshop: Coding interview data	Required Readings: Kovach, <i>Indigenous Methodologies</i> : chs. 8, 9, 10, 11

		Resource videos to be shown in class: Example of How to Create Themes and Codes: <a href="#">Queens of Heart</a> (video) Example of How to find Themes from your Data: <a href="#">Research by Sticky Note</a> (video) Examples of <a href="#">How to Do Qualitative Data Analysis &amp; Coding</a> (video)
12:00pm	LUNCH	
1:00pm	Seminar	<u>Seminar Reading:</u> <a href="#">Indigenous Approaches to Data and Evaluation</a> , Read your choice of resources and case studies *Students bring their own questions about reading to discuss in seminar*
2:15pm	BREAK	
2:30pm	Workshop: Indigenous Evaluation  Program Evaluation Tools Logic Models, Journey Maps and Story Maps	<u>Resource Readings:</u> Walker & Bigelow. <a href="#">A Constructive Indian Country Response to the Evidence-Based Program Mandate</a> ACF <a href="#">A Roadmap for Collaborative and Effective Evaluation in Tribal Communities</a> Indigenous <a href="#">Evaluation Toolkit</a> <a href="#">NIHB Logic Models 101</a>
4:00pm	End	

### Sunday, January 11

Time	Topic/Activity	Deliverable
9:00am	Workshop: <a href="#">Presentation Tools</a> Research Reports and Products: Transforming Data into Information without Asking Too Much of Data	(Chapter) Transformative education for Aboriginal mathematics learning: Indigenous storywork as methodology.  Resource videos to be shown in class: <a href="#">Good decisions grow from great research:</a> Australia <a href="#">IK to Close Gaps in Indigenous Health:</a> Canada
10:15am	BREAK	
10:30am	Discussion: Analysis & Visualization of Descriptive Statistics Workshop: Prediction vs. Forecast	<u>Required Reading:</u> <a href="#">Indigenous Statistics</a> , book ch. 6, 7, 8 <u>Resource:</u> <a href="#">Descriptive Stats</a> (videos)
12:00pm	LUNCH (potluck)	
1:00pm	Movies: Watch together as a class <a href="#">Managed to Extinction</a> <a href="#">Solving Problems Using Indigenous Knowledge</a> Discussion: Analysis of Inferential Statistics Workshop: Correlation vs. Causation	<u>Required reading:</u> <a href="#">How Eugenics Shaped Statistics</a> <a href="#">Indigenous Statistics</a> , book chs. 4 & 5 <u>Resource:</u> <a href="#">Inferential Stats</a> (videos)
4:00pm	Closing Words and End	

**Assignment #2: Research Briefing Paper** (individual assignment) Due January 16.

**Weekend 2**

**Friday, January 23**

Time	Topic/Activity	Deliverable
6:00pm	Opening Words Lecture/Discussion: Telling the Story with Data	<u>Required Reading:</u> Video interview with <a href="#">Leslie Marmon Silko</a> and a video guest talk about <a href="#">writing as a life saver</a> (Chapter) Pūrākau from the inside-out: Regenerating stories for cultural sustainability <b>Assignment #3:</b> Status Report
7:30pm	BREAK	
7:45pm	Seminar	<u>Seminar Reading:</u> Kovach, <i>Indigenous Methodologies</i> : ch. 5 *Students bring their own questions about reading to discuss in class*
9:00pm	END	

**Saturday, January 24**

Time	Topic/Activity	Deliverable
9:00am	Tools for Telling the Story with Data : Needs Assessment (SWOT), Collective Impact Models, Community Assets Inventory, Stakeholder/Rightsholder Analysis	See “recommended readings” page in Canvas about analytical tools
10:15am	BREAK	
10:30am	Research as Story: Guest speakers TBD Joint cohort session with PNAPP	<u>Required readings:</u> <a href="#">The Power of Stories</a> and <a href="#">The Power of Stories Brief: Enriching Program Research and Reporting</a>
12:00pm	LUNCH (potluck)	
1:00pm	Joint Cohort Seminar	<u>Seminar Reading:</u> Kovach, <i>Indigenous Methodologies</i> , ch. 7
2:15pm	Joint Session Closing Words and BREAK	
2:30pm	Team Time Workshop: Story Board	<u>Resource:</u> <a href="https://www.storyboardthat.com/">https://www.storyboardthat.com/</a>
3:00	Team Time to work on Assignment #4	
4:00pm	End	

**Sunday, January 25**

Time	Topic/Activity	Deliverable
9:00am	Big Data, Open Source Data (using existing quant data to triangulate your analysis)	<u>Required Reading:</u> <a href="#">Indigenous Statistics</a> , book ch. 2 (Chapter) What does data sovereignty imply?

	Video and Workshop: U.S. Census	Resources: <a href="https://open-source-social-science.github.io">Open Source Tools for Social Science Researchers</a> <a href="https://open-source-social-science.github.io">https://open-source-social-science.github.io</a> <a href="#">Tribal Information Sharing</a> U.S. Census Open Data <a href="https://www.census.gov/tribal/">https://www.census.gov/tribal/</a> U.S. Government Open Data <a href="https://www.data.gov/">https://www.data.gov/</a>
12:00pm	LUNCH (potluck)	
1:00pm	Guest speakers about visualizing data for meaningful information: TBA	<a href="#">Data Visualization from Stephanie Evergreen</a>
2:30pm	BREAK	
2:45pm	Team Time to work on Assignment #4	
4:00pm	Closing Words and End	

**Assignment #4: Research Analysis and Presentation Plan** (group assignment) Due January 30.

### Weekend 3

#### Friday, February 6

Time	Topic/Activity	Deliverable
6:00pm	Opening Words Seminar	<u>Seminar Readings:</u> <i>Kaandossiwin</i> , ch. 13  <i>Fresh Banana Leaves</i> , ch. 7  Article: <a href="#">Smith, "Indigenous knowledge, methodology and mayhem"</a>  (Chapter), Putting the people back into the country  *Students bring their own questions about reading to discuss in class*
7:30pm	BREAK	
7:45pm	Sharing with Classmates; discussing your research story and gathering feedback	<b>Assignment #5</b> Draft1 Research Report (and draft optional product)
9:00pm	END	

#### Saturday, February 7

Time	Topic/Activity	Deliverable
9:00am	Practice Presentation once verbally only Practice Presentation once w/visual aid only	<b>Assignment #6</b> Practice Presentations
12:00pm	LUNCH	
1:00pm	Team Time: incorporate presentation feedback	
4:00pm	End	

**Sunday, February 8**

<b>Time</b>	<b>Topic/Activity</b>	<b>Deliverable</b>
9:00am	Final Presentations: invite your family, friends, and/or research project participants	<b>Assignment #6</b> Final Presentation
12:00pm	Potluck Lunch Party!	
1:00pm	TBA	
3:00pm	Capstone Proposal Conversations — Jeffrey and DeAnn	<b>Assignment #7</b> Capstone Proposal Due March 8
4:00pm	End	

**Assignment #5: Research Report and optional product**

Draft 2 Due February 20.

Final Research Report Due February 27.

**Assignment #7: Capstone Proposal**

Due March 8

**Final Self-Eval & Evals of Both Faculty** uploaded through my.evergreen.edu, cumulative of both fall & winter quarters. Due February 27. \*Self and Faculty Evals Required for Credit.\*

**Required Assignments**

**Assignment #1: Research Briefing Paper** (individual assignment)

Due Friday January 9 posted to Canvas by 6:00pm.

Read the following article: [Indigenous Data Governance](#)

Use the layout in these examples for your assignment: [briefing paper 1](#); [briefing paper 2](#)

Respond to the questions listed below by writing a one to two-page Research Briefing Paper:

- 1) Who is the audience for this research? What is the research purpose?
- 2) Is this work credible, why or why not? How do the author(s) provide support for their findings? Are the conclusions overstated; do the conclusions ask more of the data/evidence than is there? Do you trust this research enough to make decisions based on it, why or why not?
- 3) What specific guiding research question(s) do the author(s) address? How are these questions answered (what is their method and research plan)?
- 4) Did they identify their research limitations, assumptions, and areas for future research? Do you see any limitations and assumptions with their research? Do you see what future research is needed?
- 5) Was their work ethical, why or why not?
- 6) Why does this work matter? What was the “gap” in existing research the authors were trying to fill?

See the examples and resources below about briefing papers:

Example from GAO: <https://www.gao.gov/products/gao-24-105723>

How to craft a one pager: <https://www.compassccomm.org/how-to-craft-a-great-one-pager/>

Q & A briefing paper example: <https://www.nature.com/articles/d41586-022-00058-x>

**Assignment #2: Research Briefing Paper** (individual assignment)

Due Friday January 16 posted to Canvas by 6:00pm.

Read this article: [Defining an Indigenous Evaluation Framework](#)

Read this briefing paper about it: [Indigenous Evaluation](#)

Write a one to two page Research Briefing Paper. Respond to the same questions in assignment #1.

**Assignment #3: Status Report** (group assignment)

Due Friday January 23 posted to Canvas by 6:00pm.

**\*You can start data collection as soon as you receive HSR approval from faculty\***

One to two page briefing paper. Provide faculty with an update about your data collection progress.

What have you done and what needs to be done?

Any obstacles to your research?

Any initial findings/impressions to help you answer your guiding research question?

How does your research process connect to the teachings in these assigned readings?:

Kovach, *Indigenous Methodologies*: chs. 5, 6, 7

Wilson, *Research Is Ceremony*: chs. 6 & 7

**Assignment #4: Research Analysis & Presentation Plan** (group assignment)

Due Friday January 30 posted to Canvas by 6:00pm. Two to three pages, double spaced.

How are you going to analyze the data you've collected?

List the steps you will take (literally) to organize, interpret, and triangulate your data.

In what ways does the original data you've collected relate (or not) to the lit review?

Does it look like your initial findings will help you answer your guiding research question?

What is the main story of your data?

How will you present your findings?

How does your research analysis connect to the teachings in these assigned readings?:

Kovach, *Indigenous Methodologies*: chs. 5, 6, 7

Wilson, *Research Is Ceremony*: chs. 6 & 7

**Assignment #5: Research Report [and optional Product]** (group assignment)

Draft 1 Due Friday February 6 posted to Canvas by 6:00pm.

Draft 2 Due Friday February 20 posted to Canvas by 6:00pm.

Final Due Friday February 27 posted to Canvas by 6:00pm.

Depending on the communication format that is best suited for your audience, your team will create a report and maybe a product to convey the analysis and findings. Send drafts to any research participants if you promised to incorporate their feedback.

**Research Report [required]:** The report will build on an edited version of the research proposal you wrote in fall quarter. The page length for reports varies because each research project is unique. Design your research report with your audience in mind. This may include an executive summary with the guiding research question followed by the body of the report. See examples posted on Canvas.

The body of the report will include an introduction with a well-focused discussion to frame the issues and note your problem or success statement with the guiding research question, followed by a synthesis

of literature to set the context for your analysis, your research purpose and methodology plus methods (including limitations, assumptions, how you collected and analyzed the research), triangulate your case study analysis to come up with your main findings (triangulation: lit review + primary voice + original data presented with images, story, charts, graphs, tables, or key quotes), and finally suggest areas for future research. Your survey, interview/story sharing questions, and other relevant information should be attached as appendices.

There is no “one best way” to think about reporting. However, **a final report should address:**

- 1) what style of report are you planning on using- how are you planning on communicating (use of text and graphs/charts) the results and their meaning to your specific audience?;
- 2) what is your main “story-line” and key finding?;
- 3) what are the interesting similarities and differences between the responses [did you find patterns, themes, connections between quantitative and qualitative data-- how do your findings relate back to your literature review?];
- 4) what are your conclusions (what do you want the audience to “take away”) and what is your answer to your research question?
- 5) what are your recommendations for future research?

**Research Product [\*optional\*]:** This could be the same thing you produce for your practice visual aid. Ex. brochure, infographic, poster, video, website, cartoon, etc. Products should be discussed with faculty. Each research project may require a different approach to presenting your results dependent upon your audience. For example, some of you may host a gathering to discuss your research results with your participants. This gathering could be your product.

#### **Assignment #6: Presentations** (group assignment)

**Practice Presentation 1, Verbal Only:** Each team will participate in a Verbal Practice Presentation to occur in class on Saturday February 7 (no visual aid for verbal only practice).

**Practice Presentation 2, Visual Only:** Each team will also participate in a Visual Aid Practice Presentation to occur in class on Saturday February 7 posted to canvas by 9:00am (no public speaking).

Based on the feedback received from classmates and faculty, decide if you are going to proceed with a verbal only final presentation, *or* a visual only final presentation, *or* a combination of both. A total of 20 minutes will be available. We expect the presenters to take 15 minutes to cover the problem or success statement, guiding research question, why the research matters, methodology and method, key findings, and suggested areas for future research. The presenter(s) will then facilitate a 5 minute question and answer session with the class = 20 minutes of total time per group.

The visual presentation can be a creation of your choosing and should be appropriate for the audience of your study (the visual aid may be the same as your product). Consider using any of these [presentation tools](#) for a visual aid. All presentations should adhere to the following guidelines: 1) All quotes, photographs or graphs/charts should be cited with their source. 2) Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility. 3) If using a video, it should not take up the entire presentation time. 4) All members of the group are expected to participate in the presentation/facilitation as able.

**Final Presentation:** Due Sunday February 8, 9:00am - noon. You are welcome to invite family, friends, and research project participants to your final presentation. They are also welcome to stay for lunch.

### **Assignment #7: Capstone Proposal**

Due March 8

Students “cap off” their studies in the MPA program by completing a Capstone project. In the Capstone course, students engage in an applied demonstration project of their own design (demonstrating the knowledge, skills, and abilities gained in the MPA program) as related to the MPA mission statement. Write a one page “Capstone Proposal” describing what you propose to complete for your Capstone project. Explain how your Capstone will demonstrate the key knowledge, skills, and abilities you learned in the MPA program. Explain what parts of the MPA mission are demonstrated by your Capstone.

## **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:** 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 may 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 12 graduate credits at the end of winter quarter 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 .

**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 appropriate use of class time. Consult your faculty to discuss technology use and learning style options.

**Use of AI:** Discuss how you plan to use AI with faculty as there are many types of AI with multiple ethical considerations. AI is also experimental and is often inaccurate. If you use an AI tool in your assignments, cite it as per APA guidance: <https://www.apa.org/pubs/journals/resources/publishing-tips/policy-generative-ai>

**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.

**Inclement 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](#)