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The
Evergreen
State
College

Standard 4
Faculty

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Introduction

Evergreen expects a great deal of its faculty. In its hiring announcements, the college asks as a matter of course for demonstrated potential for excellence in teaching and collaborative work, substantive expertise and experience in working across cultural differences, an advanced degree, ability to work effectively with students on writing regardless of field, and a willingness to rotate between specialized and general education teaching (see Volume 1, Exhibit 4-1, Faculty Position Announcement 1998-99). Each specific position description goes on to enumerate further qualities. Among these, broad training, resourcefulness, ability to develop new curriculum, work on interdisciplinary teams, and teach at all levels appear commonly in college ads, along with detailed lists of desired subspecialties.

These ambitious specifications provide a fair collective description of the roughly 160 regular faculty and 90 visiting, library, and adjunct faculty who now teach at Evergreen. The backgrounds, abilities, and energies of this body of people are the resource from which Evergreen generates its academic program.

The same hiring announcements describe Evergreen as a non-traditional public liberal arts college which emphasizes intensive interdisciplinary study and collaborative team teaching. Each of these phrases points to strongly held values which demand effort and deserve acknowledgment. For example, "non-traditional" means that the academic program continually asks faculty to articulate their skills and knowledge in new ways, abandoning the safe haven of the assumptions and specific methods they were trained in. This is not a negative—quite the reverse. But it does call for continued commitment and effort, and it is cause for celebration that the Evergreen faculty has been willing to meet this call, and to find stimulus and satisfaction in doing so.

In the same vein, "public liberal arts college" means that faculty work at the constrained funding levels, pay scales, and student-faculty ratios of public institutions which are not research universities. It also means a commitment to a delicate balance of *public* goals, including wide access and responsiveness to in-state needs, with *liberal arts* goals, such as broad cultural awareness, critical thinking, or moral/ethnical reasoning. "Intensive" signals the college's expectation that faculty will treat their interdisciplinary teaching as a primary intellectual engagement, and simultaneously will provide substantial individual attention to students. "Collaborative" indicates that team teaching here is not a matter of finding a well-defined role and staying within it, but involves genuine give-and-take and shared responsibility.

Expectations like these make for a heavy workload simply to do one's teaching, not to mention involvement in framing and reviewing policies, hiring and evaluating fellow faculty, and other governance functions. Nevertheless, this working environment gets very substantial support from the faculty. When asked, person after person acknowledges the pressures, and then cites major attractions of working at Evergreen, such as the opportunity and challenge to keep learning within and outside one's field, the ability to pay close attention to student development, the support, creative stimulus, and practical help of colleagues, or the very great autonomy of each teaching team (1997 Faculty Survey, Exhibit Room, Exhibit 4-8). Unanimity is rare at Evergreen, and every specific feature of the Evergreen system has its critics. Nevertheless, most faculty say they would find it unsatisfactory to teach anywhere else; some say it would be intolerable.

A Sampling of Issues Currently Facing Faculty

Generational Transition

This faculty will experience substantial turnover in the next ten years, if only for age reasons. A variety of factors over the years have resulted in a top-heavy age distribution. By mid-1997, 17 percent of Evergreen faculty were over sixty, and another 26 percent between fifty-five and sixty. Among veteran faculty, retirement options are a common topic of conversation. The pace of faculty hiring has more than doubled in the past two years, to a level of twelve to fifteen regular hires per year, and we expect this to continue for the next several years, from the combination of age-related turnover and planned growth. The direct work of hiring will be a considerable load on deans' and faculty time, and may displace or postpone some needed policy work during this period.[1] Even more important, the absorption of this many new people in this short a time raises both opportunities and dangers to the academic program. Incorporating the new knowledge, energies, and agendas of incoming faculty into the academic program without eroding its core values or losing the accumulated wisdom of veterans will be a major challenge. At the same time, this will be an exciting time: the influx of the new brings valuable new perspectives and possibilities, and opens many fresh opportunities.

Diversity

The college has made a solid commitment to diversity, both in the content of teaching and learning, and in its conduct. In the words of the Evergreen mission statement, "The college values diversity in its students, staff, and faculty, and strives to foster a climate of awareness and understanding. The college is committed to teaching across significant difference—of social class, age, race, ethnicity, gender, and academic preparation—because such differences reflect the world around us." The Evergreen faculty should embody genuine cultural and social diversity, and should do so in a way that affects the learning of all students. At present, Evergreen has more than the national average proportion of faculty in the usual categories of "protected classes." (See Volume 1, Exhibit 4-2, Evergreen Faculty History and Profile). Women comprise 42 percent of faculty Ph.D.s, compared with a national average of 32 percent. Ethnic minority faculty, at 22 percent, come to nearly double the national average. Less quantifiable aspects of diversity, such as sexual orientation, are also significantly represented in the faculty as a whole. Nevertheless, the ethnic distribution of faculty across subject areas is quite patchy, so at present it is quite likely that students in some areas will not work directly with ethnically diverse faculty during their time at Evergreen. The present wave of hiring can serve to address this, if energetic attention is paid, with constant recognition of the need for subject matter strength and high teaching quality, and the deans and faculty plan to do so.

Workload

Evergreen teaching calls for a high level of time, effort, and imagination. Each faculty member engages in a constant balancing act of immediate and longer-term goals, of student and personal/professional needs, of invention and consolidation, and does so under significant pressure of numbers. The recent establishment of curriculum planning units has brought into focus a long-standing faculty tension between personal autonomy and obligations to the whole. At present, there is widespread faculty concern about whether the present pattern is sustainable under current and expected budgets and student loads. Attempts to understand the issues and to re-examine current practices in their light have gathered steam in the last two years, and will continue in the near future.

[1] Postponements, if they occurred, would involve issues in the important-but-not-vital category, such as a review of Evergreen's approach to the Bachelor of Science degree. This example is illustrative only: no decisions about postponing policy work have been made as of this writing.

Faculty Development

One general avenue for dealing with workload, and one that is critical to the college for many other reasons, is faculty development. Under this general heading go a host of current and possible programs and initiatives that aim to maintain and enhance faculty knowledge and subject-matter skill, acquaint faculty with effective approaches to teaching, and provide them with time for reflection, gaining perspective, and strategizing. Evergreen's approaches to faculty development need both fine-tuning and wider vision. Many specific programs, like summer institutes or sponsored research, continue to serve faculty well, and funding for them has increased substantially in the last several years, but the college should be finding ways to expand them and more generally, to clarify the goals of faculty development here and identify unmet needs.

Compensation

This is a statewide concern. Faculty salaries have lagged: relative to our state-designated national sample of comparison institutions, Evergreen falls in the twenty-sixth percentile. Representative mid-career faculty have seen their pay trail the cost of living, despite their steady movement up the faculty salary scale. Our starting salaries average perhaps 15 percent below those in public institutions nationally, more so in fields of high demand such as computer science. Low pay may become a major barrier if the issue is not addressed in the near future.

More discussion of these issues appears in the sections which follow, together with more detailed characterization of Evergreen faculty work and participation in college affairs.

The Faculty and the Curriculum

Evergreen's curriculum is an evolving one, responding year by year to a number of considerations, which themselves evolve with time. Foremost among these considerations are the abilities and teaching priorities of the faculty and the needs and wants of students. The initiative for defining the curriculum rests squarely with the faculty. The college's curriculum process, described in Standard 2, includes substantial yearly revision of the slate of full- and part-time offerings, in a process that works upward from individual faculty members and teams to largely advisory review by five broad subject-area planning groups[2] and ultimately by the academic deans.

For the undergraduate curriculum on the Olympia campus, which covers well over 90 percent of Evergreen students, the yearly revision can, in principle, be sweeping and fast-moving. By contrast, program changes in the three graduate programs, the Tacoma campus, and the reservation-based program are constrained by a variety of approval and mandate mechanisms.

To a large degree, Evergreen's undergraduate curriculum is defined by faculty to match their abilities, sense of student needs, and teaching priorities as they evolve over time. By long-standing conviction, the college has largely refrained from predefined degree programs or mandated offerings. There are no mandated programs or courses that must be offered with the exception of the graduate and off-campus programs.

[2] The planning groups at present are: Culture, Text and Language, Environmental Studies, Expressive Arts, Scientific Inquiry, and Social Science. Some aspects of the Tacoma campus, The Center for Northwest Native American Studies, and the three graduate programs fall outside the planning group structure.

In some portions of the curriculum, particularly in the sciences and expressive arts, there is considerable faculty agreement about which program niches should be filled each year, and each new year's slate of offerings is similar to the last, in general terms. Other curricular areas are opposed to such a "prefigured" approach, and have opted for more overtly variable content in their offerings. At bottom, both approaches share the fact that neither is legislated by the college. It is up to the faculty members in each group to work out a suitable curriculum, according to their evolving standards and understandings of what is best.

There is an apparent risk in this faculty-centered process of generating a curriculum disconnected from student needs. Evergreen meets this by requiring all faculty to fill their offerings to roughly the same level (about twenty students per faculty member), and by giving students significant freedom of their own to assemble their education. Students are not constrained by specific major or distribution requirements to populate any specific offerings. They can vote with their feet, and they do. They can also lobby the deans for more offerings in desired areas, and they do. The 20 to 1 ratio is a powerful discipline on curriculum planning: a program which falls too far below this level may have its faculty reassigned by the deans, and program proposals which pose too great a risk of underenrollment will not be approved in the first place. No faculty member can afford to be cavalier about student needs and backgrounds in deciding how to pursue individual agendas. At the same time, there remains great scope for such agendas, and for the energy and engagement they mobilize to the benefit of both faculty and students.

The faculty were outstanding; their advice, encouragement, and genuine concern for me made Evergreen a joy and made me work to achieve my best.

— Alumni Survey

The evolution of faculty abilities and teaching priorities is thus a coevolution: faculty wishes have to stay in adequate contact with student needs and wants—and vice versa. The present point is a simple one: it is difficult for the curriculum to get badly out of step with its students, though plenty of small misalignments occur (and get dealt with). Faculty qualifications fit areas of major effort almost by definition, and changes—new hires, retirements, realignments—can be reflected by appropriate curriculum changes almost immediately.

Evergreen's small number of mandated programs require a more permanent base of faculty expertise than the main undergraduate curriculum, which can co-evolve as outlined above. Mandated programs include three Master's programs (public administration (MPA), environmental studies (MES), and teaching (MIT)), the Tacoma campus, and the Tribal Program.

The MPA and MES programs provide advanced study in administration or environmental policy using many of the same approaches as the undergraduate curriculum, including interdisciplinary, collaborative teaching and learning, and emphasis on defining and solving problems, and on assessing the implications of proposed actions. The development of skills in graduate-level research and analysis is another essential goal. To achieve this, both programs draw on Evergreen faculty members with the requisite qualifications and abilities. There is no separate graduate faculty, but rather a pool of fifteen to thirty faculty for each Master's program. Of these, six to seven for each program have devoted more than half their available time in the last decade to Master's level teaching, and form a core group for each program. Their backgrounds span the fields needed: plant biology, geography, aquatic biology, economics, sociology/environmental health for the MES; public administration, economics, urban planning, labor studies, budgeting/finance for the MPA. They all have rotated into the undergraduate curriculum a significant amount, and conversely, as many or more faculty members who teach mainly in the undergraduate curriculum have rotated into the Master's offerings or assisted with supervising theses and final projects.

The Master's in Teaching (MIT) program offers a two-year teacher education program on innovative lines, combining high intellectual demands, a strong theory base, substantial involvement with schools, sensitivity to multicultural and human relations, a variety of instruc-

tional strategies, emphasis on new technology and research, and close cooperation with K-12 teachers and administrators. A core faculty of six form the backbone of MIT teaching (four Ph.D.s; one M.A./M.P.A.; one M.A.). As with the other Master's programs, they devote the majority of their teaching to MIT, but rotate into other parts of the curriculum typically several years out of every ten. The teaching team for each MIT cohort contains two or more core faculty, supplemented by appropriate Evergreen faculty from outside MIT, representing such fields as anthropology or clinical psychology. In addition, each team includes a practitioner, hired for the two-year span of each cohort as a visiting faculty member.

The Tacoma campus currently enrolls about 125 students in its distinctive community-responsive curriculum which integrates students' life experiences and goals, emphasizes diverse cultural perspectives and experiences, and blends scholarship with community and public service. During the program's first decade, through to 1992, it was taught by a rather stable core faculty team. The founding director, Maxine Mimms, retired at the end of the 1990-91 academic year, whereupon Joye Hardiman assumed the directorship. With the retirement of one faculty member and the rotation of another back to the Olympia campus, it has become imperative to recruit and hire a mathematics educator and a cultural studies/media literacy faculty person. Both positions are planned to be filled by 1999-2000.

The Tacoma core faculty are supplemented each year by the rotation of Olympia faculty to Tacoma and through the hiring of adjuncts from the local community. Adjuncts have primarily been community practitioners—whose special talents and connections to civic and political organizations and/or local businesses lend additional support to the public and community service components of the Tacoma campus curriculum.

The relation of faculty to curriculum in Part-Time Studies is distinctly different. The mission of Part-Time Studies is to provide a liberal arts education molded by Evergreen's "five foci," so interdisciplinary offerings are still central. Nevertheless, Part-Time Studies has an explicitly audience-responsive curriculum; that is, its curricular pathways have been determined through analysis of student enrollment patterns and periodic surveys of the needs of the community (consisting of current Evergreen students in Part-Time Studies and residents of the five-county area in which the college lies). Because of this approach to the curriculum, planning occurs only one year in advance rather than two as in the full-time curriculum. This shorter time frame permits both flexibility and responsiveness.

Through the 1997-98 academic year, Part-Time Studies was staffed entirely by adjunct faculty. For 1998-99, Evergreen will offer the first five half-time regular faculty appointments, with the aim of building a stable faculty core for Part-Time Studies. Adjuncts will go on making up the bulk of the part-time faculty. As in the past, they will be hired to meet a particular need in the curriculum, or as a result of selecting an offering they propose.

At the same time that individual faculty members' preferences play a large role in defining what is taught, it is a distinguishing feature of Evergreen's curriculum and its educational commitments that faculty frequently work with materials and approaches outside their primary areas of training. This is the raison d'être of interdisciplinary teams, as practiced here: the bringing together of different perspectives on important issues means different faculty working together on each other's material.

Evergreen has long recognized that there is value in spending part of one's faculty time in the role of "co-learner," working as assistant or apprentice rather than as authority. At its simplest, this means teammates attending one another's lectures. It commonly goes well beyond this to participation in lab or studio exercises, and of course to leading seminars on materials from other fields. Willingness to be co-learners helps teammates maintain close

coordination and responsiveness in their handling of program material. It also often serves a bridging function between expert faculty member and inexpert students, mediating jargon, moderating pace, and modeling intelligent learning.

An additional consequence of co-learning has been for numerous faculty to build up secondary areas of expertise very significantly, through participation on interdisciplinary teams, to the point where such secondary expertise enters their teaching regularly. This is a major avenue for faculty development. As examples, two among many: one economist is now able to assist meaningfully in Spanish language instruction, and an American Studies faculty member has received sponsored research support for a study of neotropical migratory birds which now forms part of his contribution to environmental studies teaching.

As with so many aspects of Evergreen, work outside one's field is both demanding and rewarding. An undoubted ingredient of workload pressure, it is also among the most mentioned attractions of team-teaching.

Assessment of Faculty Work: Evaluations, Portfolios, and Reappointment

The test of such wide-ranging faculty activity is in the teaching effectiveness of the resulting programs. Frequent, direct evaluation of faculty work by teaching colleagues and students is a cornerstone of Evergreen practice. At Evergreen faculty evaluation is substantive, peer-based, and annual. It is based upon clearly defined standards outlined in the Faculty Handbook. All faculty are required to maintain a faculty portfolio which documents their work and provides the evidence in terms of meeting the standards for faculty at Evergreen. Sample faculty portfolios are available in the Exhibit Room, Exhibit 4-17.

The college's evaluation system is characterized by a reliance on firsthand information (readily available in an institution with team-teaching), multiple perspectives (self, peers, students, and deans), a developmental point of view, and reciprocity (faculty and students evaluate one another). In addition to the extensive annual evaluation requirements, extraordinary evaluations are done every five years for faculty on continuing contracts. To put this in context, some history is in order.

In 1971, Evergreen faculty, administration, and trustees adopted a policy of three-year, indefinitely renewable contracts for faculty in place of the conventional probation/tenure pattern. Among the key motivations were avoiding major disparities of power between senior and junior faculty, and signaling clearly that continued effectiveness in teaching and not research was to be the college's primary criterion for faculty.

Many of the practices which implemented this policy continue to this day, including annual exchanges of evaluations among all parties to Evergreen's teaching programs—faculty, students, and staff. The desires for all faculty to interact on equal footing, and for teaching to be the primary focus of faculty work and professional growth have also continued strong.

The nature of faculty contracts, however, has gone through two significant episodes of change since 1971. To oversimplify greatly, the second episode (1994-96) responded to concerns and dissatisfactions with the moves made in the first (1986-88), when the college discovered that the original three-year contract pattern, in the eyes of the law, protected even brand-new faculty at least as strongly as having tenure would. "Instant tenure" was not acceptable; the response included a new category of "convertible" contracts and a considerable formalizing of procedures; by 1994, there was widespread opinion that this was undercutting

faculty development and stimulating faculty anxiety about relative power and security, the exact opposite of the college's long-held goals.

In August 1996, after a bottom-up process of proposing and discussing possible revisions, the Board of Trustees adopted a policy which aims to put the developmental aspect of faculty evaluation on a sounder basis, while providing needed clarity about the nature of probationary and long-term status for faculty. Under it, faculty first work at Evergreen for up to six years on term contracts usually of three year's duration. Once here long enough (three years) with enough different teaching partners (six), faculty can move to continuing status (a form of tenure) on recommendation by a panel largely composed of their previous teaching partners. (See Exhibit Room, Exhibit 4-11, Faculty Handbook, Section 4.300)

Evaluation and reappointment of all faculty occurs within a framework of academic freedom. In the words of the Faculty Handbook (Section 4.300), "No faculty member will be dismissed from the college because of any written or spoken views protected by the guarantees of the First Amendment to the Constitution of the United States. The college also subscribes to the American Association of University Professors' statement of principles on academic freedom."

With regard to annual, systematic evaluation of faculty work for teaching effectiveness, all faculty are required to keep a teaching portfolio and write annual self-evaluations. Two components of the faculty portfolio are particularly important. First, each faculty member in a team program writes an annual evaluation of each teammate's work in the program. Teammates exchange and discuss these each year, typically in a face-to-face team meeting at the program's end. To this meeting they bring the experience of working together over an extended period, and a strong motivation to work for quality in their colleagues, since they will depend on them in the future. The primary criteria for evaluation are teaching (i.e., direct work with students), meeting commitments (to teammates and students), and planning curriculum. Two further criteria, participating in college affairs and professional development, round out the list, but typically play a smaller role in team evaluations.

A second key portfolio component is the set of evaluations by students. The college asks all faculty members to collect narrative evaluations from all students for whom they write evaluations, and to solicit such evaluations also from other students they teach in team programs.

In addition to this extensive yearly exchange, faculty on term contract have their portfolios reviewed every year by the deans, and continuing faculty meet every five years with a panel of their previous teaching partners and an academic dean for review.

No new continuing appointments have yet been made under this policy. It will take several years for the new pattern to be well tested in that area. For established faculty, where the key component is the five-year review, some results are already in, and they are very promising.

The main event of each five-year review is a two or three hour meeting of the reviewee with all of his or her teaching partners of the previous five years and one of the academic deans. To prepare for this meeting, the reviewee writes a special five-year retrospective self-evaluation and a prospective three to five year teaching and learning plan; the dean and colleagues read these and the rest of the reviewee's portfolio, which has been available for a suitable period. The meeting does not have a fixed agenda; it is to be a serious discussion of the reviewee's work, past, present, and future, by people who have worked closely with him or her. The intent is developmental; the discussion does not lead to a formal report.

There were twenty-five reviews in 1997. Reviewees included a number of Evergreen's longest-serving faculty, including the principal author of the policy, and others of shorter service. Two reviews were postponed until 1998 on grounds of personal hardship. One hundred five faculty members served on at least one review panel: in other words, about two-thirds of the Evergreen faculty took part in one or more extended, portfolio-based discussions of the effectiveness and direction of a colleague's work.

With very few exceptions, the conversations were serious and substantial, as intended. They served as a way of recognizing hard work and good results achieved by the faculty under review. They allowed colleagues to raise questions about the reviewees' personal choices of program and direction, such as why one person has pursued his strong interest in community service through adding that dimension to a wide variety of programs rather than by repeatedly offering a specifically community-oriented program, or why another person has not taken a sabbatical despite strong feelings of overwork.

In addition, it was clear that the discussions saw important sharing of information among all the panel members about the nature of Evergreen teaching and learning, different aspects of the state of the college, and its future directions. These reviews promise to be an important vehicle for contact between different generations of faculty. In this way, they may prove to be a good valedictory experience for long-time faculty on the brink of retirement.

In several cases, the faculty under review had a history of significant difficulty with some aspect of their work. In most cases, the panel raised the relevant issue squarely, pressing for action by the reviewee and suggesting possible good ways of taking it. This partial success represents a significant step forward in addressing the concerns that led to the new policy; we would hope for more in the next rounds.

The only important structural question that arose concerned the role of the convening dean in raising substantive issues. The five-year review policy rests on the conviction that colleagues, not higher authorities, provide the best combination of critique and support for teaching development. The dean's authority is important in setting up the occasion, and was a good way several times last year of getting certain issues on the table, but this authority must not be overasserted, or the other benefits of the conversation will be badly eroded. There is not yet a simple guideline for defining this part of the deans' role.

For the future, the issues regarding faculty evaluation include maintaining the initial good momentum of the five-year reviews; further establishing the experience that the reviews are both safe and professional enough that difficult issues will always get attention; and—most important—working through the first cases of term faculty applying for continuing status.

Participation in Academic Affairs

Teaching is every faculty member's primary responsibility, but faculty are at the heart of all the college's academic affairs. Evergreen's academic organization is laid out early in the Faculty Handbook, Section 2.200-2.400 (Exhibit Room, Exhibit 4-11). In brief, faculty assert, and the institution recognizes, their central role in the curriculum and matters that impact it, in faculty working conditions, and in the quality of their intellectual life.

Major areas of faculty participation include curriculum planning, faculty hiring, academic advising, and general academic policymaking.

Faculty play an unusually active role in forming Evergreen's curriculum. The yearly cycle of proposing and staffing academic offerings is described in Standard 2. The bulk of the

curriculum is in effect built from scratch each year—there are no formally mandated offerings for undergraduates. This occurs through a grass-roots process in which individual faculty ideas and preferences are the energy source, duly influenced by peer reactions, fiscal considerations, and the need to achieve adequate enrollment in each offering. Evergreen believes that effective teaching comes most reliably from faculty who are personally engaged in what they offer. Full, responsive, and responsible participation in the curriculum process is among the major criteria for evaluating faculty.

Hiring of faculty for the full-time program is principally in the hands of faculty members. Currently, an ad hoc Committee on Hiring Priorities convenes each spring to review materials from the curriculum planning groups about needed hires. Program reviews and well established criteria guide this process. No positions are automatically replaced if vacated. The committee recommends a slate of positions to the deans and provost. While the deans and provost can in principle depart from the recommendation, in practice even the change of a single position creates enough protest to make it a rare event. The academic dean in charge of hiring then oversees the writing of position descriptions, again largely by faculty, the placing of advertisements, and the constituting of faculty screening groups and a cross-faculty hiring committee. Recommendations for interviews and eventual hires come from these groups and the hiring committee; once again the deans and provost can act differently, but are powerfully constrained by custom not to do so.

The Hiring Priorities process is notable as a faculty-centered, consensus-oriented mode of reconciling the competing needs and hopes of different areas of the curriculum. It is a relatively new process, in its third year as of this writing, so only preliminary assessment is possible. However, it is fair to say that it appears to be a good mechanism for resolving the tensions that naturally accumulate around such a fundamental matter as hiring. It seems to provide a forum for open discussion that retains an ability to consider detail that a larger group probably could not. It seems also to have generated a spirit of consideration of the needs and possibilities for the curriculum as a whole, rather than of horse-trading or sectarian advocacy. Elements of the latter, and of other sources of tension, have appeared, as one would expect, but seem as of now not to have captured the process. If these good beginnings can solidify over the next years, Evergreen will have found an important tool for sustaining its college-wide values and goals.

Evergreen's hiring process has been refined over the past ten years. It has become clearer and more orderly for screeners and participants alike, through more explicit specification of steps and roles. It is also more reliably consultative, both in formulating positions and in providing chances for faculty and students to meet and respond to candidates. The general fit between the institution and the faculty hired has been very good. We believe the character of the institution is accurately conveyed by our published announcements and, in a powerful implicit way, by our requirements that applicants submit statements of teaching philosophy and practice and of multicultural experience. Moreover, interviews commonly involve candidates in a teaching demonstration of some kind, and descriptions of our reappointment process highlight the overwhelming importance of teaching and collaborative work in the reappointment criteria. No one comes to Evergreen under major illusions about institutional values and priorities.

The most visible locus of academic advising is the Academic Planning and Experiential Learning Center (APEL). Its staff of seven includes one faculty member each year on rotation from teaching. In addition, six to ten faculty members each year keep regular hours in APEL for scheduled and drop-in appointments with students.

Equally important for advising is the close contact between students and faculty afforded by the "learning community" nature of Evergreen programs. Students and faculty in most programs have little academic obligation outside, and work together over ten or more weeks, usually in a variety of formats. The chance is great for close-in knowledge of student hopes, talents, and plans and for providing advice which responds to them. The opportunity is unevenly used, as things now stand; a recent study recommends a variety of changes and reaffirmations which make effective advising a more widespread part of student experience. (Exhibit Room, Exhibit 4-9, Advising DTF Report, 1996). For the present context, what matters is that avenues for participating in advising are available to all faculty.

For longer-range academic policymaking, faculty become involved through the "DTF" process. The college's long-standing policy and practice is for all major policy questions to be studied by ad hoc committees, called Disappearing Task Forces (hence the abbreviation DTF). When a major issue requires attention, such as the structure of the curriculum, the structure of advising (as mentioned above), or the possible expansion of the part-time program, a DTF studies the matter and makes recommendations to the relevant decision-maker(s). Then it goes out of existence, allowing new issues to arise in their own terms, undistorted by the territoriality of existing committees. The ethic and expectation is that all key interests are represented on a DTF, and that the group will consult widely with the college community before arriving at recommendations. Accordingly, faculty members play central roles on all DTFs concerned with academic issues.

Recent examples of this kind of participation include: the Long-Range Curriculum Planning DTF of 1994-96, which recommended significant reconfiguration of curriculum planning in terms of five planning groups; the Academic Advising DTF of 1996-97, which reviewed advising practices comprehensively; the Part-Time Studies DTF of 1994-95, which recommended the building of coherent part-time degree pathways; and the Hiring Priorities DTF of 1995-96, which devised an annual faculty-wide process of assembling and prioritizing hiring needs. Faculty members chaired or co-chaired each of these DTFs, and faculty formed a majority of the membership of each.

Diversity

Evergreen describes itself as committed to becoming a multicultural institution. The pursuit of that commitment involves faculty in important ways. Evergreen's curriculum includes significant multicultural content, both in offerings overtly devoted to it and in the reading lists, workshop activities, and lecture topics of many other offerings across most of the range of subjects studied here. Faculty hiring efforts include the requirement that candidates submit a statement of multicultural experience as part of each application, together with guidelines for all screening committees that considerations of diversity be weighed at each stage of the hiring process.

In the present climate of retrenchment of affirmative action, it is important to be clear that Evergreen as a college believes that encounters with racial, cultural, social, and other dimensions of human diversity are a vital part of higher education at this time. This college sets no quotas for membership in its faculty, but it actively seeks faculty members who, in the words of one faculty member, present their abilities "in a forthright manner that includes an understanding of, and interest in, racial, gender, and other differences that are grounded in commitments reflected in experiential and scholarly learning. . . . The presence of such a candidate creates the space for others to learn (through interaction with colleagues and those an organization expects to serve) and opens up opportunities for the organization to become vibrant and effective."[3]

[3] Memo from Zahid Shariff to Hiring DTF, June 1997.

Diversity is one value among several of similar importance in hiring decisions, and the overall results of each year's hiring reflect the balancing of all these factors by the screening groups involved in each individual hire. In the two most recent complete years, 1995-96 and 1996-97, Evergreen's full-time visiting and regular hires consisted of 18 men and 17 women, of whom 23 were Caucasian and 12 non-Caucasian.[4] These aggregate results are generally consistent with the college's hopes for diversity. They maintain the roughly equal gender balance in the faculty, while tending to raise the proportion of non-Caucasian faculty. While race by itself is no indicator of effective teaching about diversity, we feel we owe our students the chance to interact meaningfully with persons of a variety of racial and ethnic backgrounds in the course of their time here. This is greatly helped if the proportion of non-white faculty is distinctly higher than in the population at large.

While these hires have been occurring, other faculty have been retiring or leaving for other reasons. The relevant numbers concern regular faculty: while 9 men and 7 women have joined the regular faculty, 11 men and 4 women have left. In ethnic terms, the balance is closer: 10 Caucasians and 6 non-Caucasians have joined, while 10 Caucasians and 5 non-Caucasians have left. The aggregate results, then, indicate a generally even keel. The same numbers, however, do not indicate some important qualitative matters. For example, recent hiring has greatly strengthened the college's Native American faculty, and taken major steps toward a long-standing goal of building a vibrant program of study and community service in relation to western Washington tribes. On the other hand, new non-Caucasian faculty have largely been international, not national, in origin. While their backgrounds and talents are highly valued additions to the college, their class origins often put them at some distance from U.S. minority students, so the important hope of having faculty role models is not advanced as much as it might be. There has also been a noticeable lack of African-American applicants in our otherwise reasonably representative faculty hiring pools.

Over the next years, we would hope to raise the proportion of non-Caucasian faculty, especially those of U.S. origin, for the general educational reasons indicated, as well as attending to the imbalances in ethnic and other distributions between different areas of the faculty.

Workloads

Evergreen teaching calls for a high level of time, effort, and imagination. At present, there is widespread faculty concern about whether such a level is sustainable under current and expected budgets and student loads. Attempts to understand the issues and to reexamine current practices in their light have gathered steam in the last two years.

Evergreen faculty rate high on basic measures of faculty work used in Washington State: an average of 19.8 students per faculty member enroll each quarter and 9.2 students per faculty member complete degrees each year (both measures highest among state four-year colleges by 30 percent); average student contact hours come to 15.1 hours per week (second highest in the state).[5]

[4] "Caucasian" is the federal reporting category; like most terms in this contested area, it cuts across some distinctions that matter in promoting diversity, such as gay/straight, and blurs others, such as that between Arabs and Jews.

[5] Evergreen Office of Institutional Research. A technicality in comparing these numbers with others in circulation in Washington State public agencies is the difference between the nine-month contract year typical of faculty members and the twelve-month year typical of other agency employees. In some reporting, a full-time faculty member is counted as 0.75 FTE, because of the 9-month contract. Internally, however, the same person counts as one full faculty line. Student numbers in the quoted measures are FTE.

Of these measures, the student-faculty ratio has played a key internal role. From its inception, the college has maintained the practice of substantially equal student-faculty ratios across the full-time academic program. No argument for substantially more favorable treatment of one group or another[6] has been persuasive. The result is that the college's average student-faculty ratio is the base for the planning ratio for all full-time offerings. Slightly reduced planning ratios apply to programs which take freshmen: Core programs, which are primarily aimed at such students, plan at 23 students per faculty member, compared with the basic ratio of 25 to 1.

The planning ratio of 25 to 1 is markedly higher than the actual average ratio of enrolled students to faculty members at the college, which is about 20 to 1 (19.8 in the most recent year). This is to allow for a margin of variation in the enrollments of individual programs and the fact that fall enrollments are typically higher but level off over the year. Still the goal is equality of student loads across the board. Nevertheless, we recognize that uncontrollable factors prevent achieving this exactly.

As plans translate into enrollments, naturally some offerings do not fill as expected, while others top out and generate waiting lists. It is a firm practice not to require enrollments above the planning ratio. Although individual faculty may opt for overenrollment, which is then allowed, Evergreen's basic stance on teaching and learning argues for keeping the student-faculty ratio as low as possible in every offering.

The same logic argues for action to minimize underenrollments. This takes several forms, starting with the deans' review of curriculum proposals for relation to patterns of student need and preference. Faculty with low enrollments often take on individual contract students to fill out their ratio. Programs which are only slightly under their planning ratio generally continue as they are—the planning ratios are somewhat above the actual overall student-faculty ratio to allow for this. In more severe cases, the deans cancel programs, or shift one or more faculty members to programs with waiting lists. A 1996 study of student-faculty numbers indicates quite a good approximation to the goal of equal student loads across the board. (Exhibit Room, Exhibit 4-10)

The individual contract study option is rarely a full-time assignment for faculty at present. More commonly, faculty accept one or a few contracts alongside their program teaching. There is no institutional requirement for this. At times, when a particular group of students is having trouble finding suitable program space, the deans will ask faculty to consider taking additional students to relieve the problem, but there is no final compulsion for faculty to do so.

There is widespread perception among the faculty that student-faculty ratios have increased significantly over the past ten years. While whole-college averages have gone up only slightly, it is quite possible that student numbers have gone over a variety of thresholds that significantly affect teaching.

The previously mentioned study of student-faculty numbers compared 1995 with 1990, 1985, and 1980, and found only a small increase in the mean and median student-faculty ratios. Nevertheless, the same data shows a narrowing of the distribution of student loads of such a form that the number of faculty teaching nineteen or fewer fall quarter students is down

[6] Such arguments include the desirability of providing specialized teaching to necessarily small groups of advanced students, the desirability of providing close-in attention to first-year students as they develop critical college-level skills, and so on.

markedly since 1980 (35 to 21 percent), while the number teaching twenty five or more students is up equally strongly (19 to 32 percent). In other words, this data indicates that a significantly larger fraction of the faculty is looking at fuller classrooms than fifteen years ago.

The difference between twenty and twenty-five students is significant for many aspects of Evergreen teaching, because of the heavy use of discussion, project work, writing, and other small-group approaches. Evergreen has been unusual among public colleges in its reliance on small-group work, and its determination and inventiveness in using them under student-faculty ratios that have never been very favorable. The curriculum self-studies testify to the ways that a few extra students can make the difference between workable and inadequate instruction in science labs, environmental field studies, and studio art, not to mention the dilution of seminar discussion, a mainstay of Evergreen education since the beginning.

The translation of student-faculty ratios into contact hours is largely a matter of each faculty team's professional judgment. While there is general awareness and acceptance of the Faculty Handbook's rule of thumb that one quarter-hour of credit represent three hours per week of student time,[7] the multiplicity of teaching formats in use—lectures, large and small group discussions, field work, laboratories, community projects, tutorials, peer writing groups, and still others—make it impractical to formulate a faculty-wide guideline on hours or types of student-faculty contact. Studies show a high average weekly contact (15.1 hours in 1995-96), but there is considerable variation around this number.

The absence of mandated or contractual workload quotas is a two-edged feature of faculty life. On successive days, a faculty member may rejoice in the authority to add or cancel a class meeting or accept an additional student, so as to respond to clear, present educational needs, and then despair at the need to choose continually whether or not to go the extra mile. The Expressive Arts area self-study contains an evocative section, "A Day In Our Life," in which individual faculty members sketch their activities on a typical October teaching day. Each is different, but all show a tightly woven web of group classes, individual student meetings, long-term and very short-term planning and preparation, and personal creative and scholarly work. The details would be different in other curricular areas, but the message would largely be the same. An Evergreen faculty member's working life at this time contains very little leisure. There is a constant stream of professional judgments, gear changes, and ad hoc responses to be made. There is no doubt that the professional freedom of Evergreen faculty members imposes its own intrinsic burdens, and that they can at times be very heavy.

Time for governance, i.e., all other faculty and college matters, comes on top of the substantial teaching workload. The Faculty Handbook's call for faculty to "serve on DTFs or other committees . . . as reasonably requested" translates into an annual questionnaire from the provost which lists governance tasks for the upcoming year and asks faculty to sign up for their preferred ones. The Spring 1997 Faculty Survey reported a median of 4.0 hours per week put into governance by faculty. The responses ranged from zero to twenty hours per week. A faculty member who is a lead member of a major DTF and is involved in screening and interviewing faculty candidates can certainly experience a very heavy governance workload. The deans and provost make some attempt to equalize such loads over time in their choices of how to fill out needed governance assignments. There is no current formal system, however, for recognizing extensive governance work. As with other aspects of faculty work at Evergreen, final choice about the extent of governance rests with the professional judgment and commitments of individual faculty. Most faculty shy away from "bean-counting" approaches to allocating work. It might be helpful to institute some very general faculty-wide governance

[7] Exhibit Room, Exhibit 4-11, Faculty Handbook Section 7.626

guideline, analogous to the 25 to 1 planning ratio for students in programs, combined with some system of annual reporting which gave faculty peer-based indicators by which to judge their own involvement.

The question of whether there is sufficient time for professional growth and renewal has had continual heartfelt discussion since the college's founding. One encouraging reflection is that Evergreen faculty continue to form new teams and generate new curriculum ideas every year. Clearly the work patterns of the college are basically consistent with its central goals of interdisciplinary teaching and learning. On the other hand, the heavy workload does appear to stimulate some coping behaviors which may erode the college's effectiveness over time. For example, the desire to reduce the risk of a bad team experience can lead to senior faculty being reluctant to teach with more recently arrived colleagues. Or a perceived need to cover extensive technical material can lead to reducing time and attention to seminar or equivalent discussion of cultural and ethical issues. Moreover, there have recently been a number of expressions of workload distress by early-career faculty, especially by those with young children.

While none of these issues or phenomena are new, they are of concern, especially in a time of transition in the faculty. The questions go wider than professional growth, reaching into matters of collegiality, personal/professional balances, and so on. The deans and provost and, separately, the faculty Agenda Committee have concluded that investigation and action are needed on this front, and some initial steps are under way. A thoughtful study of the practice of narrative evaluations is moving into the stage of pilot testing some revised practices (along with a reaffirmation of the importance of such evaluations to Evergreen education). Orientation activities for new faculty have received fresh attention, and a considerably expanded program is in place this year, which includes specific sessions on evaluation writing, the building of faculty portfolios, and handling diversity in the classroom. An action research project focusing on faculty with three to ten years at the college is investigating individual histories of adaptation to Evergreen's conditions. Findings from these efforts will be embodied in overt faculty development activities such as summer institutes.

In searching for additional explanations of the sense of increased work, the previously mentioned workload study (Exhibit Room, Exhibit 4-10) listed a considerable number of possible factors (the list is unranked):

- Even though the student/faculty ratio has not increased substantially, the absolute number of both students and faculty has, adding to the complexity of scheduling arrangements, resource allocation, and general bureaucracy, hence contributing to the sense of increased work.
- The increasingly litigious environment produces additional tensions around interactions with students, peers, evaluations, copyright laws, liabilities, etc.
- Reduced support for media, labs, travel logistics, secretarial work, student aides, etc., requires more faculty time be spent on teaching support.
- Fragmentation of the curriculum (an increase of student enrollment in a combination of programs/courses) results in additional record-keeping and end-of-quarter paperwork.
- Shifting emphasis on the mix of personal/professional/teaching commitments produce stress.
- A significantly heavier student contact hour load in comparison with peers teaching elsewhere causes some to have second thoughts about a long-term commitment to the college.

- A lack of recognition for significant achievements (good teaching, publications, professional organizations, etc.) makes the workload more difficult to bear.
- Governance responsibilities are shared unequally.
- The number of contact hours with students has risen.
- The external environment in general and in regard to higher education specifically is less hospitable.
- As the faculty age, energy and enthusiasm wane (or droop in some cases).
- The absence of a ceiling on expectations for teaching and governance makes it difficult to set reasonable, mutually understood boundaries for minimum and maximum levels of work. Good work/citizenship tends to be rewarded with more work.
- Teaching configurations beyond the standard sixteen-credit, full-time program are on the increase and are felt, by some at least, to increase workload.

Many or all of these may in fact be at work; conclusive investigation has not yet taken place. In addition to the action research project already mentioned, a variety of moves are under way which will have the effect of testing the importance of some of the factors mentioned. Some examples: the faculty Agenda Committee is exploring a scheme in which faculty could opt out of governance activities for one to three years in favor of research or professional work, and then rejoin governance while others took their turn; a proposal for faculty achievement awards has circulated in the last year; there is a move to allocate some summer support for interdisciplinary scholarship in preparation for selected team programs.

Existing modes of support for professional growth and renewal, and a framework for thinking about the subject in Evergreen's context, are the subject of the next section of this report.

Faculty Development

Evergreen currently provides several explicit avenues of professional growth. These range from sabbaticals to sponsored research to a program of summer institutes. There is not an equally explicit official statement of principles as a guide or check on these activities. Such a statement might read as follows:

> Evergreen takes as a given that teaching is the primary activity of its faculty. While the college does not insist on scholarly activity outside the classroom as a condition of employment, it finds a vital need for ongoing professional growth by its faculty members.
>
> To a considerable degree, growth arises organically from impulses and opportunities recognized by individual faculty members. These spurs to organic growth take many forms, including "eureka" insights, personal intellectual fascinations, or the need to resolve strongly felt intellectual or expressive dilemmas. In perhaps equal measure, growth can impinge on individuals, arising from rhythms not their own—to their surprise or even dismay, but ultimately to their benefit. Again, there are many forms, including the strong desire of some students for particular teaching, a colleague's need for support, or the recognition of an inescapable tendency in society. Evergreen aims to foster both kinds of growth.

The principal settings for faculty growth, in terms of time and resources available, are not in explicit "faculty development" programs, but in the ongoing activity of teaching. Many academics regard teaching as a matter of transferring fully digested material from faculty member to students. By contrast, Evergreen strongly supports faculty choosing modes and

subjects of teaching through which they can grow simultaneously with their students' learning. In a host of specific ways, Evergreen has organized its principal activities—teaching and learning—to provide both place and reason for this to occur.

For example, the openness of the yearly curriculum process to new faculty ideas and commitments, and the periodic possibility of faculty to shift their affiliation with curriculum planning groups, give major opportunities for organic growth by individuals. The yearly progression of a person's teaching can follow an evolving personal intellectual agenda and shifting personal needs for colleagueship. At the same time, full-time contact with students over one, two, or three quarters, together with a college ethic urging responsiveness to their legitimate wants, has led many faculty members to learn, acquire skills, and have insights they would never have spontaneously pursued. There is also a place for explicit faculty development programs aimed at providing specific support not readily available through regular teaching.

The Professional Leave Policy (Exhibit Room, Exhibit 4-11, Faculty Handbook, Section 6.100) outlines a straightforward mechanism whereby all Evergreen faculty accrue eligibility for professional leave according to length of service. Faculty wishing leave submit statements of proposed activity; these are reviewed to determine adequate relationship to the proposer's current or developing expertise; all acceptable proposals are ranked in order of accrued eligibility and awards made from the top of the list down as far as funding (limited by the state to 4 percent of faculty salaries) allows.

The college supports leaves of absence without pay as a supplement to the limited opportunity for paid leaves. (Exhibit Room, Exhibit 4-11, Faculty Handbook, Section 6.150). Application is simple and approval almost automatic. In principle, the deans can refuse a leave on grounds that the faculty member is vital to the year's curriculum, but in practice, this seldom happens, even when the request comes at the very last minute.

The Professional Travel budget (Exhibit Room, Exhibit 4-11, Faculty Handbook, Section 6.200) currently allows up to $1,500 per faculty member[8] for transportation and conference, meeting or workshop fees. Per diem support is also available when a faculty member is presenting his or her work.

The yearly Sponsored Research program supports paid summer or released time, seed grants for early development of projects, and grants-in-aid for well-developed professional agendas. Awards are selected by a faculty committee from across the disciplines; this committee is constituted afresh each year, though some individuals serve for several years in a row. Over the past several years, the total amount has been about $40,000, increasing to $60,000 recently; the number of applications has varied from 12 to 29, of which 8 to 10 typically receive funding. Since 1991, a total of 80 different faculty members have applied, of which 45 have been successful at least once.

A significant development of the last few years has been the allocation of $40,000 to $80,000 each summer for brief faculty development workshops and institutes. Typically three to five days long, with modest ($100 per day) stipends for participants, these have addressed cross-faculty teaching issues, such as effective seminaring, and have begun to move into subject-matter discussions on such topics as Native American treaty rights. Increasing faculty familiarity with the Internet, World Wide Web, internal computer networks and their related software (often lumped under the term "technology") has been a major emphasis in the past several

[8] Actually, the budgeted amount would not allow literally every faculty member to exercise their quota of travel, but the amount has proved enough to fund the flow of actual requests.

years, and diversity has been an ongoing theme. Institutes of this kind have proved increasingly popular: participation in the summer of 1997 totaled seventy-nine individuals, including both regular faculty and adjuncts, and early sign-ups indicate that participation will increase again in 1998.[9]

The funding mentioned above is institutional money. Evergreen has also been very successful in getting outside support for related summer institutes, from such sources as the National Science Foundation, the Ford Foundation, and the Pew Charitable Trusts, and views the search for such support as a priority for the provost's staff. The summer of 1998 will see a week-long NSF-funded session on Humans and Nature in Puget Sound and a two-week quantitative literacy institute funded by the American Council of Learned Societies, although the college recognizes that soft money should only supplement institutional funds for core commitments like sustaining the professional life of faculty.

In some ways, the most important faculty development activities at present concern the orientation of the sizable cohorts of new faculty expected each year during the current phase of retirements coupled with modest college growth. Over most of the past ten years, work with new faculty has consisted of several days of specific programming each September, coupled with some level of later programming in the first year, and a general expectation that their teaching teammates over the next year or more would fill in remaining blanks. It has also been common to match newcomers with "buddies," experienced faculty who agreed to serve as contacts and guides.

It has become clear that the process of becoming a well-grounded, fully functioning member of this faculty takes considerably longer than a few days or weeks. Three to five years is perhaps a more realistic span for a new person to find a personally functional mode of participation in the faculty, given the shifting landscape of the curriculum, and the unusual level of collaborative work required here, in combination with a remarkable scope of personal choice, both for good and ill.

The college's response has been to localize responsibility for new faculty in one of the Academic Deans, and gradually to feel out a more comprehensive program for newcomers. This goes beyond simple orientation, though basic nuts and bolts are often very important as new faculty learn how to handle the demands of close contact with large numbers of students in an innovation-oriented curriculum. Beyond such practicalities, however, lies a need for a kind of acculturation. By minimizing explicit rules and guidelines, as it has in pursuit of responsive, innovative teaching, Evergreen has created a setting where less tangible habits of behavior, expressions of value, and modes of communication govern faculty and student life. New faculty need to enter this culture in order to work effectively and satisfyingly.

Evergreen is in the process of becoming self-aware of its culture in new ways. The commissioning of an overt ethnography in 1993 is one visible sign of this. Peter Tommerup's *Teaching and Learning and Evergreen* gathers, confirms, and also modifies the community understandings of Evergreen that have circulated as folk wisdom. Another marker is the Academic Deans' compilation of a "REAL Faculty Handbook" of tips, observations, and personal position statements about aspects of Evergreen teaching. First issued in September 1997, this is becoming a reference for new faculty trying to locate themselves in this multilayered professional environment.

[9] Summer institute topics for 1997 included: effective seminars; use of World Wide Web software; current topics in international political economy; geographic informations systems (GIS); Native American treaty rights; design of student workshops for conceptual understanding; and approaches to academic advising.

Development activities for new faculty are on their way to becoming year-round for the first several years of work, but the college is still at an early stage in finding activities that are reliably useful to new faculty, especially in helping them find a personal balance between the existing habits and practices of the institution and their own desired contributions and modifications of those things.

For initiatives originating organically with individuals, the primary need is time, space, and money—material support for individual powers of growth. For Evergreen, the limits on this kind of growth are straightforward: we come to the end of the time, space, and money available well before encountering a shortage of good ways to use them.

Growth which impinges on the individual from outside is intrinsically more problematic. The external world is undoubtedly rich in seeds of growth. Some of these reach Evergreen's individuals more easily than others. Through its interdisciplinary teams, Evergreen brings about a great variety of cross-fertilizations—painting in ornithology, Jung in music composition, philosophy in community development or in neuroscience, and innumerable other examples. Ideas, needs, or impulses not represented in Evergreen's faculty, however, have generally been much slower to take root here through the organic workings of the curriculum, and there has been a distinct need for overt efforts.

For these, material support is necessary, of course, but a greater need is for occasions when faculty encounter external stimuli with readiness to be moved by them. As a dramatic example, Evergreen's commitment to writing across the curriculum comes in large part from an early faculty orientation week that contained several overlapping presentations on ways for non-specialists to work with student writing. It happened that these were highly persuasive and generated some immediate, sufficiently successful experiments. Writing as a college-wide effort took off at that point. By contrast, mathematics across the curriculum, a notion of roughly equal value, has never yet at Evergreen found a moment of equal readiness, and remains unimplemented.[10]

Evergreen's policy on patents and copyrights (Exhibit Room, Exhibit 4-11, Faculty Handbook, Section 6.500) aims to encourage authors and researchers, while giving appropriate weight to possible college uses and claims on work generated under college sponsorship. Consulting work by faculty is consistent with Evergreen's announced value on connecting theory with practice in its academic program. The consulting policy (Exhibit Room, Exhibit 4-11, Faculty Handbook, Section 6.600) generally encourages faculty involvement in off-campus projects, while requiring approval by the deans if off-campus work for pay exceeds a half-day per week.

Terms of Faculty Work: Salaries and Rank

Formally speaking, Evergreen treats the question of faculty rank brusquely: there are no distinctions of rank in the full-time program. All faculty carry the title Member of the Faculty; all are paid on the same scale. As one might expect, faculty members perceive informal distinctions according to longevity at the college, assertiveness, skill in personal diplomacy, and the like. Such perceptions undoubtedly influence individual behavior, even though there is no cross-faculty agreement about what these distinctions are and how they work, or ought to work. There is, however, striking agreement on equality among faculty members when it comes to the formal terms and conditions of work.

[10] A current grant from the American Council of Learned Societies will support a major attempt to create such an occasion of readiness, through a large summer 1998 workshop presenting current good practices to faculty teams designing new interdisciplinary programs for the following academic year.

Most striking of all, perhaps, is the Reduction in Force policy (in Exhibit Room, Exhibit 4-11, Faculty Handbook, Section 3.400). The Evergreen faculty has chosen, after much discussion, to meet conditions of financial emergency with a system of rotating involuntary furloughs rather than by firing some portion of the regular faculty. Adjuncts and visitors would indeed be terminated in an emergency, but if further savings were necessary, preassigned groups of faculty would take one-quarter leaves without pay in rotation, for the duration of the emergency. Exhibit Room, Exhibit 4-12 gives the furlough groups and dates of possible furlough as of December 1996.

Salaries for faculty in Evergreen's full-time program are uniform across program areas. The scale is based on years of relevant experience: a new faculty member meets with the hiring dean or the provost to agree on a rating of pre-Evergreen experience; the faculty member then moves one step up the scale for each succeeding year of full-time Evergreen teaching. Details of this policy appear in the Faculty Handbook (Section 5.100).

Funding the prescribed step increases depends on legislative appropriation. In two of the past ten years, the Washington legislature has frozen state pay levels. This in effect moves our experienced-based scale downward. In other years, the appropriation is larger than needed for step increases, and the scale moves upward as a whole. The result for a typical mid-career faculty member has been a 30 percent increase in gross pay (nominal, not constant dollars) over the past ten years.[11] This combines experienced-based step increases and "cost-of-living" upward shifts of the whole scale, and amounts to such an individual roughly keeping pace with inflation, but not gaining much, if anything, in real terms.

A quick comparison of Evergreen's salary scale to national averages indicates some shortfall, though greater detail would be necessary to establish this conclusively. Whereas the Evergreen scale starts at about $32,000 and tops out at $54,000, a national sample gives the average 1996-97 salary for new assistant professors (public institutions, all fields) as $38,500 and full professors as $64,800.[12] The most recent (1996) comparison conducted by the Washington State Higher Education Coordinating Board puts the average Evergreen faculty salary of $44,070 at the thirty-first percentile relative to a large sample of peer institutions across the country.[13]

Keeping salaries uniform across fields makes an important contribution to a sense of equity among members of interdisciplinary teams, who are generally doing substantially equivalent work, even though the exterior job market may place quite different values on their qualifications. Computer scientists and visual artists command quite disparate average pay in the national economy, but it is important internally to have them paid on the same basis, and for this to be visible in a published salary scale.

[11] A faculty member at year 22 on 1 January 1989, the date of the salary scale given in the last accreditation self-study (*Constancy and Change*), had a salary of $37,099; the same person will be at step 31 in the fall of 1997, and get $48,874, 30 percent more. In this same year (1997), a faculty member at step 22 will get $42,480, 15 percent higher. In other words, the scale as a whole has risen by an average of about 1.5 percent per year (though not at all smoothly over this period), while a given person's pay has gone up nearly twice as fast, due to movement up the scale: the result averages about 3.1 percent per year during the period under review. For comparison, the West Coast Consumer Price Index for this period shows a ten-year average increase of 3.4 percent per year.

[12] *Chronicle of Higher Education* Almanac Fact File, Average Faculty Salaries By Rank in Selected Fields, 1996-97.

[13] Higher Education Coordinating Board, October 1996, revised by Evergreen State College, March 1997.

Naturally, there is a danger that prospective faculty from the highest paid fields, such as computer science or public administration, will find the salaries from this uniform scale unacceptably low. In some recent faculty searches, low pay has been voiced as a factor in some withdrawals by otherwise promising candidates. The evidence for a pattern of difficulty is not strong, however: the number of withdrawals has not been large historically, and withdrawing candidates cite a variety of other factors, such as workload, personal issues, restricted research opportunities, and lack of fit with Evergreen culture.

The proof of the pudding is in the faculty who eventually agree to come, not those who withdraw, and the evidence is that new faculty over the past ten years have brought strong qualifications, energy, and commitment to their work here. Since 1987, sixty-three persons have joined the faculty with continuing appointments; of these six have resigned and one retired; the rest include many of the faculty's current leaders. One must conclude that low pay has not been a crisis issue in the past, though it undoubtedly has a draining effect on a faculty which works hard under demanding conditions. For the first time the 1997-98 hiring process yielded a significant number of new faculty hires who joined Evergreen at a lower salary level than their previous job.

In addition to regular faculty, Evergreen recognizes six other categories of faculty membership: visiting faculty, library faculty, adjunct faculty, post-retirement faculty, emeritus faculty, and resource faculty. The distinguishing characteristics of each group are laid out in the Faculty Handbook, Section 4.100 (Exhibit Room, Exhibit 4-11). There is no "special programs" category: faculty staffing the reservation-based program, the Tacoma campus, and the small number of similar efforts are appointed under the same categories as the Olympia campus faculty.

The most significant for the academic program are visiting faculty, who make up about 10 percent of the full-time program staffing each year, and adjunct faculty, who staff the part-time program almost completely.

Each year, the full-time program employs fifteen to twenty visiting faculty members, as required by the Reduction in Force policy. Perhaps three-quarters of these fill positions which have been planned into the given year's curriculum in the knowledge that continuing faculty would not be available to fill them. The remainder cover unforeseen leaves, illnesses, and the like.

Typical job announcements for visiting positions say that visiting positions carry little or no expectation for renewal. While this is accurate about the experience of visiting faculty, some positions do in fact come open repeatedly, because they represent important curricular needs which the regular faculty cannot meet.[14] This sets up a situation in which visitors may be hired, often late in the year, for several years running without gaining security of employment. While the current reappointment policy puts an upper limit of four years on this situation, this remains a point of strain on faculty.

Adjunct faculty total sixty to sixty-five (headcount) each year at present. They staff the part-time program, which comprises two distinct functions: the provision of bachelor's degree pathways to students who for job or other reasons cannot study full time; and the provision of service courses to portions of the full-time curriculum, especially in language study, arts techniques, and some introductory science.

[14] The self-imposed limitation that regular faculty should not exceed 88 percent of all faculty (part of the the Reduction in Force policy) is an important factor in preventing recognized recurring needs from being filled by regular faculty.

Until recently, faculty in the part-time program have fallen into a distinctly separate category from those in the full-time program, marked by a distinct title (Adjunct Member of the Faculty), a separate pay scale (also experience-based, but 20 percent lower), and appointments no longer than a year at a time. As the college has become committed to a coherent, stable part-time program, terms and conditions for adjuncts have approached those of regular faculty more closely, to the point where the 1997-98 year will see the first appointment of regular part-time faculty, eligible eventually for continuing appointments of the same kind available to regular faculty in the full-time program.

Adjunct faculty have privileges at Evergreen which are nonexistent in other colleges and universities. First, they are considered members of the faculty in faculty meetings, and they may vote on college policy. Since fall 1996, an adjunct faculty member sits on the Agenda Committee, where reports are heard from various Disappearing Task Forces (committees), decisions are made on minor policy issues, and major issues are first brought to faculty attention. Most colleges use adjunct faculty to teach lower division courses which are offered each year. Evergreen has the same arrangement, but this applies only to courses supporting the full-time curriculum. Adjuncts also propose upper division interdisciplinary offerings which are new each year, and which follow previous offerings to provide depth or breadth in all areas of the curriculum. Those teaching half-time programs each receive an office, telephone with long distance privileges, a computer with access to the Internet, and program aides to help with copying, research, and other duties. Adjuncts teaching courses share two office spaces, each of which has a telephone and computer comparable to those other faculty enjoy. All adjuncts also have access to a program secretary. They may apply for travel funds to attend professional conferences, and during the summer adjuncts may sign up for faculty development opportunities offered on campus.

The hiring of adjunct faculty since June 1996 occurs as a result of a particular need in the curriculum or as a result of selecting a proposed offering. The current practice is to interview candidates with a full-time member of the faculty who has appropriate expertise. For example, when a new half-time program was needed in winter, 1997 (Meet the New Media, a half-time program examining the Internet and its social implications), ads were run in newspapers, and a full-time faculty in computer science participated in reading files and interviewing. This process of enlisting full-time faculty to aid in the hiring process will continue because it serves to keep full-time faculty informed about part-time studies, and it lends validity to the process.

Adjunct faculty have yearly contracts. This practice has not encouraged the formation of a coherent curriculum in the past, and it makes creating curricular pathways quite difficult. (These faculty do not know if they will be hired from one year to the next.) After hearing recommendations from the Half-Time Faculty DTF in spring, 1997, the faculty voted to devote three FTE to hiring six continuing half-time faculty for the academic year 1998-99. These half-time faculty will form the first Planning Group for Part-Time Studies collaborating and building a coherent curriculum, and they will serve as liaisons to the five Planning Groups (Culture, Text and Language; Environmental Studies; Expressive Arts; Scientific Inquiry; and Social Sciences) fostering more interaction between faculty teaching in the day and those teaching in the evenings and on weekends.

In 1996-97 all adjunct faculty were asked to begin an interim evaluation process which consists of a teaching portfolio, observation of their teaching by the dean, a conversation with the dean about that teaching and the portfolio, and the dean's written evaluation. The portfolio has the following parts: faculty self-evaluation, evaluations of colleagues (if team-teaching), evaluations of students, student self-evaluations, evaluations of the faculty member by stu-

dents, and relevant program or course materials such as the syllabus, covenant, and workshops. That year the current dean observed thirty-five adjunct faculty teaching and completed written evaluations of their teaching.

Because this evaluation process worked well, it will be continued as the policy. The principal outcomes have been substantive discussions about teaching and learning between the faculty and dean, information sharing, new trust in the administration on the part of the adjunct faculty, and, for the dean, a new appreciation for the hard work and solid offerings in every part of the curriculum. This last point is worth stressing. Because in the past so many decisions rested with individual interests of the administration, and because administrators, like faculty, come to their positions with perceptions and stereotypes about other disciplines, this process of observation and discussion creates a valuable new perspective for the dean.

Research, Artistic Creation, and Scholarship at Evergreen

As with so much else at Evergreen, the role of research, artistic creation, and scholarly activity is a reworking, partly directed, partly serendipitous, of conventional categories. Evergreen's mission is very student-oriented. Teaching and teaching related work (team participation, curriculum planning, and so on) form the primary dimension of faculty evaluation. Research is not a condition of employment, reappointment, or access to college perquisites. Faculty vitality is a concern at Evergreen, and we see the opportunities provided by reinventing the curriculum as an important means of maintaining this.

The history of the college shows strong emphasis on the primacy of teaching, and distrust of standard modes of encouraging research because of their history, at other places, of draining energy from teaching. Indeed, the demands of teaching which pursues Evergreen's values under Evergreen's conditions of funding are great. It is fair to say most faculty find great difficulty in pursuing individual research agendas during the academic year. In addition, work that calls for sustained effort over years or decades is hindered by the practice of rotating teaching assignments and the formation of new teams around new themes or problems.

On the other hand, some faculty active in research recognize specific advantages to doing so in an Evergreen setting: freedom from the pressure to publish trivial or superficial work; much increased chances for sharing information both within and across disciplines; an avid readership for publications which show the kind of synthesis Evergreen faculty are trained to seek in their work. Moreover, certain combinations of research and public service may be easier here than elsewhere. Examples include community development work, where background study combines with real-time community involvement, and software development studies, where the flexibility to work with public and private sector users has been an important way of mobilizing student and faculty effort.

On the 1997 faculty survey, 70 percent of faculty said they had active professional agendas, and the same proportion said they had presented or published work in the last five years. Professional agendas cover a wide range of activities, including scholarly writing, participation in public policy processes, artistic creation and exhibition, and many others. An extensive sample of recent faculty work appears in Volume 1, Exhibit 4-3.

Approximately 50 percent of current faculty have applied for sponsored research support during the past six years. Between seventy-five and one hundred each year take advantage of faculty travel support to attend professional conferences. Several faculty have maintained long-running grant-funded research efforts; curriculum in the visual arts has been shaped in

important ways by faculty drive to create space for continued personal creative work; numerous faculty involve students in their research as lab aides, as discussants of manuscripts, or as co-investigators. In these and other ways, the evidence is strong that Evergreen faculty generally work to keep alive the scholarly or artistic aspect of their professional lives. Summary of Recent Scholarly, Creative, and Public Service work by Evergreen Faculty, Exhibit Room, Exhibit 4-3, shows the wide range of the results, and gives some indications of the level of activity.

There are signs that the college is entering a phase of reopening the question of the right relation of research to teaching. There seems to be increasing interest in involving students in research as part of their upper-level studies; there is certainly much questioning by younger faculty interviewing for jobs here about how continued research, scholarship, or artistic production might be possible. A web page called "Research at The Evergreen State College" has begun to accumulate statements from faculty (about twenty as of this writing) about their activities and plans. Several of the same people have sponsored research involvement by K-12 teachers under the "Partners in Science" program of the Research Corporation, a foundation.

At the same time, unease about increasing workloads often grows from a sense that one's time for personal scholarly work, for staying current with one's field, or simply for reflection on one's core teaching materials is being siphoned into handling a slow but steady increase in student numbers. There is no doubt that personal scholarly, professional, and creative work takes place in a zero-sum setting, where teaching, college service, and family life are also present in pressing ways. There are no "super-profs" at Evergreen, just an assembly of talented, committed persons trying to find viable ways of sustaining work that is productive and satisfying for their students and for them individually. It is too soon to tell what new modes of teaching/learning or what rebalancing of existing modes will occur, but with large numbers of new faculty slated to join the college over the next five to ten years to replace retiring veterans, the time is ripe for clear and considered framing and resolution of these issues.

Concluding Analysis and Future Issues

Summary

Evergreen continues to have an excellent faculty—well-trained, hard-working, and committed to the college's goals and values. The vital functions of recruiting and hiring new faculty, sustaining on-going faculty, and evaluating all faculty have all become stronger over the past ten years, partly by slow evolution of past patterns, partly by major review and policy formation. Faculty are intimately involved in curriculum development and all aspects of academic policy, and have proved able in the last decade to conduct major overhauls of central policies and practices, including reappointment, curriculum structure, part-time studies, and grievance policies.

Issues

Generational Change: The faculty is in the midst of a wave of retirements and replacements, as faculty hired in the early years come to the end of their working careers. By the year 2001, about one-third of the Evergreen faculty will have less than five years' experience at the college. The current faculty and administration are alive to the need for balancing new energies and initiatives with the maintenance of core values and hard-won solutions; it will remain a challenge to old and new faculty to achieve such a balance.

Diversity: The Evergreen faculty should embody genuine cultural and social diversity, and should do so in a way that affects the learning of all students. At present, Evergreen has good gender balance in the faculty, and more than the national average proportion of faculty in

standard ethnic categories. Other, harder to quantify aspects of diversity, such as sexual orientation, are significantly represented in the faculty. Nevertheless, it is quite likely that students in some areas will not experience a diverse range of faculty during their time at Evergreen. The present wave of hiring can serve to address this, and the deans and faculty plan to do so.

Workload: Defining workload problems carefully and pursuing solutions imaginatively will be vital activities over the next few years. One important avenue may be to allocate some of the salary savings from faculty retirements (as senior faculty are replaced by more junior) to address this issue, but this has obvious tradeoffs that need to be considered in light of other funding priorities.

Faculty Development: Evergreen's approaches to faculty development need both fine-tuning and wider vision. Many specific programs, like sabbaticals or sponsored research, continue to serve faculty well, but the college should be finding ways to expand them and more generally to clarify the goals of faculty development here and identify unmet needs. Development activities for new faculty are a specially important area of needed improvement, given the wave of new hires expected over the next several years.

Faculty Evaluation: New procedures appear to be achieving their goal of regular, substantial attention to all faculty, with significant focus on teaching improvement. Specific near-term needs include maintaining the initial good momentum of the new five-year reviews and working through the first cases of term faculty applying for continuing status. On-going assessment of the effectiveness of these procedures is important.

Compensation: This is a statewide concern. Faculty salaries have lagged and may become a major barrier if the issue is not addressed in the near future

Summary of Recommendations and Findings

- Evergreen has an excellent faculty—versatile, well trained, unusually committed to teaching and student success. Generally there is high alignment between faculty and institutional values.
- We are now in an unusual period of high turnover since many faculty are retiring, including many from the founding period of the 1970s. For that reason, the college is entering an important transition time, in which careful balance must be sought between maintaining hard-won solutions and providing space and support for new energies and initiatives.
- Achieving a diverse faculty is an ongoing institutional commitment, as part of a wider college goal of becoming a multicultural institution. Current efforts in recruiting faculty provide an acceptable base of diversity, but further effort will be needed to bring appropriate diversity into all areas of faculty work.
- Workload is a concern, as is the increase in class size. In many institutions the student faculty ratio is not a critical factor but it is at an institution like Evergreen where loads are equalized, contact hour requirements are high, and the instructional format is very labor intensive (narrative evaluations, writing across the curriculum, etc.). The institution should attempt to deploy some of the savings from faculty retirements (achieved by replacing senior with more junior faculty) to address this issue.

- Compensation is a statewide concern. Faculty salaries have lagged and may become a major barrier if the issue is not addressed in the future. The institution should attempt to deploy some of the savings from faculty retirements to address this issue.
- Faculty development is a critical need at Evergreen, to sustain the intellectual capital and enhance the skills on which teaching depends. This is especially important in a time of high faculty turnover. Institutional investments in this area have increased dramatically and need to be continued.
- New procedures for faculty evaluation appear to be achieving their goal of regular, substantial attention to all faculty, with significant focus on improving teaching. Continuing assessment of these procedures is important.

Exhibit 4-1
Faculty Positions for 1998-99 (Text of Announcement in "Chronicle of Higher Education")

About Evergreen:

Evergreen is a non-traditional public liberal arts college emphasizing intensive interdisciplinary study and collaborative team teaching throughout the undergraduate curriculum and three graduate programs.

Recognizing cultural diversity as a defining characteristic of the 21st Century, the College has intensified its efforts to become a multicultural institution. Substantive experience and expertise in working across cultural differences are therefore highly desirable for all positions.

Faculty membership is unranked with salary determined on a non-competitive open scale based on earned degrees and years of relevant experience. **For some of the following positions, as indicated, we invite applications only from recently trained candidates.**

At this time, we seek candidates in the subjects listed. All of these openings are Regular positions: such faculty are typically first appointed to 3-year term contracts and are eligible for permanent appointment after 3-6 years of full-time teaching at Evergreen.

All positions require an advanced degree, with strong preference given to candidates with a Ph.D. or analog (e.g. MFA), and broad interdisciplinary training, experience, or interest. Candidates for all positions must demonstrate potential for excellence in teaching and in collaborative work.

At Evergreen, faculty members typically rotate between specialized teaching and involvement in the general education curriculum, and typically are members of interdisciplinary, team-taught, coordinated programs. Writing is emphasized across the curriculum, and all faculty are expected to work effectively with students on writing. Further information on all positions is available by writing the Faculty Hiring Coordinator (address below), or through the Evergreen web page (http://www.evergreen.edu).

American Studies (Literature)

Faculty member with Ph.D. in American Studies with primary emphasis in American Literature and secondary emphasis in American History. College teaching experience in literature, history, or English composition with an ability to teach American prose fiction, poetry, drama, literary criticism, intellectual or cultural history, and English composition. We seek a person who will develop curriculum of an imaginative, interdisciplinary nature based in innovations in American Studies scholarship. Limited to applicants with 1 to 12 years experience. Review of complete files starts October 24, 1997.

Comparative Religion

Faculty member in comparative religion who is broadly trained in Christianity; Judaism or Islam; and at least one more major religion. The successful candidate can work collaboratively to engage interdisciplinary issues in language and culture, area studies, or cultural studies with emphases in anthropology, sociology, or psychology, and can maintain discourse across significant differences in methodology and politics. Review of complete files starts October 24, 1997.

Exhibit 4-1 (continued)
Faculty Positions for 1998-99

Computing/Mathematics

Faculty to teach in both the computer science curriculum and in team-taught interdisciplinary programs for lower-division students. Coverage includes digital logic and related hardware topics, computer architecture, programming and data structures, as well as operating systems. Candidates should have a strong mathematics background and be prepared to address issues concerning the role of technology in contemporary society. Ability to teach computer networking and data communications as well as linear algebra, numerical methods and discrete math would be desirable. Review of complete files starts December 1, 1997.

Developmental Biology

A broadly trained biologist, preferably with a strong second field, to contribute to a variety of interdisciplinary, team-taught programs from freshman to senior level. Assignments rotate; emphases depend on yearly team, e.g. ecology, health, or evolution. Candidates' field of study may be in molecular or organismal development from any of several subspecialties such as neurobiology, molecular or Mendelian genetics, endocrinology or anatomy. Review of complete files starts December 1, 1997.

Environmental Chemistry

A versatile and broadly trained individual in the environmental sciences. Expertise in organic chemistry, environmental chemistry, and toxicology preferred; knowledge of environmental policy, statistics, environmental modeling and/or public health is desirable. Successful candidates will be expected to team teach with colleagues with expertise in both the natural and the social sciences. Assignments will primarily be for undergraduate teaching with opportunities to teach at the Master's degree level; specific emphases will rotate year by year. Review of complete files starts December 1, 1997.

European History

Generalist with a Ph.D. or equivalent degree in European History, and broad interests and teaching experience in European history. Preference given to applicants with significant experience and expertise in intellectual history and in historiography. Teaching duties involve collaborative work in aesthetic, philosophical, literary, and cultural studies as well as offerings in history, intellectual history, philosophies of history or historiography. Limited to applicants with 1 to 12 years of experience. Review of complete files starts October 24, 1997.

Geography

Human geographer with a strong social or cultural background in regional analysis and political ecology, to teach in undergraduate and master's level environmental studies curriculum. Areas of interest should include spatial contexts of environmental issues, natural resource policy, and land use and land cover, especially contemporary and applied human-land relationships. Additional expertise in climatology, biogeography, soils or geographic information systems is highly desirable. Limited to applicants with 1 to 12 years of experience. Review of complete files starts December 1, 1997.

Middle East Studies

Broadly trained person with advanced graduate studies (Ph.D. preferred), research, and teaching experience in Middle East Studies with an interdisciplinary emphasis. The successful candidate will have the ability to teach in two of the following areas: history, culture, politics, economy, gender studies, and/or Islamic religion and political movements. The ability to teach one Middle Eastern language is also desirable. Review of complete files starts December 1, 1997.

Exhibit 4-1 (continued)
Faculty Positions for 1998-99

Music Performance

Faculty member with expertise in contemporary forms of music performance and composition, to teach performance, theory and Western music history. Capacity to address relevant critical and theoretical issues and ability to teach broadly across the curriculum in interdisciplinary programs. Strength in additional area preferred: world music, electronic music, film music, instrument building, musical theatre, or related cultural studies. A Ph.D. or DMA preferred. Demonstrated successful working relationships with racially and culturally diverse groups also required. Review of complete files starts October 24, 1997.

Organic Chemistry

(Reopened) Faculty member with strong undergraduate teaching interests to teach chemistry curriculum emphasizing computer instrumentation and undergraduate research. Strong experimental interest preferred. Principal teaching duties involve introductory organic chemistry as a component of interdisciplinary biology and chemistry programs, with occasional rotation into broader teams for which organic chemistry is relevant. Review of complete files starts October 24, 1997.

Social Psychology

(Reopened) Broadly trained social psychologist to teach in interdisciplinary, team-taught, year-long programs at all undergraduate levels. Applicants must be able to teach all topics within social psychology; qualitative and quantitative research methods; and more advanced material addressing the history and scientific study of social psychology and its relationship to other branches of psychology and social science. Non-academic experience in public or private sector is also desirable. Review of complete files starts October 24, 1997.

Theatre/Directing and Acting

Theatre artist/teacher with demonstrated professional background and teaching experience in directing and acting, including theoretical, practical, and historical aspects. The candidate must demonstrate skills and interest in integration of theory and practice; interdisciplinary applications of theatre and teaching; cultural, race, class and gender issues. A solid understanding of world theatre and a willingness to work with collaborators across cultural backgrounds are necessary. MFA or Doctorate preferred; record of professional productions required. Review of complete files starts December 1, 1997.

3-Dimensional Art

Full-time position in sculpture with experience in architectural design and three dimensional design as inventive process. Teaching will include studio art at all levels and participation in interdisciplinary team teaching in studio art, environmental studies and urban studies. Candidate must be capable of teaching reading, writing and analysis of texts related to contemporary art and design. Prefer candidate with technical skills in wood-working and ceramics. Active exhibition record and MFA required (or equivalent in exceptional cases). Limited to applicants with 1 to 12 years of experience. Review of complete files starts December 1, 1997.

2-Dimensional Art

Faculty member with primary expertise in painting and drawing, and experience or interest in imagemaking incorporating new technologies, installation and printmaking. Duties include studio based arts programs at all levels and broadly based interdisciplinary programs of primarily liberal arts students. Candidates must be capable of teaching reading, writing and analysis

of texts related to art history and criticism, and contemporary art and design. Must have active exhibition record and MFA (or equivalent in exceptional cases). Limited to applicants with 1 to 15 years of experience. Review of complete files starts October 24, 1997.

Application Procedures:

To apply, send curriculum vitae, letter of application which highlights qualifications for the position, 1-2 page statement of teaching philosophy and practice, 1-2 page statement of multicultural experience/expertise, example of scholarly or artistic work, evaluations by students, and 2-3 current letters of reference. Finalists may be asked to submit additional materials. Address application and inquiries to Faculty Hiring Coordinator, The Evergreen State College, L-2211, Olympia, WA 98505, call (360) 866-6000, ext. 6861 (voice) or TDD line at (360) 866-6834, or email blodgetd@elwha.evergreen.edu.

Review of completed applications will begin on dates indicated and continues until finalists are selected. The College reserves the right to extend searches or not offer positions advertised. All position offers are contingent on funding. Persons with disabilities can receive accommodations in the hiring process by contacting the Hiring Coordinator.

Committed to equal opportunity and affirmative action, TESC is working to build a diverse, broadly-trained faculty and particularly encourages applications from candidates whose race, national origin, sex, age, religion, marital status, sexual orientation, veteran status or physical disability will contribute to our diversity.

Exhibit 4-1 (continued)
Regular Half-Time Positions in Part-Time Studies (Text of Regional Announcement for Half-Time Positions)

About Evergreen:

Evergreen is a public liberal arts college where interdisciplinary study and collaborative team-teaching is emphasized. Part-Time Studies offers interdisciplinary, half-time (8 qtr. hr.) programs in the evenings and on weekends in order to provide access to the greater Olympia Community. Our audience in Part-Time Studies is about half adult, working students age 25 and older and half students age 18-24. We are in the process of building Part-Time Studies to better serve students seeking a bachelor's degree on a part-time basis.

We are seeking applicants for six half-time "regular" faculty positions in Part-Time Studies. Offerings in this part of our curriculum begin at 6 PM during the week, and during the day on weekends. Each of the six positions will also participate in the collaborative work of building and shaping the curriculum in this area of the college.

Faculty membership is unranked with salary determined on non-competitive, open scales based on earned degrees and years of relevant experience. Faculty holding "regular" positions are typically first appointed to term contracts and are then eligible for continuing half-time contracts after a period of teaching. These half-time positions include benefits (health & retirement) and are dedicated solely to Part-Time Studies—they do not lead to full-time contracts.

About the Positions:

All positions require an advanced degree or analog (e.g. JD), and broad interdisciplinary experience. Minimal qualification is a masters degree. Candidates should describe their understanding of a liberal arts curriculum, their ability to collaborate with students and colleagues, and their leadership skills by addressing each in their letters of application. In addition, candidates for all positions must show evidence of excellence in teaching and in working with non-traditional, adult students as well as with traditional age students, and groups with a mix of both. Experience teaching in interdisciplinary settings is highly desirable. Writing is emphasized in all academic studies at the college and the faculty are expected to play a role in developing effective writing by students. These points should be addressed in a statement of teaching philosophy and practice.

In all cases, we seek broadly trained faculty members in:

Literature and Writing. We are open to many areas of expertise within these disciplines, although the greatest need exists for American Studies.

Psychology. We are open to many areas of expertise within this discipline; however, the candidate must be experienced in teaching fundamentals such as Introduction to Psychology and Personality Theory. Counseling and Developmental Psychology are areas of highest interest among our students.

Environmental Studies with focus on policy or natural science. Candidates with demonstrated knowledge of the environments of the Pacific Northwest and its public policy issues will receive preference.

Art History with a multicultural focus. Knowledge of the western tradition, women artists, and the currents in art forms today are desirable.

Exhibit 4-1 (continued)
Regular Half-Time Positions in Part-Time Studies

Computer Science with a demonstrated understanding of the social issues related to the Internet and other applications of computer technology.

Politics and Government with a demonstrated understanding of world issues as well as issues applicable to or currently under discussion in the state of Washington.

Application Procedures:

To apply, send a chronological curriculum vitae; letter of application which highlights qualifications for the position as stated above; 1 page statement of teaching philosophy and practice; 1 page statement of multicultural experience/expertise; examples of scholarly or artistic work; student evaluations of your teaching (if applicable); 2 letters of reference to arrive by November 14, 1997. Finalists may be asked to submit additional materials. Address application to Jane Wood, Part-Time Studies Coordinator, Olympia, WA 98505. To make inquiries, call (360) 866-6000 ext. 6864 (voice) or TDB line at (360) 866-6834, or e-mail woodj@elwha.evergreen.edu

Review of completed applications will begin November 17, 1997 and continue until finalists are selected. The college reserves the right to extend searches or not offer positions advertised. All position offers are contingent on funding. Persons with disabilities can receive accommodations in the hiring process by calling the above number.

Committed to equal opportunity and affirmative action, Evergreen is working to build a diverse, broadly trained faculty and particularly encourages applications from applicants whose race, national origin, sex, age, religion, marital status, sexual orientation, veteran status or physical disability will contribute to our diversity.

Exhibit 4-2
Evergreen Faculty History and Profile as of January 1998

Planning Faculty
*Aldridge, William
*Alexander, Richard W.
*Barnard, Robert
*Cadwallader, Mervyn
*Crowe, Beryl
*Eickstaedt, Larry
Hitchens, David
*Humphrey, Donald
*Humphreys, Willard
*Jones, Richard
**Martin, S. Rudolph*
*McCann, Charles
*Sluss, Robert
Tabbutt, Fredrick
Teske, Charles
*Unsoeld, Willi
*Webb, E. Jackson
*White, Sidney
Wiedemann, Alfred
*Young, Frederick
*Youtz, Byron

First Year - 1971
Allen, Nancy
*Anderson, Lee
*Anderson, Richard
**Arguelles, Jose*
*Barry, Dave
*Beck, Gordon
*Brian, Richard
*Chan, Donald
**Delgado, Medard L.*
*Dickinson, Margaret
Dobbs, Carolyn
**Esquivel, Cruz*
Estes, Betty
*Gerstl, Ted
*Harding, Phil
*Heard, Don
Herman, Steve
**Hillaire, Mary*
Kahan, Linda
*Kormondy, Edward
*Larson, Eric
Marr, David
*Marsh, Paul
McNeil, Earle
Milne, David
Nisbet, Charles
***Olexa, Carol**
Pailthorp, Charles
Parson, Willie
DeDanaan, Lyn
**Phare, Darrell*
*Portnoff, Gregory
*Robinson, Peter
Sinclair, Leon
**Smith, LeRoi*
*Sogge, Ralph
Soule, Oscar
*Steuwe-Portnoff, Gregg
Taylor, Nancy
*Taylor, Peter
Thompson, Kirk

Second Year - 1972
Beug, Michael
***Cable, Carie**
Cellarius, Richard
Curtz, Thaddeus
*Daugherty, Leo
Daum, Ida
*Elbow, Peter
Filmer, Robert
Foote, Thomas
Fox, Russell
*Gottlieb, Bob
Greenhut, Bonnie
*Gulden, James
Guttman, Burt
Hahn, Jeanne
*Hanfman, Andrew
Ingram, Winnifred
Johansen, Bud
Kelly, Jeff
*Klyn, Stan
Knapp, Rob
Kutter, Elizabeth
*Kutter, Sigfried
***Lambert, Fran**
Leisenring, Al
Levensky, Mark
*Lyons, Charles
Mimms, Maxine
Nelson, Mary
*Papworth, Mark
Powell, David
Rainey, Tom
**Romero, Jacob*
*Royce, Chester
Salcedo, Gil
*Skov, Niels
Sparks, Paul
***Spence, Carol**
***Syverson, Karin**
***Wilder, Ainara**
*Winden, Bill
*Woodbury, Ronald

Third Year - 1973
Bowerman, Pris
Carlson, Craig
Dimitroff, George
Frasca, Marilyn
*Freund, Hap
***Gribskov, Margaret**
***Pearson, Linnea**
*Reynolds, Ed
**Stepherson, Lem*

Fourth Year - 1974
Aurand, Susan
**Brown, Bill*
Coontz, Stephanie
Fiksdal, Susan
*Hasenstab, Rainer
Henderson, Peta
**Jordan, Don*
Lidman, Russ
*Mariare, Dumi
**Martinez, Jim*
***Simon, Sandra**
Smith, Matt
***Struve, Lynn**
**Tsai, Andre*

Fifth Year - 1975
***Bonin, Theresa**
***Crowe, Natalie**
Diffendal, Betsy
Hardiman, Joye
Hill, Virginia
Kuehn, Lowell
***Ladd, KayeV.**
Nasser, Alan
*Steinke, Greg
Stroh, Jim
***Strasser, Susan**
Wong, York

Sixth Year - 1976
Finkel, Don
*Halfant, Matthew
Hunt, Margaret
Kawasaki, Hiro

Seventh Year - 1977
*Baillie, Alan
King, Lovern
Reed, Hazel Jo
*Zuckerman, Irwin

Eighth Year - 1978
*Adams, Guy
Cloninger, Sally
***Cushing, Diana**
***Matheny-White, Pat**
Motley, Frank
Smith, Barbara
***Smith, Susan**
**Whitener, David*

Ninth Year - 1979
Mandeberg, Jean
Pougiales, Rita

Tenth Year - 1980
*Brown, Gerry
Lassen, Jerry
Mulka, Art
Perkins, John

Eleventh Year - 1981
Arney, Bill
Barlow, Clyde
***Brown, Jovana**
Cole, Robert
Darney, Virginia
*Dolbeare, Kenneth
**Espinola, Judith*
Harrison, Lucia
Labine, Patricia
Paulsen, David
*Scott, Steven
*Thornberg, Linda
Tremblay, Gail

Exhibit 4-2 (continued)
Evergreen Faculty History and Profile as of January 1998

Twelfth Year - 1982
No continuing hires

Thirteenth Year - 1983
**Colfax, Lloyd*
Patrick Hill
Terry Setter

Fourteenth Year - 1984
No continuing hires

Fifteenth Year - 1985
Bruner, Bill
Crable, Doranne
Cushing, John
Cushing, Judy
***Kooser, Jamie**
*Mott, Paul
**Tafoya, Terry*
Weeks, Greg

Sixteenth Year - 1986
Paul Butler
Grissom, Tom
Hubbard, Terry
*Jacobsen, Neil
Ott, Janet
*Parker, John

Seventeenth Year - 1987
Balderrama, Justino
Bohmer, Peter
Buchman, Andrew
Kimbro, Ernestine
Leahy, Dan
Murphy, Ralph
Rideout, Sarah
***Stivers, Camilla**
Walton, Sherry

Eighteenth Year - 1988
Bantz, Don
Daley, Argentina
Gilbert, Jorge
Gilliam, Angela
Haft, Robert
*Hall, Patrick
Imamura, Ryo
Jang, Rose
Margolin, Carrie
Marvin, John
Minugh, Carol
Nisbet, Sandie
Olson, Dean
Peterson, Yvonne
Sugiyama, Masao
Tsutsumi, Setsuko
**Wong, Leslie*

Nineteenth Year - 1989
Bailey, Marianne
*Dube, Fred
Fedderson, Joe
Fischel, Anne
Gomez, Jose
Krafcik, Patricia
Meeker, Laurie
Middendorf, Don
Mosqueda, Larry
**Munevar, Gonzalo*
Price, Brian
Roy, Ratna
Rutledge, David
Womeldorff, Tom

Twentieth Year - 1990
Moruzzi, Harumi

Twenty-first Year - 1991
Bopegedera, Dharshi
Cline, Caryn
Freeman, George
Kido, Jan
***King, Cheryl**
Kozick, Stephanie
Longino, Jack
Nadkarni, Nalini
Nakasone, Raul
Shrager, Sam
Shariff, Zahid
Williams, Sarah
Williams, Sean
**Ziegert, Andrea*

Twenty-second Year - 1992
Lyttle, Lee
Nelson, Alice
Nelson, Lin
Pedersen, Sarah
Romano de Thuesen, Evelia

Twenty-third Year- 1993
No continuing hires

Twenty-fourth Year - 1994
No continuing hires

Twenty-fifth Year - 1995
Chin-Leo, Gerardo
Henderson, Martha
Neitzel, Jim
Saliba, Therese
Van Buren, Jude
Vavrus, Michael
Zita, E.J.

Twenty-sixth Year - 1996
Frederica Bowcutt
Goldberger, Ariel
Pearman, Peter
Tucker, Gabe
Young, Artee

Twenty-Seventh Year – 1997
Ford, Theresa
Geri, Laurence
Hayes, Ruth
Jun, Heesoon
Parker, Alan
Ransom, William
Stumpff, Linda Moon
Tabbutt, Ken
Tamburro, Paul
Thuesen, Erik

ITALICS = People of Color

BOLD = Women

*** = Faculty no longer here**

Exhibit 4-2 (continued)
The Evergreen State College Regular Faculty Turnover Ratio

Hired for Year	Original Number Hired	Number No Longer Here	Ratio
Planning	22	17	.77
1971	40	25	.62
1972	41	24	.58
1973	10	5	.50
1974	14	8	.57
1975	12	5	.41
1976	4	1	.25
1977	4	3	.75
1978	8	5	.62
1979	2	0	.00
1980	4	1	.25
1981	13	5	.38
1982	0	0	.00
1983	3	1	.33
1984	0	0	.00
1985	8	3	.37
1986	6	2	.33
1987	9	1	.11
1988	17	2	.11
1989	14	2	.14
1990	1	0	.00
1991	14	2	.14
1992	5	0	.00
1993	0	0	.00
1994	0	0	.00
1995	7	0	.00
1996	5	0	.00
1997	10	0	.00
Total	**273**	**112**	**.41**

Faculty Hires by Affirmative Action

	Total Hires		Attrition Within Group		Current Profile	
	No.	Percent	No.	Percent	No.	Percent
Minority	66	.24	29	.43	37	.22
Non-Minority	207	.75	83	.40	124	.78
Total	**273**		**112**		**161**	

Faculty Hires by Gender

	Total Hires		Attrition Within Group		Current Profile	
	No.	Percent	No.	Percent	No.	Percent
Males	171	.63	79	.70	92	.57
Females	102	.37	33	.29	69	.42
Total	**273**		**112**		**161**	

Exhibit 4-2 (continued)
Former Evergreen Faculty Information

Planning Faculty	Ending	Reason
Aldridge, Bill	1992	Resigned
Alexander, Richard	1995	Retired
Barnard, Robert	1979	Resigned
Caldwallader, Mervin	1974	Resigned
Crowe, Beryl	1992	Retired
Eickstaedt, Larry	1996	Retired
Humphrey, Donald	1979	Resigned
Humphreys, Willard	1991	Deceased
Jones, Richard	1988	Illness
Martin, Rudolph	1997	Retired
McCann, Charles	1991	Retired
Sluss, Robert	1991	Retired
Unsoeld, Willi	1979	Deceased
Webb, E. Jackson	1978	Req. Resignation
White, Sidney	1989	Retired
Young, Frederick	1973	Deceased
Youtz, Byron	1991	Retired
First Year - 1971		
Anderson, Lee	1981	Resigned
Anderson, Richard	1975	Resigned
Arguelles, Jose	1973	Resigned
Barry, Dave	1973	Req. Resignation
Beck, Gordon	1994	Retired
Brian, Richard	1996	Retired
Chan, Donald	1985	Resigned
Delgado, Medard L.	1975	Req. Resignation
Dickinson, Margaret	1976	Resigned
Esquivel, Cruz	1976	Req. Resignation
Gerstl, Ted	1981	Resigned
Harding, Phil	1996	Retired
Heard, Don	1971	Deceased
Hillaire, Mary	1982	Deceased
Kormondy, Edward	1978	Resigned
Larson, Eric	1993	Retired
Marsh, Paul	1981	Req. Resignation
Olexa, Carol	1974	Req. Resignation
Phare, Darrell	1973	Resigned
Portnoff, Gregg S.	1992	Retired
Robinson, Peter	1973	Resigned
Smith, LeRoi	1981	Resigned
Sogge, Ralph	1972	Resigned
Steuwe-Portnoff	1992	Retired
Taylor, Peter	1995	Retired

Second Year - 1972		
Cable, Carie	1979	Resigned
Daum, Ida	1974	Resigned
Daugherty, Leo	1996	Retired
Elbow, Peter	1982	Resigned
Gottlieb, Bob	1981	Req. Resignation
Greenhut, Bonnie	1975	Resigned
Gulden, James	1982	Resigned
Hanfman, Andrew	1988	Deceased
Ingram, Winnifred	1986	Retired
Klyn, Stan	1985	Resigned
Kutter, Sigfreid	1986	Resigned
Lambert, Fran	1974	Resigned
Lyons, Charles	1976	Req. Resignation
Mimms, Maxine	1992	Retired
Nelson, Mary	1993	Deceased
Papworth, Mark	1995	Retired
Romero, Jacob	1978	Resigned
Royce, Chester	1976	Resigned
Skov, Niels	1992	Retired
Spence, Carol	1976	Resigned
Syverson, Karin	1973	Resigned
Wilder, Ainara	1996	Retired
Winden, Bill	1993	Retired
Woodbury, Ronald	1986	Resigned
Third Year - 1973		
Freund, Hap	1981	Resigned
Gribskov, Margaret	1989	Retired
Pearson, Linnea	1974	Resigned
Reynolds, Ed	1975	Resigned
Stepherson, Lem	1978	Resigned
Fourth Year - 1974		
Brown, Bill	1995	Retired
Hasenstab, Rainer	1996	Retired
Jordan, Don	1978	Resigned
Mariare, Dumi	1977	Req. Resignation
Martinez, Jim	1978	Req. Resignation
Simon, Sandra	1995	Deceased
Struve, Lynn	1976	Resigned
Tsai, Andre	1982	Resigned

Exhibit 4-2 (continued)
Former Evergreen Faculty Information

Fifth Year - 1975		
Bonin, Theresa	1976	Resigned
Crowe, Natalie	1977	Resigned
Ladd, Kaye V.	1996	Retired
Steinke, Greg	1978	Resigned
Strasser, Susan	1987	Resigned
Sixth Year - 1976		
Halifant, Matthew	1981	Resigned
Seventh Year - 1977		
Baillie, Alan	1978	Resigned
King, Lovern	1993	Resigned
Zuckerman, Irwin	1985	Deceased
Eighth Year - 1978		
Adams, Guy	1990	Resigned
Cushing, Diana	1994	Resigned
Matheny-White, Pat	1995	Retired
Smith, Susan	1986	Resigned
Whitener, David	1996	Retired
Ninth Year - 1979		
No Continuing Hires		
Tenth Year - 1980		
Brown, Gerry	1981	Req. Resignation
Eleventh Year - 1981		
Brown, Jovana	1996	Retired
Dolbeare, Kenneth	1996	Retired
Espinoza, Judith	1986	Resigned
Scott, Steven	1981	
Thornberg, Linda	1983	
Twelfth Year - 1982		
No Continuing Hires		
Thirteenth Year - 1983		
Colfax, Lloyd	1986	Deceased
Fourteenth Year - 1984		
No continuing hires		

Fifteenth Year - 1985		
No Continuing Hires		
Sixteenth Year - 1986		
Kooser, Jamie	1989	Resigned
Parker, John	1993	Deceased
Tafoya, Terry	1989	Resigned
Seventeenth Year - 1987		
Jacobsen, Neil	1991	Resigned
Paul Mott	1992	Deceased
Stivers, Camilla	1996	Resigned
Eighteenth Year - 1988		
Hall, Patrick	1990	Resigned
Wong, Leslie	1996	Resigned
Nineteenth Year - 1989		
Dube, Fred	1996	Retired
Munevar, Gonzalo	1996	Resigned
Twentieth Year - 1990		
No Continuing Hires		
Twenty-first Year - 1991		
Cheryl King	1993	Resigned
Andrea Ziegert	1993	Resigned
Twenty-Second Year - 1992		
No Continuing Hires		
Twenty-Third Year - 1993		
No continuing hires		
Twenty-Fourth Year - 1994		
No continuing hires		
Twenty-Fifth Year - 1995		
No Continuing Hires		
Twenty-Sixth Year - 1996		
Peter Pearman	1998	Resigned
Twenty-Seventh Year - 1997		
No Continuing Hires		

Exhibit 4-2 (continued)
1997 Age Profile of Faculty

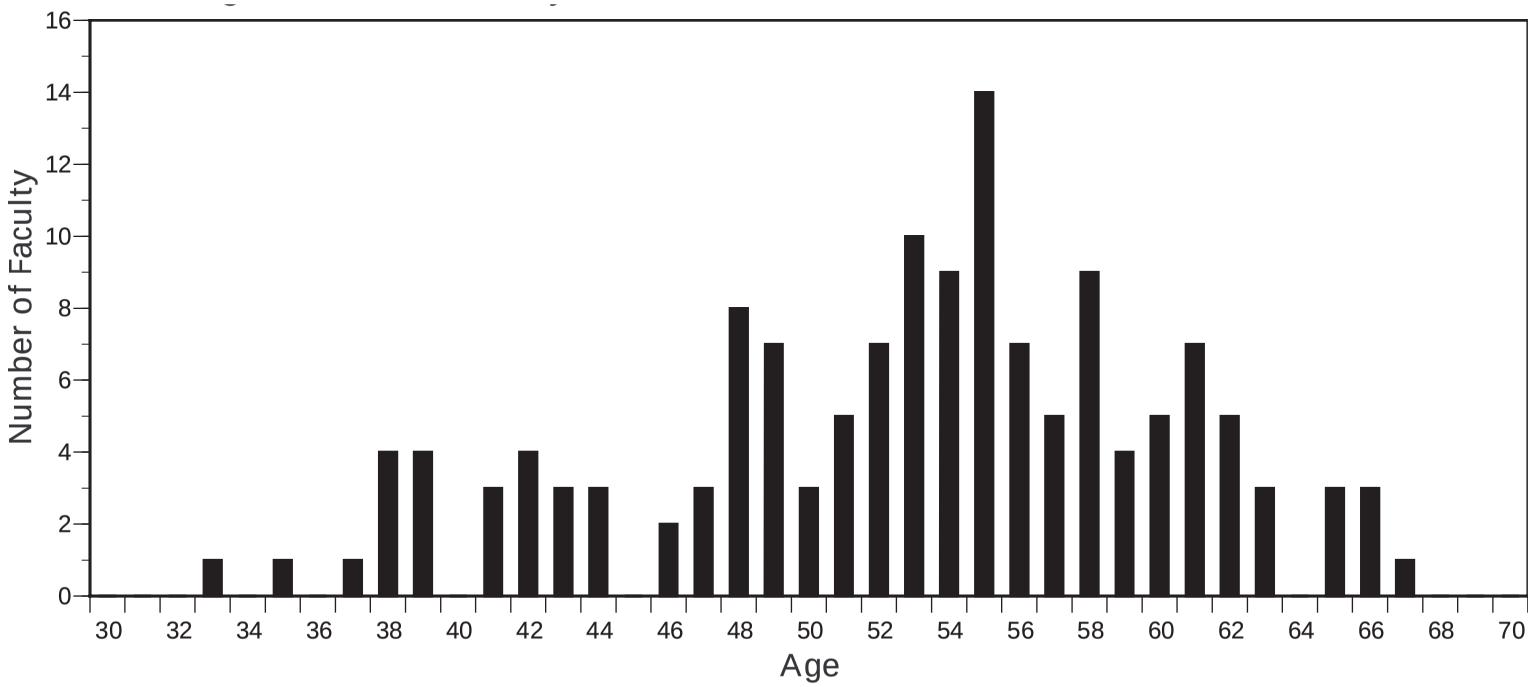

Exhibit 4-3
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

Center for Native American Studies

Carol Minugh

Recipient 1998 Evergreen Award in recognition of contributions to education for underserved communities presented by The Evergreen State Society

Hereditary leadership in the Pacific Northwest, for Northwest Indian College

Alan Parker

Selected Presentations:

Speaker – The Indian Trust Counsel Act of 1990, American Indian Law Symposium, Federal Bar Association, Albuquerque, New Mexico, 1990

Presenter – Development Financing and Indian Tribal Sovereignty, Kennedy School of Government, Harvard University, 1988

Speaker – Legislative Accomplishment in Indian Affairs, 100th Congress, Sealaska Corporation Annual Shareholders Meeting, Seattle, Washington, 1988

Presenter – U. S. Energy Policy and Indian Tribes, Indian Affairs Symposium, Harvard University, April 10, 1980

Publications:

Report to Congress: Recommendations for the Establishment of a National Policy Center, 1992

Legal Issues Related to the Application of Enterprise Zones to Indian Reservations, Contract Research Paper prepared for the Administration for Native American, Health and Human Services Department, 1982

The Indian Child Welfare Act – An Interpretation and Prognosis, Published by the Legal Services Corporation, 1979

Final Report: Task Force on Tribal Government: American Indian Policy Review Commission, U. S. Congress, 1976

Issues in Mutuality – The relationship between state and tribal courts, Published by the American Indian lawyer Training Program, 1976

Indian Tribes as Governments – An Analysis of the Governing Institutions of Selected Indian Tribes, Published by the John Hay Whitney Foundation, 1975

Jurisdictional Relationships of Tribal and State Courts in Montana, University of Montana Law Review, Summer 1972

Paul Tamburro

Presentations:

"Group Work With American Indian People," paper presented at First Nations Social Work Scholars Conference, University of Kansas, Lawrence KS, 1995

Conference organizer and presenter at the "Integrating Indian Child Welfare and Cultural Pluralism Across Campus Curricula Conference," Heritage College, Toppenish, WA, 1995

Exhibit 4-3 (continued)
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

	"Development of Social Work Curriculum on Indian Child Welfare" at the 13th Annual "Protecting Our Children" National American Indian Conference on Child Abuse and Neglect, Minneapolis, MN, 1995
	Facilitator at Building the Native Spirit in Communities Conference hosted by the Region 1 American Indian Science and Engineering Socity, Heritage College, Toppenish, WA, 1995
	Serves as a consultant to Native American groups such as the American Indian Science and Engineering Society, Coos-Pennecook Band, and as a cultural demonstrator/consultant to schools, museums and organizations
Gail Tremblay	Member, Humanities Commission of the State of Washington, 1998
	Curator, Defining our realities: Native American women photographers; Sacred Circles Gallery, Seattle, 1993
	Book of poems, *Indian Singing in Twentieth Century America*; Calyx Press, 1990

Culture, Text and Language

William Arney	Book with Don Finkel, *Educating for Freedom: the Paradox of Pedagogy*. New Brunswick, N.J.; Rutgers University Press, 1995
Justino Balderrama	Member of health policy committee for Latino Coalition for a Healthy California, 1994
	Work on the role of Chicano and Puerto Rican literature as narratives of "the other"
Craig Carlson	Advisory board, Life Skills grant, Shelton Correctional Institution, Shelton, WA, 1993-present
	Two small-press poetry collections*: Words in Another Language* (1990), *Baseball Country* (1991)
Thad Curtz	Editorial board, *Washington English Journal*, 1985-93 Faculty Internet Help Service, TESC, 1993-present
Llyn De Danaan	Expert witness for Puyallup Tribe on treaty fisheries issues; middle school curriculum on early encounters between Puget Sound native peoples and Europeans/Euro-Americans
Susan Fiksdal	Chapter, "Fluency and Time," in book, *Perspectives on Fluency*, H. Riggenbach (ed.), Cambridge University Press, forthcoming
Don Finkel	Book, *Teaching With Your Mouth Shut*, in preparation
	Book, with William Ray Arney, *Educating for Freedom: the Paradox of Pedagogy*. New Brunswick, N.J.; Rutgers University Press, 1995
Thomas Foote	Article, "My First Redtail," North American Falconer's Assn, 1996

Exhibit 4-3 (continued)
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

	Article, "Toward Redefining Elevator Music," Bluegrass Unlimited (January 1995)
Jorge Gilbert	Book, *Texto de Introducción a la Sociología*; Santiago, Chile, 1997
	Book, with Mario Lee, *The Bridge Between Canada and Latin America*, Two Thirds Editions, Coquitlam, B.C. Canada Community television series, "Panorama Latino Americano," Olympia WA, 1989-present
Virginia Hill	Book with Guy B. Adams, *The Tacit Organization*, JAI Press, 1992
Taylor Hubbard	Bibliographic instruction and post-modern pedagogy, Library Trends, 1995
Mark Levensky	Work on classic writings and problems in Western philosophy and on environmental ethics: Philosophy of Knowledge and Belief, Philosophy of Memory, Property (Evergreen programs)
	Story, "Love/Words," in *Camas Fields Prairie Reader* (Winter 1996)
David Marr	Signs of C. S. Pierce, American Literary History, 1995
Alice Nelson	Book, *Political Bodies: Gender, History, and Narrative Power in Recent Chilean Literature*, manuscript under review
Charles Pailthorp	Performing musician (baritone): concert version of *Mudhoney* (Tim Brock Opera), 1997
Thomas Rainey	Writing an environmental history of Tartarstan and the Middle Volga, and an eco-history of South Puget Sound
Hazel Jo Reed	Monograph, Mesopotamian Mathematics, in progress
Evelia Romano de Thuesen	Translation of three plays by Argentine playwright and poet Alfonsina Storni
Therese Saliba	Liana Badr's writing of the Palestinian diaspora, in Sunderman/Maja book, *Intersections: Critical Essays on Contemporary Arab Women's Writing*, 1997
Samuel Schrager	Book, *Performing Justice: the Appearance of Truth in Trial Lawyers' Art*, submitted for publication
Nancy Taylor	Editor, *The letters of Lydia DuGard*; Renaissance English Text Society, forthcoming
Sarah Williams	Chapter, "Ethnographic Protocol, Biculturalism, and Cyborg Anthropology," in *Citadels and Cyborgs*, eds. Gray, Figuerro-Sarriera, Mentor; School of American Research Press, forthcoming

Exhibit 4-3 (continued)
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

Pete Sinclair	Book, *We aspired: the Last Innocent Americans*; Utah State University Press, 1993

Environmental Studies

Michael Beug	Videotape, *The Best Edible Mushrooms and Their Poisonous Look-Alikes*, circulated by North American Mycological Association
Frederica Bowcutt	Ecological restoration in the context of human communities, J Ecol Restoration 1997
Jovana Brown	Meeting organizer, Tribes as Natural Resource Managers: Building a Research Agenda; Seattle, September 1994 "Salmon, tribes, and hydropower dams in the Puget Sound," in Berry/Henderson book, *Geographical Identities of Ethnic America*, forthcoming
Paul Butler	Consulting on erosion and flooding problems in Thurston County, Washington, 1997
Richard Cellarius	Service with environmental organizations (ex-president and ex-secretary, Sierra Club; president, Northwest Scientific Association
Gerardo Chin-Leo	"Bacterial Secondary Productivity," *in Manual of Environmental Microbiology*, 1996
Martha Henderson	Book with Kate Berry (editors), *Geographical Identities of Ethnic America*, forthcoming
John Longino	Two chapters — (1) "The ants of Monteverde" and (2) "Ant-Plant Relationships in Monteverde" — in Nadkarni/Wheelwright book, *The Natural History and Ecology of Monteverde*, Costa Rica, forthcoming
Ralph Murphy	Policy study on created wetlands (with others) for Washington State Department of Transportation
John Perkins	Book, *Geopolitics and the Green Revolution Wheat, Genes, and the Cold War*, Oxford University Press, 1997
Erik Thuesen	With J. J. Childress, "Metabolic Potentials of Deep-Sea Fishes," in Hochachka/Mommsen book, *Biochemistry and Molecular Biology of Fishes*, 1995
Gabriel Tucker	With S. D. Hobbs. W. H. Emmingham, "Pacific Northwest silvicultural practices using non-herbicide and minimum-fire techniques," submitted to New Forests, 1996
Tom Womeldorff	Service on Washington State Cost-Benefit [Analysis] Group; research on environmental history of Puerto Rico

Exhibit 4-3 (continued)
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

Expressive Arts

Susan Aurand	Exhibition, Figure/Ground; Port Angeles (WA) Fine Art Center, 1994
Andrew Buchman	Compositions, various works for orchestras, chamber groups, solo instruments, chorus, solo voice
Sally Cloninger	Video, *Colombo Snapshots*; 1995 Research/activism on media literacy (India, Sri Lanka, Philippines, Mississippi)
Doranne Crable	Creator of Butoh performance company, Kagami, 1993; performances include "Four Quartets" (1996), "Pandora" (1996), appearance at Edinburgh Fringe Festival, 1997
Joe Feddersen	Solo exhibition, Plateau Geometric; TESC, 1997 Solo exhibition, Archives; Tula Foundation, Atlanta, 1994
Anne Fischel	Paper, "Anne Noggle's Images of Aging," Society for Photographic Education, Olympia (WA), 1992
Marilyn Frasca	Two-person exhibition, Paintings; Grover Thurston Gallery, Seattle, 1992 Solo exhibition, Paintings, Prints, Drawings; TESC, 1990
Ariel Goldberger	Artistic core member, Theater of Necessity; New York, 1994-present Scenic design, Arcadia; Harlequin Productions, Olympia (WA), 1997 Scenic design, Miss Julie; Theater 22, New York, 1996
Robert Haft	Exhibition, 1995 Art Equinox; Paris Gibson Square Museum, Great Falls (MT) Exhibition, Houston Fotofest 92 (best of show award); Jewish Community Center, Houston, 1992
Lucia Harrison	Group exhibition, Dance/Music/Theater; Washington Center for Performing Arts, Olympia (WA), 1997
Ruth Hayes	Film, *Reign of the Dog: a re-visionist history* (animated, directed, produced), 1994
Margaret Hunt	Solo and ensemble dancer, Orissa's dance of love; TESC, 1997
Rose Jang	Producer/director, "Soul of Asia: epics and legends of China, India, and Indonesia," TESC, 1997
Bernard Johansen	Co-director, Johansen School of Ballet, Olympia (WA), Artistic director, Ballet Northwest, Olympia (WA)
Jean Mandeberg	Exhibition, Contemporary Metalsmithing Invitational; Yaw Gallery, Detroit, 1998

Exhibit 4-3 (continued)
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

	Exhibition, Recycle/Reinvent; Joanne Rapp Gallery, Scottsdale (AZ), 1997
Laurie Meeker	Documentary, The river people, in progress
Ratna Roy	Dance production and choreography, "Mandodari," 1997 Book, *Orissi Dance in the Context of Classical Dances of India*; Mahari Press (New Delhi, Seattle), 1994
Terry Setter	Music composition, media, music performance Music, lyrics, choreography for "La Farrucca" (Flamenco voice, guitar, dancer); 1993
Sean Williams	Managing editor, *Asian Music Journal*; 1996-present Co-editor of *Garland Encyclopedia of World Music*, Volume 4 (Southeast Asia); 1995-96
Scientific Inquiry	
Clyde Barlow	With J. J. Kelly and K. A. Kelly, "Tissue Temperature by Near-Infra-Ted Spectroscopy," in Chance/Alfano book, *Optical Tomography, Photon Migration, and Spectroscopy of Tissue and Model Media*, 1995
Dharshi Bopegedera	Research on structures of reactive molecular fragments using vibrational spectroscopy
Judy Cushing	**Books:** With D. Maier, D. Hansen and C. Pu. *Connecting Scientific Programs and Data Using Object Databases*, Data Engineering (Special Issue on Scientific Databases), Y. Ioannidis (ed.), 1993. With D. Maier. *Treating Programs as Objects: The Computational Proxy Experience*, Invited Paper, Deductive and Object-Oriented Databases Conference, 1993. With D. Maier, D. Feller, M. Rao, D. Abel and M. DeVaney. *Computational Proxies: Modeling Scientific Applications in Object Databases*, Seventh International Working Conference on Scientific and Statistical Database Management, September, 1994. With D. Maier, D. Fell, M. Rao, M. DeVaney. *Object-oriented Database Support for Computational Chemistry*, Sixth International Working Conference on Scientific and Statistical Database Management, June 1992. With D. Maier, and others. *Object Data Models for Shared Molecular Structures*, in *Computerized Chemical Data Standards: Databases, Data Interchange, and Information Systems*, (R. Lysakowski (ed.), STP 1214, ASTM, May 1993. **Publications and Presentations:** With John Aikin Cushing and Andrew Buchman. *Computer Science and the Arts*, in *Computing and Social Responsibility: A Collection of*

Exhibit 4-3 (continued)
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

	Course Syllabi, ed. T. Winograd and B. Friedman, pub. Computer Professional for Social Responsibility, 1991. *Modeling Scientific Processes in Object Databases*, NSF-organized Session on Advances in Data Management for the Scientist and Engineer, AAAS Annual Meeting, February 14-16, 1993.
Burton Guttman	General biology textbook (Brown/McGraw-Hill), forthcoming
Jeffrey J. Kelly	With K. A. Kelly and C. H. Barlow, "Tissue Temperature by Near-Infra-Red Spectroscopy, in Chance/Alfano book, *Optical Tomography, Photon migration, and Spectroscopy of Tissue and Model Media*, 1995
Al Leisenring	Research on languages for functional programming
Janet Ott	Research on physiology of acupressure/acupuncture
David W. Paulsen	Book with Jerry Cederblom, *Critical Reasoning: Understanding and Criticising Arguments and Theories*, (4th ed. with Instructor's Manual, 1996) Wadsworth Publishing Co., 5th ed. in production for January 2000. NSF-CISE grant in Computer Science Education, Research Scientist, 1994-98 NSF-CISE Summer Institute on Introducing Research into the Undergraduate Curriculum, Neural Networks Track Organizer, The Evergreen State College, 1997 National Educational Computer Conference panel on Teaching and Learning, Seattle, 1997 NSF-CISE sponsored residency, Center for Spoken Language Understanding, Department of Computer Science and Engineering, Oregon Graduate Institute, 1995
E. J. Zita	Research on dynamics of magnetic stars
Social Sciences	
Don Bantz	**Community Presentations:** Columbia Legal Services statewide retreat "Community Education: Creating and Environment Conductive to Learning" and follow-up one-day workshop on "Community Education;" Senate Democratic Caucus staff, two workshops on stress management; Okanagon Farmworker's Clinic, conducted an organizational diagnosis. **Consulting:** Tacoma General Hospital to facilitate the implementation of shared governance in the operating room staff/management; Washington Association of Community & Migrant Health Centers, facilitated a two-day statewide strategic planning retreat

Exhibit 4-3 (continued)
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

Stephanie Coontz

Book editor, with Maya Parson and Gabrielle Raley (The Evergreen State College students as part of their studies) *American Families: A Multicultural Reader,* Routledge, forthcoming November 1998

Book, *The Way We Really Are: Coming to Terms With America's Changing Families,* Basic Books, 1997.

Book, *The Way We Never Were: American Families and the Nostalgia Trap,* Basic Books, 1992.

Articles for *Salon, Underwire, Modern Maturity, Washington Post,* and *New York Times.*

Teresa Ford

Book, *The Process of Becoming Multicultural;* in progress

George Freeman, Jr.

Presentations:
1998 Western Psychological Association convention: "The Hidden curriculum: Internalized Oppression as it Guides Higher Education; 1998 Assessment in Higher Education Conference: "Challenge and Experiential Education and Student Assessment;" 1996 WPA Convention "Drawing from the Landscape;" 1995 Challenge and Experiential Education Regional Conference, "Challenge and Experiential Education in Higher Education;" 1994 WPA Conference, "Multiculturalism in Teaching Psychology"

Currently working on an assessment project regarding our psychology programs and their efficacy as training models for students interested in careers or further education; familial obligation patterns in the United States: What happens when our sense of obligation is violated.

Training:
1993-95 Gestalt Psychotherapy Institute of Seattle, and intensive training in gestalt psychotherapy techniques and theory for individual, group and couples counseling.

Laurance Geri

Beginning research into the evolution of the South African public sector, Summer 1998

Book, *The Limits to Enterprise Government,* in process

Paper, "Service Quality and Stakeholders: The Case of the USDA's Animal and Plant Health Inspection Services," co-authored with Arie Halachmi. Presented at the Fourth National Public Management Research Conference, Athens, GA, 1997

Paper, "A Reflection on John Dewey, Democratic Values and Social Change in Public Administration Education." Presented at the International Association of Schools and Institutes of Administration Annual Conference, Quebec City, Quebec, 1997. To be published in *Public Policy Training,* late 1998

Paper, "A Maximum Dose of Reform: The State of Washington's Performance Partnership Program," prepared for the International

Exhibit 4-3 (continued)
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

Institute of Administrative Science, Working Group on Public Productivity meeting in Bandung, Indonesia, 1997

Article, "Federal User Fees and Entrepreneurial Budgeting," *Journal of Public Budgeting, Accounting, and Financial Management*, 9, 1, Spring, 1997

Paper, "Accountability Implications of the Growth of U.S. Government User Fees," presented at the Third International Conference of Administrative Sciences, Beijing, China, 1996

Dissertation, *The Impacts of User Fees on U.S. Government Agencies*, completed for the degree of doctor of public administration, University of Southern California, 1996

Article, "Performance Measurement and Public Health Programs," in *Reengineering and Performance Measurement in Criminal Justice and Social Programmes*, Arie Halachmi and David Grant, eds., published by Western Australia Ministry of Justice, 1996

Article, "Evaluating Total Quality Management Efforts," in *The Enduring Challenges in Public Management*, Arie Halachmi and Geert Bouckaert, eds., Jossey Bass, San Francisco, 1995

Paper, "Evaluability Assessment of the 1-800 Number Referral Program, (with J.R. Baker, Don Bantz, Anne Gienapp, Sarah Landis, and Larita Paulsen), June 1995. Performed under contract with Washington State Department of Health

José Gómez

Presentations:
Olympic College, "Free Speech on Campus: Is There Such a Thing Anymore?" 1997. National Conference on Race and Ethnicity in American Higher Education, "Legal Issues on Campus: Hate Speech, Harassment and the First Amendment" 1996. Grays Harbor College, "Academic Freedom Harassment and The First Amendment" 1996. University of Puget Sound and Pacific Lutheran University, "Approaches to Hiring a Diverse Faculty," 1996. National Conference on Race & Ethnicity in American Higher Education, "When Free Speech and Diversity Collide: Is There an Attainable 'Common Good'?" 1995. The Evergreen State College, "Homophobia, Politics and Law" 1995.

In-Service Training:
Numerous workshops given to state agencies, academic administrators, and community colleges on diversity issues.

Current research:
Free speech and society, using the law and Socratic method to teach critical thinking to undergraduates, and Islamic Spain's history, literature, and architecture.

Jeanne Hahn

Research on the informal labor sector in India — women in the garment industry

Exhibit 4-3 (continued)
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

Peta Henderson	Book, *Rising Up: Life Stores of Belizean Women*, Toronto: Sister Vision Press, 1993 Paper in process: "Enshrining Inequality: Structural Adjustment and Female Employment in Belize" Paper presented: VIII Annual Studies on Belize Conference, Society for the Promotion of Education and Research, "Local Knowledge as Resistance: The Case of the Belize Rural Women's Association," 1994 Work in process: developing materials for Handbook on Community-based Qualitative Research Methods (1997-98)
Lowell Kuehn	Developing evaluation models to provide continuous feedback to improve management and performance
Dan Leahy	Continental economic integration and national public education systems. Since 1993 has organized conferences, workshops, and forums in the United States, Canada, and Mexico for teachers and university professors within the context of newly organized trade agreements such as NAFTA, APEC and the FTAA.
Alan Nasser	Article, "Freud After Representation: the Philosophical Background," *Psychoanalysis and Contemporary Thought*, (1994)
Yvonne Peterson	Twelshootseed Bilingual Education Program K-12 summer immersion language curriculum, Chief Leschi Schools, Seattle
Zahid Shariff	Chapter, "Government and Inequality," in *Inequalty*, William M. Dugger (ed.), Greenwood Press, Westport, CT, 1996 With Lucia Harrison, "Race, Diversity, and Public Administration," in *Diversity and Public Organizations*, Mitchell F. Rice (ed.), Kendall/Hunt, Dubuque, IA, 1996 Review article on M. Levine and M. Stanger's "Making Government work," in *Administrative Theory and Praxis*, 1995 Paper, presented at the annual conference of the American Society for Public Administration, Seattle, "Beyond Postmodernist Public Administration," 1998
Niels Skov	Book, Letter to my Descendants, Odense University Press, 1998
Barbara Leigh Smith	**Publications** "Making the Bricks Into a House: Curricular Structures for Cumulative Learning" in J. Gardner and G. Van der Veer, *The Senior Year Experience*. Jossey-Bass, 1997

Exhibit 4-3 (continued)
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

With J. MacGregor, R. Matthews, and F. Gabelnick. "Learning Communities" in *Handbook of College Teaching*, editors: J. Ratcliff and J. Gaff, Jossey-Bass, 1996

With William Bergquist, K. Bergquist, J. Bergquist, and J. Tallman), *Quality & Access: An Essential Union in American Higher Education.* Jossey-Bass, 1995

With Patricia Cuniff and Curtis Hieggelke, *Putting the Pieces Together: A Guidebook for Leaders of Coalitions of Two- and Four-Year Colleges and Universities.* Prince George's Community College, Largo, Md., 1995

With Les Purce and Russell Lidman, "Good Practice Respects Diverse Talents," in *Improving Undergraduate Education: The Seven Principles in Action*. Anker Press, 1994

"Team Teaching Methods" *in Handbook of College Teaching*, editors: K. Prichard and R. Mclaran Sawyer, Greenwood Press, 1994

With Myrna Smith, "Revitalizing Senior Faculty through Statewide Initiatives." *in Developing Senior Faculty as Teachers.* Jossey-Bass, March 1994

Michael Vavrus

Book Chapters:

"Multicultural Content Infusion by Student Teachers: Perceptions and Beliefs of Cooperating Teachers," (Mustafa Ozcan second author) in M. E. Dilworth (ed.) *Being Responsive to Cultural Differences: How Teachers Learn*, Thousand Oaks, CA: Corwin Press, 1998

"Forward" in T. Warren (Ed.), *Promising Practices: Teacher Education in Liberal Arts Colleges.* Landham, MD: University Press of America, 1994

Articles:

"Whose Side are You On? Multicultural Education at the Close of the 20th Century", *AACTE Briefs*, Washington, DC: American Association of Colleges for Teacher Education, May 4, 1998

Essay review of James Banks's (ed.) *Multicultural Education, Transformative Knowledge, and Action: Historical and Contemporary Perspectives in Educational Studies: A Journal in the Foundations of Education*, 28(1): 32-38, Spring, 1997

Essay review of David Wallace Adams's *Education for Extinction: American Indians and the Boarding School Experience* in *Educational Studies: A Journal in the Foundations of Education*, 27(2): 168-173

Essay review of the Holmes Group's *Tomorrow's Schools of Education in Educational Studies: A Journal in the Foundations of Education*, 26(1-2): 134-139, Spring/Summer, 1995

"A Critical Analysis of Multicultural Education Infusion during Student Teaching" in *Action in Teacher Education*, 16(3): 47-58, 1994

Exhibit 4-3 (continued)
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

"Growing Up Black and Female: Lorene Cary's *Black Ice*." in *Views and News*, Beloit, WI: Association of Independent Liberal Arts Colleges for Teacher Education, Spring, 1993

Papers Presented:
"Teacher Education Practices Supporting Social Justice: Approaching an Individual Self-Study Inquiry into Institutional Self-Study Processes" (lead author with Olivia Archibald), paper presented at the "Conversations in Community" Conference sponsored by the Self-Study in Teacher Education Practices, a special interest group of the American Educational Research Association, in East Sussex, England. August, 1998

"Weaving the Web of Democracy: Teacher Education Confronting Conflicting Expectations for Teachers & Schools" (lead author with Sherry Walton, Janice Kido, Elizabeth Diffendal, & Pauletta King), paper presented at the (1) the annual meeting of the American Association of Colleges for Teacher Education, February 25-28, 1998, New Orleans

"An Analysis of a School District's Multicultural/Non-Sexist Policy: Implications for Classroom Practices and Pedagogy," paper presented at the annual meeting of the National Association of Multicultural Education in St. Paul, MN (available as an ERIC Document no. ED 402291), November, 1996

"Preservice Teacher Acquisition of a Critical Multicultural and Global Perspective: A Reform Path with Ideological Tensions" (lead author with Mustafa Ozcan), paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Chicago (available as an ERIC Document no. ED 393826), February, 1996

"The Time for Tomorrow's Schools of Education is Today", invited presentation at the Holmes Group 1995 National Meeting, Washington, D.C. (available as an ERIC Document no. ED379 256), January, 1995

"Multicultural Content Infusion by Student Teachers: Perceptions and Beliefs of Cooperating Teachers" paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1995

Sherry Walton

In-service training and school district consulting:
Book, with Kathe Taylor, *Children at the Center: A Workshop Approach to Test Preparation*, Fall 1998

Book, *Books are for Eating*; E.P. Dutton, 1989

Article, "Co-opting Standardized Tests in the Service of Learning," *Kappan*, 1997

Tacoma

Joye Hardiman

Higher Education Designer: University of California – Long Beach, Department of Education (Collaboration); Pierce College (Organizational Change); Highline Community College (Curriculum Design and Pedagogy)

Exhibit 4-3 (continued)
Summary of Recent Scholarly, Creative, and Public Service Work by Evergreen Faculty (by planning unit)

	Higher Education Institute Facilitator: Ford Foundation – Washington Center Cultural Pluralism Summer Institute; FIPSE National Learning Communities Dissemination Project; Washington State Students of Color Conference
	Consultant: Tacoma Art Museum, Seattle Art Museum, and the Washington State Historical Society
	Keynote Speaker for local, regional, and national organizations, K-12 schools, colleges and universities, government agencies, and grass root communities
Artee Young	Consultant and presenter to various companies and governmental agencies, specializing in Title VII, particularly prevention of sexual harassment in the workplace and cultural diversity

Exhibit 4-4
Table #1. Institutional Faculty Profile

	Full - Time Faculty																		
Rank or Class	**Number**	**Number of Terminal Degrees**						**Salary - 9 Months**			**Years of Experience at Institution**			**Total Years of Teaching Experience**			**Previous Fall Term Credit Hour Load**		
	Full-Time	Part-Time	Dr	M	B	Prof lic.	Less than Bach	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
Professor	159	72	120	38	0		1	$31,611	$45,677	$54,628	1	13	28	5	27	44	146	334	504
Associate Professor	DOES NOT APPLY																		
Assistant Professor	DOES NOT APPLY																		
Instructor	DOES NOT APPLY																		
Graduate Assistant	DOES NOT APPLY																		
Resarch Assistant	DOES NOT APPLY																		
Visiting Lecturer	DOES NOT APPLY																		
Other:	DOES NOT APPLY																		
Total	159	72	120	38	0		1	$31,611	$45,677	$54,628	1	13	28	5	27	44	146	334	504

Exhibit 4-4
Table #2. Number and Source of Terminal Degrees of Faculty
(Includes Deans, Directors, and Provost)

	Number of Degrees		
Institution Granting Terminal Degree	**Doctor**	**Master**	**Bachelor**
American University	1	0	
Arizona State University	1	0	
Bank Street College	0	1	
Bennington College	0	1	
Boston University	1	0	
Brandeis University	0	1	
Brown University	1	0	
California Institute of Technology	1	0	
California Institute of the Arts	0	1	
Carnegie Mellon University	1	0	
Colorado State University	1	0	
Columbia University	1	2	
Cornell University	2	0	
Dartmouth College	2	0	
Duke University	2	0	
Emory University	1	0	
Goddard College	0	1	
Harvard University	4	0	
Idaho State University	0	1	
Indiana State University	2	1	
John Hopkins University	1	1	
Lesley College	0	1	
Lewis and Clark University	0	1	
Louisiana State University	1	0	
Michigan State University	2	0	
New York University	1	1	
Northwestern University	1	0	
Ohio State University	1	1	
Oregon Graduate Institute of Science/Technology	2	0	
Oregon State University	5	0	
Oxford University, England	1	0	
Penn State University	2	0	
Princeton University	1	0	
Purdue University	1	0	
Rockefeller University	2	0	
Southern Illinois University	1	0	
Salem State College	0	1	
San Francisco State	0	1	
San Jose State University	0	2	
Sorbonne, University of Paris	1	0	
Stanford University	3	1	
Temple University	0	1	
Union Graduate School	5	0	
University of Arizona	2	1	
University of British Columbia, Canada	0	1	
University of California - Berkeley	3	0	

Exhibit 4-4 (continued)
Table #2. Number and Source of Terminal Degrees of Faculty
(Includes Deans, Directors, and Provost)

	Number of Degrees		
Institution Granting Terminal Degree	**Doctor**	**Master**	**Bachelor**
University of California - Davis	3	0	
University of California - Irvine	1	0	
University of California - Los Angeles	1	0	
University of California - San Diego	0	1	
University of California - Santa Barbara	2	0	
University of California - Santa Cruz	2	0	
University of Chicago	0	1	
University of Colorado	2	0	
University of Connecticut	1	0	
University of Delaware	1	0	
University of Exeter, England	1	0	
University of Georgia	1	0	
University of Hawaii	1	1	
University of Illinois	2	0	
University of Iowa	0	1	
University of London, England	1	0	
University of Maryland	1	0	
University of Massachusetts	2	0	
University of Michigan	3	0	
University of North Carolina	1	0	
University of Oregon	6	1	
University of Pennsylvania	3	0	
University of Pittsburgh	1	0	
University of Rochester	1	0	
University of San Francisco	1	0	
University of Southern California	5	0	
University of Tennesee	1	0	
University of Texas	1	0	
University of Toronto	1	0	
University of Washington	16	4	
University of Wisconsin	3	1	
Utah State University	0	1	
Washington State University	5	2	
Wayne State University	0	1	
Western Washington State University	0	0	1
Yale Univesity	1	1	
York University, Toronto, Ontario	0	1	
Total	**128**	**38**	**1**

Exhibit 4-5
Faculty Salary List — 1997-98

Regular Faculty

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
375	1.00	0.75	8	33529	9056	
189	1.00	0.75	10	34808	9250	
181	0.90	0.68	10	31327	8722	70% LWOP - S
0039	1.00	0.75	10	34808	8379	
0472	1.00	0.75	11	35447	10233	
199	0.67	0.50	11	23631	6548	Resigned end of winter
0091	1.00	0.75	11	35447	9346	
0142	1.00	0.75	11	35447	9346	
178	1.00	0.75	11	35447	9346	
0152	1.00	0.75	11	35447	9346	
0120	1.00	0.75	12	36086	9443	
0151	0.50	0.38	12	30072	8477	.5 SICK LEAVE FW, .5 LWOP W
0146	1.00	0.75	13	36726	9540	
0436	1.00	0.75	13	36726	9540	
210	1.00	0.75	13	36726	9540	
0462	0.00	0.00	13	0	1269	LWOP - FWS
0433	1.00	0.75	13	36726	9540	
214	1.00	0.75	13	36726	9540	
0147	1.00	0.75	14	37365	9637	
0438	1.00	0.75	14	37365	9637	
183	1.00	0.75	14	37365	9637	
0425	1.00	0.75	14	37365	9637	
0160	1.00	0.75	15	38004	9734	SABBATICAL - S
0480	1.00	0.75	15	38004	9734	SABBATICAL - S
0141	0.00	0.00	15	0	0	CONTRACT BEGINS 98-99
0420	0.67	0.50	16	25763	7823	LWOP - S, w/benefits
209	1.00	0.75	16	38644	9831	
0169	1.00	0.75	16	38644	9831	
0428	1.00	0.75	16	38644	9831	
0154	0.50	0.38	16	19322	6819	.5 CONTR PAY OVER 10 MO
0105	1.00	0.75	16	38644	9831	
0153	0.50	0.38	17	19642	6868	.5 contract paid over 10 mos, .5 health on grant
0413	1.00	0.75	18	39923	11023	
182	1.00	0.75	18	39923	10024	
212	1.00	0.75	18	39923	11023	
0434	1.00	0.75	19	40562	10121	
0057	1.00	0.75	19	40562	11135	
0461	1.00	0.75	20	41201	10218	
0459	1.00	0.75	20	41201	10218	
0471	1.00	0.75	21	41841	11361	SABBATICAL - S
0450	1.00	0.75	21	41841	10315	
0417	1.00	0.75	21	41841	10315	
0145	1.00	0.75	21	41841	10315	
0155	1.00	0.75	21	41841	11361	

Exhibit 4-5 (continued)
Faculty Salary List — 1997-98

Regular Faculty

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
0460	1.00	0.75	21	41841	11361	SABBAT. - FW, KOBE - S
0111	1.00	0.75	21	41841	10315	
0422	1.00	0.75	23	43119	10509	
0452	1.00	0.75	23	43119	11587	
0427	1.00	0.75	23	43119	10509	SABBATICAL - S
0006	1.00	0.75	23	43119	10509	
0005	1.00	0.75	24	43759	10606	
0390	1.00	0.75	24	43759	10606	
0027	1.00	0.75	24	43759	10606	
0473	1.00	0.75	24	43759	11700	
0395	0.00	0.00	25	0	0	LIB. DEAN
0453	1.00	0.75	25	44398	11812	
0056	1.00	0.75	25	44398	11812	
0310	1.00	0.75	25	44398	10703	EXCHANGE - F, SABB. - WS
0416	0.33	0.25	25	14799	6476	LWOP - WS, w/benefits
807	0.00	0.00	25	0	0	MIT Director
0373	1.00	0.75	25	44398	11812	SABBATICAL - WS
0384	1.00	0.75	26	45038	10799	
0114	0.67	0.50	26	30025	7950	LWOP - S w/o benefits, reduce by four months?
0068	1.00	0.75	26	45038	11925	
0411	1.00	0.75	26	45038	11925	
0355	1.00	0.75	26	45038	11925	
0049	1.00	0.75	26	45038	10799	
0097	0.67	0.50	26	30025	9220	LWOP - W w/benefits
0051	1.00	0.75	27	45677	12038	SABBATICAL - F,W
0016	0.67	0.50	27	30451	9295	LWOP - S w/benefits
0138	0.00	0.00	27	0	0	ACADEMIC DEAN
211	1.00	0.75	27	45677	12038	
0439	1.00	0.75	27	45677	10896	
0456	1.00	0.75	28	46316	12151	
213	1.00	0.75	28	46316	12151	
0387	0.33	0.25	29	15652	6627	LWOP .5 (FW), LWOP (S) w/benefits
0440	1.00	0.75	29	46956	12264	
0009	1.00	0.75	29	46956	12264	
0132	1.00	0.75	29	46956	12264	
193	1.00	0.75	29	46956	12264	
0086	1.00	0.75	29	46956	12264	
0092	1.00	0.75	29	46956	12264	
94	1.00	0.75	29	46956	12264	
0458	0.00	0.00	29	0	0	ACADEMIC DEAN
0389	1.00	0.75	30	47595	12377	
0021	1.00	0.75	30	47595	12377	SABBATICAL - S
0117	1.00	0.75	30	47595	12377	
0432	1.00	0.75	30	47595	12377	

Exhibit 4-5 (continued)
Faculty Salary List — 1997-98

Regular Faculty

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
0393	1.00	0.75	30	47595	12377	
0035	1.00	0.75	30	47595	12377	
0008	1.00	0.75	31	48234	12490	
0374	1.00	0.75	31	48234	11284	
0019	1.00	0.75	31	48234	12490	
0372	0.00	0.00	31	0	0	ACADEMIC DEAN
0031	1.00	0.75	31	48234	12490	
0033	1.00	0.75	31	48234	12490	ACADEMIC ADVISING - FWS
0034	1.00	0.75	31	48234	12490	SABBATICAL - WS
205	1.00	0.75	31	48234	12490	
81	1.00	0.75	31	48234	12490	TACOMA DIRECTOR
0060	0.25	0.19	31	12059	5978	.75 LWOP - FWS, w/benefits
0066	0.00	0.00	31	0	0	LWOP - FWS w/o benefits
0457	1.00	0.75	31	48234	12490	SABBATICAL - F, retires spring
0392	1.00	0.75	32	48874	12602	
0015	0.00	0.00	32	0	0	ACADEMIC DEAN
0085	1.00	0.75	32	48874	12602	
0499	1.00	0.75	32	48874	12602	
0018	0.00	0.00	32	0	0	ACADEMIC DEAN
0070	1.00	0.75	32	48874	12602	
0093	1.00	0.75	32	48874	12602	
0013	1.00	0.75	33	49513	12715	
24	1.00	0.75	33	49513	12715	
0032	1.00	0.75	33	49513	12715	
0451	1.00	0.75	33	49513	12715	
0144	0.33	0.25	33	16504	6777	LWOP .5 (FW), LWOP (S), w/benefits
0098	1.00	0.75	33	49513	12715	SABBATICAL - FW
0071	0.67	0.50	33	33009	9752	Retired- winter qtr.
0354	1.00	0.75	33	49513	12715	
0077	1.00	0.75	33	49513	12715	
0003	1.00	0.75	34	50153	12828	
0041	1.00	0.75	34	50153	12828	
0488	1.00	0.75	34	50153	12828	
0055	1.00	0.75	34	50153	12828	
0388	0.67	0.50	34	33435	9821	LWOP - S w/benefits
0072	1.00	0.75	34	50153	12828	
0104	1.00	0.75	34	50153	12828	
0133	1.00	0.75	34	50153	12828	
0084	1.00	0.75	34	50153	12828	
0088	1.00	0.75	34	50153	12828	LIBRARY - FWS
0100	0.67	0.50	34	33435	9822	LWOP spring w/benefits
0014	1.00	0.75	35	50792	12941	
80	1.00	0.75	35	50792	12941	SABBATICAL - W
0012	1.00	0.75	35	50792	12941	SABBATICAL - FWS

Exhibit 4-5 (continued)
Faculty Salary List — 1997-98

Regular Faculty

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
0045	1.00	0.75	35	50792	12941	
0050	1.00	0.75	35	50792	12941	
0048	1.00	0.75	35	50792	12941	
0074	1.00	0.75	35	50792	12941	
0470	1.00	0.75	35	50792	12941	
108	0.50	0.38	35	25396	8374	.5 LWOP - F,W,S, w/benefits
0023	1.00	0.75	36	51431	13054	
0064	1.00	0.75	36	51431	13054	
0028	0.67	0.50	37	34714	10047	LWOP - F/BENEFITS
0468	1.00	0.75	37	52071	13167	EXCHANGE SCCC - W
0046	1.00	0.75	37	52071	13167	
0083	1.00	0.75	37	52071	13167	
0103	1.00	0.75	37	52071	13167	
0022	0.67	0.50	37	34714	10048	LWOP - S, w/benefits
0040	1.00	0.75	38	52710	13280	
0065	1.00	0.75	38	52710	13280	
0030	1.00	0.75	39	53349	13392	
0076	0.67	0.50	39	35566	10198	LWOP - W, w/benefits
0052	1.00	0.75	40	53989	13505	
137	0.67	0.38	43	36419	9410	Retired end of winter
0102	1.00	0.75	43	54628	13618	
0099	0.67	0.50	44	36419	10349	LWOP - S w/ benefits
1130	0.00	0.00		0	0	EXEMPT STAFF STATUS
TOTAL	**134.85**	**101.02**		**6,114,225**	**1,602,138**	**Note: 146 lines commited to teaching faculty if all on full contract.**

Visiting Faculty

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
196	1.00	0.75	5	31611	8765	Stories FW, Mediaworks -S
227	0.33	0.25	5	10537	848	.083 FWS Healthy Communities
224	0.67	0.50	6	21500	6486	.5 FW SOS Theater, 1.0 S Goldberger replace
218	1.00	0.75	6	32250	8862	Organic-FW, Unplaced-S
203	0.33	0.25	7	10963	881	.083 FWS Healthy Communities
221	1.00	0.75	8	33529	9056	Sacred Monsters
315	1.00	0.75	9	34168	9153	3D Visual Arts
194	1.00	0.75	9	34168	10007	MIT

Exhibit 4-5 (continued)
Faculty Salary List — 1997-98

Visiting Faculty

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
222	1.00	0.75	10	34808	9250	Tacoma Writing
	0.42	0.31	10	14503	2117	S - Pearman replacement
	0.33	0.25	11	11816	3114	S - Management, 4 mos benefits on visitor, 8 adj.
223	1.00	0.75	11	35447	9346	Biology - SOL
216	1.00	0.75	12	36086	9443	Sacred Monsters
	0.33	0.25	12	12029	975	S - Geography
190	0.33	0.25	13	12242	1910	.5 FW Ireland, health paid on adjunct payroll
0059	1.00	0.75	15	38004	9734	Glaciers to Sound-FW, Unplaced-S
220	1.00	0.75	17	39283	9928	SOS
226	0.33	0.25	18	13308	1060	.083 FWS Healthy Communities
161	1.00	0.75	19	40562	10121	D to I
	0.17	0.13	20	5494	449	.5 MPA Core - F, pay as adjunct
201	0.33	0.25	20	13734	1093	.083 FWS Healthy Communities
	0.33	0.25	22	14160	2555	MPA Core - S
173	1.00	0.75	23	43119	10509	MES Core FS, MPA Core - W
	0.67	0.50	23	28746	6689	2D Sense of Place WS
	0.33	0.25	27	15226	1220	Political Economy W, replaces Gilliam
219	1.00	0.75	28	46316	10993	Images
217	1.00	0.75	33	49513	12715	MIT
					0	Aragon, Crystal, Lucas-Jennings, Mohoric
TOTAL	**18.57**	**14.19**		**713,122**	**167,278**	

Visiting Faculty Overenrollment

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
TOTAL	**3.90**	**2.94**		**130,091**	**27,582**	

Re-Employed Faculty

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
0071	0.333	0.25	33	16504	1318	SPRING, 1st quarter of 3, health on reg. fac. list
0127	0.333	0.25	33	16504	1318	SPRING
89	0.333	0.25	34	16718	1334	WINTER - WWII
383	0.333	0.25	36	17144	1367	SPRING
0109	0.000	0.00	36	0	0	.5 WINTER - CANCELLED CONTRACT
0011	0.333	0.25	38	17570	1400	SPRING

Exhibit 4-5 (continued)
Faculty Salary List — 1997-98

Re-Employed Faculty

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
0101	0.333	0.25	38	17570	1400	WINTER
0385	0.000	0.00	40	0	0	SPRING - Resigned 1/16/98
0069	0.333	0.25	40	17996	1432	WINTER
0124	0.333	0.25	40	17996	1432	WINTER
0079	0.333	0.25	41	18209	1448	SPRING - contract pool
0007	0.333	0.25	42	18209	1448	WINTER
0010	0.333	0.25	43	18209	3670	WINTER/SPRING W/BEN
TOTAL	**3.66**	**2.75**		**192,631**	**17,567**	

Adjunct Faculty

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
	9.00	6.75		216,815	18754	
	14.25	10.69		491,290	161534	
TOTAL	**23.25**	**17.44**		**708,105**	**180,289**	

Adjustments

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
912	1.00	0.750	24	43759	10606	FACULTY LIBRARIAN
81	0.16	0.125	31	7293	1312	TACOMA DIRECTOR - SUMMER
33	0.16	0.125	31	6973	1256	ACADEMIC ADVISING SUMMER
33	0.05	0.040	31	2146	387	ACADEMIC ADV SEPTEMBER
24	0.16	0.125	33	3274	603	MPA DIRECTOR - SUMMER
14	0.16	0.125	35	6121	1106	MES DIRECTOR - SUMMER
40	0.16	0.125	37	8438	1515	KOBE SUMMER
TOTAL	**1.85**	**1.42**		**78,004**	**16,784**	

Grand Total Committed Teaching Faculty

	POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
TOTAL	**186.08**	**139.76**	**—**	**7,936,179**	**2,011,638**		

Exhibit 4-5 (continued)
Faculty Salary List — 1997-98

Faculty Administrators & Librarians

Academic Deans

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
806	0.33	0.25	14	13202	3007	Dean training - spring quarter
804	1.33	1.00	27	65166	15534	
806	1.33	1.00	29	68242	16077	
806	0	0.00	29	5929	1046	Annual Leave Buyout
803	1.11	0.83	31	58411	13668	.83 fte 144302, .17 fte 111811
802	1.11	0.83	32	56772	13379	.83 fte 144304, .17 fte 218000
805	1.33	1.00	32	64218	15044	
TOTAL	**6.54**	**4.91**		**331,941**	**77,756**	

MIT Director

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
807	**1.33**	**1.00**	**25**	**59,198**	**14,480**	

Library Dean & Faculty Librarians

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
905	0.67	0.50	14	24910	6743	Faculty Librarian
905	0.33	0.25	14	12455	2894	Faculty Librarian
910	1.00	0.75	18	39923	10024	Faculty Librarian
906	1.00	0.75	19	40562	10121	Faculty Librarian
907	1.00	0.75	20	41201	10218	Faculty Librarian
801	1.33	1.00	25	65117	15525	Library Dean
902	1.00	0.75	27	45677	12038	Faculty Librarian
901	0.26	0.19	27	11712	2101	Summer Librarians
904	1.00	0.75	30	47595	12377	Faculty Librarian
TOTAL	**7.59**	**5.69**		**329,152**	**82,042**	

Grand Total (teaching faculty, faculty administrators, librarians)

POS #	LINES	FTE 7/1/97 FOR 96-97 WORK	EXP YEAR	SALARY	BENEFITS	COMMENTS
TOTAL	**201.54**	**151.36**	**—**	**8,656,469**	**2,185,917**	

Exhibit 4-6
4.300 Faculty Reappointment

(1) Preamble

(a) Collaborative, interdisciplinary teaching and learning constitutes the center of each faculty member's work at Evergreen. The evaluation process, through which reappointment decisions are made, has at its heart a concern for excellence in all aspects of the academic enterprise. Excellence in the faculty depends in part on faculty development efforts, and both deans and faculty colleagues provide development advice as needed as part of the evaluation process. The evaluation process also provides a time to praise the excellent work of our colleagues. Thus maintenance of excellence through collegial evaluation focusing on collaborative, interdisciplinary teaching and learning is the central feature of our reappointment policy. Great care is taken before initially hiring regular faculty and thus nonreappointment of a regular faculty member will be uncommon.

(b) No faculty member will be dismissed from the college because of any written or spoken views protected by the guarantees of the First Amendment to the Constitution of the United States. The college also subscribes to the American Association of University Professors' statement of principles on academic freedom.

(2) Location of appointment and reappointment decisions

The authority to decide whether or not to appoint or reappoint a faculty member is vested in the board of trustees which delegates this authority to the president who, in turn, delegates it to the provost.

(3) Definitions of some terms in this policy

(a) **Full-time** means employment which is compensated at 100% of the individual's experience-year step on the faculty salary scale or on the appropriate administrative salary scale.

(b) **Part-time** means employment which is less than full-time employment.

(4) Categories of faculty

(a) Adjunct faculty. An adjunct faculty member is a part-time faculty member hired to teach one or more specific courses during one or more specific quarters during one or more specific years.

(b) Visiting faculty. A visiting faculty member is a part-time or full-time faculty member hired to teach during one or more specific quarters during one or more specific years, or is a faculty member invited to come to the college to do non-teaching, scholarly work during one or more specific quarters during one or more specific years.

(c) Regular faculty on term contract. A regular faculty member on term contract is a part-time or full-time faculty member who has a fixed length, probationary contract or series of contracts of up to the teaching-equivalent of eighteen quarters, excluding summer quarters, of full-time teaching. A regular faculty member on term contract is offered this contract or contracts with the expectation that he or she will contribute to satisfying some long term requirements of the Evergreen curriculum and that he or she will be reviewed for an appointment as a regular faculty member on continuing appointment at the appropriate time.

(d) Regular faculty on continuing appointment. A regular faculty member on continuing appointment is a part-time or full-time faculty member who has a continuing appointment up to the time of his or her voluntary departure from the college, or his or her retirement from the college, or his or her dismissal from the college under provisions of the Mid-Contract Termination with Adequate Cause policy of the college, or his or her departure from the college under provisions of any approved Evergreen reduction in force policy.

(e) Regular library faculty on term contract. A regular library faculty member on term contract is a part-time or full-time member of the library who has a fixed term faculty appointment. A library faculty member on term contract normally teaches in the full-time curriculum at least one out of nine quarters, excluding summer quarters.

(f) Regular library faculty on continuing appointment. A regular library faculty member on continuing appointment is a part-time or full-time member of the library who has a continuing faculty appointment. A library faculty member on continuing appointment normally teaches in the full-time curriculum at least one out of nine quarters, excluding summer quarters.

(g) Concerning the faculty status, if any, of the president, provost, academic deans and dean of the library. The president, provost, academic deans, and dean of the library may or may not have faculty status. The faculty status of each depends on the previous or present conditions of his or her appointment at the college and the provisions of the Faculty Handbook, including the provisions of the Faculty Reappointment Policy.

(5) Appointment of adjunct faculty

(a) No adjunct faculty member, as an adjunct faculty member, has or can acquire a right by means of this employment alone to a continuing part-time or full-time contract or appointment with the college, no matter how many courses over how many quarters or years he or she teaches at the college, and no matter how well the person does his or her work.

(b) Appointments of adjunct faculty are recommended by the dean with the desk assignment of Part-Time Studies and made by the provost.

(6) Reappointment of visiting faculty

(a) No visiting faculty member, as a visiting faculty member, may teach part-time or full-time at the college for more than twelve consecutive quarters, excluding summer quarters.

(b) No visiting faculty member, as a visiting faculty member, has or can acquire a right by means of this employment alone to a continuing part-time or full-time contract or appointment with the college, no matter how many quarters or years he or she teaches or does non-teaching, scholarly work at the college, and no matter how well the person does his or her work.

(c) Appointments and reappointments of visiting faculty members are recommended by the deans and made by the provost in response to short-term curriculum needs or non-teaching scholarly opportunities.

(7) Reappointment of regular faculty on term contract

(a) No regular faculty member on term contract, as a regular faculty member on term contract, may teach at the college for more than the teaching-equivalent of eighteen quarters, excluding summer quarters, of full-time teaching, including years during which the faculty member has been a visiting faculty member at the college (if any), unless the faculty member is granted an additional contract as a regular faculty member on term contract as a consequence of his or her successful due process appeal of non-reappointment as specified in section (17) (f) of this policy.

(b) No regular faculty member on term contract, as a regular faculty member on term contract, has or can acquire a right by means of this employment alone to a part-time or full-time new term contract or continuing appointment with the college, no matter how many quarters or years he or she teaches at the college, and no matter how well the person does his or her work. The right to a part-time or full-time new term contract or continuing appointment is acquired through the review processes described in sections (7) and (8) of this policy.

(c) Each regular faculty member on term contract maintains a portfolio, as a portfolio is defined in section (14) of this policy, and each year he or she submits his or her complete, up-to-date portfolio to his or her dean. The dean reviews the portfolio and meets with the faculty member to discuss the faculty member's work. Within fifteen working days of this meeting the dean writes a letter to the faculty member summarizing the dean's observations of and reflections about the faculty member's recent work at Evergreen and the dean's overall conclusions about whether or not the faculty member's work at Evergreen is satisfactory.

(d) Prior to the time that a regular faculty member on term contract satisfies all of the minimum requirements for becoming a candidate for an appointment as a regular faculty member on continuing appointment, reappointment of the faculty member as a regular faculty member on term contract is recommended by the deans and made by the provost. A regular faculty member on term contract may appeal the provost's decision not to reappoint the faculty member as a regular faculty member on term contract only on grounds of substantial violation of procedure as procedures for reappointment are specified in section (7) of this policy.

(e) Procedure for reappointment of a regular faculty member on term contract as a regular faculty member on term contract prior to the person's completion of nine quarters, excluding summer quarters, of the teaching-equivalent of full-time teaching at Evergreen:

1. By October 15 of the last year of the faculty member's current contract as a regular faculty member on term contract, he or she submits his or her complete, up-to-date portfolio and any other material he or she wishes to his or her dean.

2. By October 15 of this last year, the faculty member's dean observes the faculty member teach in one or more settings.

3. By October 25 of this last year, the faculty member meets with his or her dean to discuss the faculty member's work and possible reappointment as a regular faculty member on term contract.

4. By November 1 of this last year, the dean makes a preliminary decision whether or not to recommend to the provost that the faculty member be offered a contract renewal as a regular faculty member on term contract. In making this decision, the dean takes account of his or her observations of and interviews with the faculty member, the material that the faculty member has submitted, and the evaluation and reappointment provisions of sections (12) and (13) of this policy. If the dean makes a preliminary decision to recommend non-reappointment of the faculty member, then the dean discusses his or her recommendation with the other deans before sending his or her final recommendation to the provost.

5. By November 15 of this last year, the dean writes a letter to the provost stating the dean's final recommendation and giving the reasons for his or her recommendation and sends a copy of this letter by certified mail to the faculty member.

6. By December 1 of this last year, the provost reviews the faculty member's record. In making this review, the provost takes account of the recommendation of the dean, the evaluation and reappointment provisions of sections (12) and (13) of this policy, and may review any or all of the material reviewed by the dean, including the faculty member's portfolio. The provost also may interview the faculty member, the deans, and/or others who have relevant information.

7. By December 1 of this last year, the provost makes a preliminary decision whether or not to offer the faculty member a new contract as a regular faculty member on term contract.

8. If the provost makes a preliminary decision contrary to the recommendation of the dean, the provost meets with the deans to discuss his or her decision before making a final decision.

9. By December 15 of this last year, the provost writes a letter to the faculty member stating the provost's final decision whether or not to offer the faculty member a new contract as a regular faculty member on term contract and giving the provost's reasons for this decision. The provost sends this letter to the faculty member by certified mail.

10. If the faculty member is offered and accepts a contract as a regular faculty member on term contract, then this contract begins with the next academic year or at some other time agreed on by the deans, provost and faculty member. If the faculty member is not offered a contract as a regular faculty member on term contract, then the faculty member will not be offered any other faculty contract for the next academic year.

(8) Requirements and procedures for being offered an appointment as a regular faculty member on continuing appointment

(a) **Requirements:**

1. The candidate is a regular faculty member on term contract.

2. The candidate has completed the equivalent of at least nine but not more than eighteen quarters, excluding summer quarters, of full-time teaching at Evergreen within, at most, eight years. The candidate may have completed up to six quarters of this full-time teaching previously as a visiting faculty member provided that he or she has voluntarily included in his or her portfolio evaluations of and by his or her students, evaluations of and by his or her faculty teaching partners, a self-evaluation and other evaluative documents for each quarter that he or she was a visitor at Evergreen and now wishes to count as part of this full-time teaching at Evergreen.

3. The candidate has completed full-time teaching in interdisciplinary programs with six or more Evergreen faculty, at least four of whom are regular faculty members on continuing appointment, and has taught with each of these faculty members for at least one quarter. The deans and the provost, acting collectively, may waive one or more of the requirements listed in this paragraph for a particular faculty member. This waiver may only be given as a consequence of extraordinary faculty assignment demands of the Evergreen curriculum.

4. The candidate has a complete, up-to-date portfolio for all of the quarters that he or she has taught at Evergreen as a regular faculty member on term contract.

5. The candidate sends a letter to his or her dean stating that the candidate meets the minimum qualifications for being considered for an appointment as a regular faculty member on a continuing appointment and that the candidate wishes to be considered for such an appointment.

(b) **Procedure:**

1. By the November 15 following the date at which the candidate has satisfied all of the minimum requirements for becoming a regular faculty member on continuing appointment, the candidate's dean sends a written notice to the Evergreen community that the candidate is about to be reviewed for an appointment as a regular faculty member on continuing appointment and invites anyone who wishes to submit a letter and/or other items for this review

to do so. The candidate also may solicit such letters and/or other items. All such material is due in the dean's office within ten working days of the announcement. The dean makes any and all of this material available to the candidate ten working days prior to submitting it to the review panel and gives the candidate an opportunity to respond in writing to any or all of this material in appropriate sections of his or her portfolio.

2. By January 2 the candidate submits his or her complete, up-to-date portfolio and any additional materials that he or she wishes to the dean.

3. By January 15 the candidate's dean assembles a review panel. The review panel consists of:

   a. The dean, a non-voting member.

   b. All of the available regular faculty members on continuing appointment with whom the candidate has taught at Evergreen. If fewer than four of these faculty members are available, then the dean selects other regular faculty members on continuing appointment from the candidate's curriculum planning group to serve on the panel so that there are at least four faculty, excluding the dean, in this group who have taught with the candidate or who are in the candidate's curriculum planning group or both.

   c. One additional regular faculty member on continuing appointment who, in the candidate's opinion, is a good judge of some part of the candidate's work at Evergreen.

   d. One or two additional regular faculty members on continuing appointment who, in the dean's opinion, can make a contribution to the deliberations of the panel. The dean makes his or her selection from a pool of five regular faculty members on continuing appointment selected each year by the Agenda Committee for this service. The dean chooses one rather than two or two rather than one such faculty depending on what is needed to insure an odd number of voting members on the panel.

4. By January 15 the candidate's dean submits the candidate's portfolio and any other material that the dean has collected to the review panel.

5. By February 15 the review panel does all of the following: The panel reviews the candidate's portfolio and all additional material that has been submitted. The panel then meets to decide whether or not to recommend to the provost that the candidate be offered an appointment as a regular faculty member on continuing appointment. The panel may choose to interview the candidate or gather additional material. If the panel gathers additional material, then the candidate is offered access to this material and the opportunity to respond in writing to any or all of this material. Throughout all of its deliberations, the review panel takes full account of the evaluation and re-

appointment provisions of sections (12) and (13) of this policy. The panel reaches its decision by majority vote—the dean is a non-voting member of the panel—and the dean writes a letter to the provost stating the panel's recommendation and giving the reasons for its recommendation and the final numerical vote for and against this recommendation. The dean sends a copy of this letter by certified mail to the candidate.

6. By April 1 the provost reviews the candidate's record. In making this review, the provost takes account of the recommendation of the review panel, and reviews the material reviewed by the panel, including the candidate's portfolio. In addition, the provost consults with the president and may consult the deans, interview the panel members and/or the candidate, or gather additional material. If the provost gathers additional material, the candidate is offered access to this material and the opportunity to respond in writing to any or all of this material.

7. In reviewing a candidate for an appointment as a faculty member on continuing appointment, neither the provost nor the review panel may take account of whether or not the candidate's knowledge and skill fits with the content of the projected future short term or long term curriculum. In reviewing a candidate for an appointment as a faculty member on continuing appointment, the provost, like the review committee, does take account of the evaluation and reappointment provisions of sections (12) and (13) of this policy.

8. By April 1 the provost makes a preliminary decision whether or not to offer the candidate an appointment as a regular faculty member on continuing appointment.

9. If the provost makes a preliminary decision contrary to the recommendation of the review panel, then the provost meets with the review panel to discuss his or her preliminary decision before making a final decision.

10. By April 15 the provost writes a letter to the candidate stating the provost's final decision whether or not to offer the candidate an appointment as a regular faculty member on continuing appointment and giving the provost's reasons for this decision. The provost sends this letter to the candidate by certified mail.

11. If the candidate is offered and accepts an appointment as a regular faculty member on continuing appointment, then this appointment begins with the next academic year or at some other time agreed on by the deans, provost and faculty member. If the candidate is not offered an appointment as a regular faculty member on continuing appointment, then the candidate will be offered or otherwise assured of a terminal contract as a regular faculty member on term contract for the next academic year. If the person is a regular faculty member on term contract during this next year, then he or she cannot reapply for a position as a regular faculty member on continuing

appointment during this next year and the person cannot be appointed a regular faculty member on term contract beyond this next year.

(c) An exception to the requirements and procedures for being offered an appointment as a regular faculty member on continuing appointment: In exceptional circumstances a person new to Evergreen may be offered an initial appointment as a regular faculty member on continuing appointment, if the following two conditions are satisfied:

1. The person has fully documented that he or she has successfully completed the equivalent of fifteen quarters of teaching and non-teaching work that is substantially equivalent to the normal work done by a regular Evergreen faculty member.

2. The hiring committee, academic deans, and provost, with consultation from the president, agree that the person be offered an initial appointment as a regular faculty member on continuing appointment.

It is expected that this exception will occur rarely and for only the best of reasons.

(9) Review of regular faculty on continuing appointment

(a) A regular faculty member on continuing appointment, as a regular faculty member on continuing appointment, has a right to a continuing full-time faculty appointment with the college. Hence, once a person has an appointment as a regular faculty member on continuing appointment, he or she does not receive reappointment as a regular faculty member on continuing appointment. He or she does receive annual letters announcing his or her salary and/or other conditions of employment.

(b) Each regular faculty member on continuing appointment maintains a portfolio, as a portfolio is defined in section (14) of this policy, and once every five years he or she participates in a formal review of his or her work.

(c) Procedure for review of regular faculty member on continuing appointment:

1. Every five years, at a time agreed on by the faculty member and his or her dean, the faculty member's dean assembles a review panel. The panel consists of:

   a. The dean.

   b. All of the available Evergreen faculty with whom the faculty member has taught in the past five years. If fewer than four of these faculty are available, the dean selects other faculty from the faculty member's curriculum planning group to serve on the panel so that there are at least four faculty, excluding the dean, in this group who have taught with the faculty member or who are in the faculty member's curriculum planning group or both.

2. The faculty member submits his or her complete, up-to-date portfolio for the past five or more years that he or she has taught at Evergreen and any additional materials that he or she wishes to the dean. In addition, the faculty member submits a retrospective five year self-evaluation and a prospective three to five year teaching and learning plan. The dean makes all of this material available to the panel and the panel reviews all of this material.

3. The faculty member meets with the panel to discuss his or her past, present and future work at Evergreen. There is no set form or required content for this meeting, or, as it may turn out, meetings. The dean who is a member of the panel leads and encourages serious discussion following procedures developed by the deans. This discussion might well include descriptions of and praise for the faculty member's best work, descriptions of and suggestions for improvement of the faculty member's least successful work, encouragement for and suggestions about the faculty member's plan for self-directed professional development or plan for future teaching work at Evergreen, or a suggestion that the faculty member consider leaving Evergreen for a term or permanently. No formal record is made of this meeting.

(10) Reappointment of library faculty member on term contract

(a) The reappointment procedures for a library faculty member on term contract are described in section 4.400 of the Faculty Handbook.

(b) Criteria used in evaluating the work of a library faculty member on term contract in the full-time curriculum are described in sections (12) and (13) of the Faculty Reappointment Policy. Additional criteria used in evaluating the work of a library faculty member on term contract are described in section 4.400 of the Faculty Handbook.

(11) Appointment and reappointment of library faculty member on continuing appointment

(a) The appointment and reappointment procedures for a library faculty member on continuing appointment are described in section 4.400 of the Faculty Handbook.

(b) Criteria used in evaluating the work of a library faculty member on continuing appointment in the full-time curriculum are described in sections (12) and (13) of the Faculty Reappointment Policy. Additional criteria used in evaluating the work of a library faculty member on term contract are described in section 4.400 of the Faculty Handbook.

(12) Criteria for evaluation of faculty and reappointment of faculty

(a) Teaching. A faculty member should teach well. Some but not all indications of such teaching are:

1. Contributing to the learning environment in programs through designing and executing parts of a program's curriculum, subject matter expertise, interdisciplinary approaches to material, ability to counsel and advise students, facilitation of a stimulating and challenging atmosphere, innovative work in seminars, lectures, labs, workshops and field work, and effective sponsorship of individual contracts and internships.

2. Fostering students' intellectual and cognitive development.

3. Fostering students' communication abilities.

4. Displaying intellectual vitality.

(b) Meeting commitments. A faculty member should regularly and cooperatively meet commitments made to students, colleagues, staff, and the college, as judged by peers, students, the deans, and provost. These commitments include, but are not limited to:

1. Meeting rotation and team teaching requirements. Team teaching requirements include co-planning the program curriculum, weekly participation in a faculty seminar based on the intellectual content of the program or an alternative plan approved by the deans, and attendance at most if not all program activities. In addition, regular faculty members on continuing ap pointment must teach with at least five different faculty members during every fifteen quarters, excluding summer quarters, of the teaching-equivalent of full-time teaching at Evergreen. The deans and the Provost, acting collectively, may waive one or more of the requirements listed in this paragraph for a particular faculty member. This waiver may only be given as a consequence of extraordinary faculty assignment demands of the Evergreen curriculum.

2. Adhering to program covenants and syllabi, and curriculum planning group and graduate program obligations.

3. Writing an evaluation of each faculty teaching colleague at the end of each program and a self-evaluation by the end of each academic year during which the faculty member teaches at Evergreen.

4. Writing an evaluation on time for each student for whom one has agreed to write an evaluation at the end of each quarter.

5. Serving on review panels for candidates for appointment as faculty on continuing appointment and on review panels for the review of faculty on co-n tinuing appointment.

6. Adhering to the social contract, the affirmative action policy, the sexual harassment policy and all other such contracts and policies of the college. The official determination of whether or not a faculty member has adhered to any such policy is only made in accordance with the procedures specified in that policy.

(c) Planning curriculum. A faculty member should contribute effectively and cooperatively to curriculum planning as judged by his or her peers, students, the deans, and provost. Curriculum planning can be done in many ways, including:

1. Planning academic programs, contributing to program design as well as execution.

2. Participating in the development of a coherent and innovative curriculum in programs for first year students, for programs in a curriculum planning group and/or in a graduate program.

(d) Participating in college affairs. A faculty member must serve on DTFs or other committees and serve as coordinator of programs, as reasonably requested and as consistent with effective teaching. A faculty member may also contribute to the college community in other ways; the value of such contributions should be clearly evident in community recognition.

(e) Professional development. A faculty member should continue his or her professional development as evidenced by his or her new learning in Evergreen programs and, if appropriate, as evidenced in his or her independent work.

(13) Use of the criteria for evaluation of faculty and reappointment of faculty

(a) Faculty, deans and provost will use, explicitly, the criteria for evaluation and reappointment of faculty listed in section (12) of this policy in all of their faculty evaluation and reappointment work.

(b) Some of the criteria for evaluation and reappointment of regular faculty will not be appropriate for the evaluation and reappointment of adjunct faculty and visiting faculty. For example, neither adjunct faculty nor visiting faculty have an obligation to participate in college affairs, and only regular faculty on continuing appointment may serve on review panels for candidates for appointment as faculty member on continuing appointment.

(c) Other considerations, apart from these criteria, may also be used in making decisions about the reappointment of faculty. For example, the future needs of the Evergreen curriculum may be considered in making recommendations or decisions about the reappointment of adjunct faculty or visiting faculty.

(14) The portfolio

(a) Each regular faculty member on term contract and each regular faculty member on continuing appointment and each staff member with faculty status maintains a portfolio concerning his or her work as a faculty member at Evergreen during, at least, the previous five years or for as many of the previous quarters of the previous five years as he or she has taught in the full-time curriculum. The provost may also require that adjunct and visiting faculty seeking reappointment maintain portfolios.

(b) The faculty member's portfolio includes:

1. An annual self-evaluation by the faculty member for each of the past five academic years that the person has taught at Evergreen for at least part of one quarter. In each of these self-evaluations the faculty member addresses, at least, the criteria for evaluation and reappointment of faculty set out in section (12) of this policy.

2. All evaluations by the faculty member of other Evergreen faculty with whom the faculty member has taught at Evergreen and all evaluations of the faculty member by these faculty.

3. All evaluations of or by the faculty member required by an Evergreen curriculum planning group or graduate program.

4. All evaluations of the faculty member by Evergreen students of the faculty member.

5. All self-evaluations of the faculty member's Evergreen students and all of the faculty member's evaluations of these students.

6. All program or contract syllabi, covenants, and descriptions connected with the faculty member's teaching at Evergreen.

7. Other people's descriptions and/or evaluations of the faculty member's participation in college affairs.

8. Any other material that the faculty member wishes to include.

(15) Developmental review

(a) Regular faculty members on term contract and visiting faculty members who have completed five quarters of Evergreen teaching are encouraged to pursue opportunities for developing their abilities to meet the criteria for evaluation and reappointment described in section (12). In addition to any other opportunities that may exist, they have the option of consulting confidentially with the academic dean assigned to faculty development.

(b) To preserve confidentiality, and to encourage free interchange of developmental information, the academic dean assigned to faculty development does not take part in the review of regular faculty members on term contracts and visiting faculty members who have completed five quarters of Evergreen teaching, and such faculty are not assigned to that dean.

(c) Such faculty members may request a developmental review according to the following procedures:

1. At a time agreed on by the faculty member and the dean assigned to faculty development, the dean assembles a review panel. The panel consists of:

   a. The dean.

   b. Evergreen faculty members who are selected by the faculty member under review and who agree to participate.

2. The faculty member submits his or her complete, up-to-date portfolio for the time that he or she has taught at Evergreen and any additional materials

that he or she wishes to the dean. The dean makes all of this material available to the panel. The dean and the panel review this material.

3. The faculty member meets with the panel to discuss his or her past, present and future work at Evergreen. There is no set form or required content for this meeting, or, as it may turn out, meetings. The dean who is a member of the panel leads and encourages serious discussion following procedures developed by the deans. This discussion might well include descriptions of and praise for the faculty member's best work, descriptions of and suggestions for improvement of the faculty member's least successful work, encouragement for and suggestions about the faculty member's plan for self-directed professional development or plan for future teaching at Evergreen, or a suggestion that the faculty member consider leaving Evergreen. No formal record is made of this meeting.

4. The academic dean assigned to faculty development may delegate to another academic dean the foregoing consultation and developmental review functions for a given faculty member on term contract or visiting faculty member who has completed five quarters of Evergreen teaching, provided that dean does not take part in the review of that faculty member at any time while he or she is on term contract or is a visiting faculty member.

(16) Mid-Contract Termination With Adequate Cause (MCTWAC)

Any faculty member at the college may be dismissed by the college at any time for adequate cause under the provisions of the Mid-Contract Termination With Adequate Cause policy described in section 4.600 of The Evergreen State College Faculty Handbook.

(17) Non-reappointment appeal procedure

(a) A faculty member may appeal a provost's decision of non-reappointment or denial of appointment as a faculty member on continuing appointment only on grounds of a substantial violation of procedure as procedures for reappointment and appointment are specified in this policy.

(b) Within twenty working days of receiving a non-reappointment letter or denial of an appointment as a faculty member on continuing appointment from the provost, the faculty member sends a certified letter to the Executive Vice President of Evergreen requesting an appeal of the provost's decision.

(c) Within twenty working days of the faculty member's request for an appeal, a formal hearing is conducted by an administrative law judge supplied by the state of Washington. The administrative vice-president makes the arrangements for this formal hearing.

(d) At the formal hearing the faculty member and provost present whatever evidence and/or witnesses each pleases concerning whether or not there was a substantial violation of procedure in the non-reappointment or the denial of appointment of the faculty member. The administrative judge directs any further questioning or discussion.

Exhibit 4-6 (continued)
4.300 Faculty Reappointment

(e) Within seven working days of the end of the hearing, the judge makes his or her decision. The judge writes a letter to the faculty member and to the provost stating his or her decision and sends this letter to each of them by certified mail.

(f) If the judge decides that in the making of the reappointment or appointment decision there was a substantial violation of procedure, then, if time during the current contract year allows, the provost initiates a new reappointment or appointment review of the faculty member. If time during the current contract year does not allow for such a review, then the provost offers the faculty member a new contract of the kind the faculty member presently has — adjunct faculty member for one quarter, visiting faculty member for two quarters, regular faculty member on term contract for three quarters, etc. — for the following year during which a new reappointment or appointment review of the faculty member occurs. If the judge decides that in the making of the reappointment or appointment decision there was no substantial violation of procedure, then the provost does not offer any contract to the faculty member or offers a one year terminal contract to the faculty member according to sections (5), (6), (7), and (8) of this policy.

Exhibit 4-7
Adjunct Faculty Evaluation

September 23, 1997

TO: Adjunct Faculty

FROM: Susan Fiksdal

RE: Adjunct Faculty Evaluation

Last fall we began an evaluation process designed to create common ground for discussions of your teaching, program or course design, student evaluations, colleague evaluations, and faculty development. This process follows guidelines established in the new Faculty Reappointment policy as far as possible. (See the Faculty Handbook which is now on the Evergreen Home page.) I reviewed 35 folks in 1996-97, and look forward to reviewing the rest of you this year. I am planning an evaluation process based on a cycle, probably every 4 years that you teach, and I welcome your suggestions.

The components of the first evaluation are visits by your dean to your class; review of your faculty portfolio; a meeting to discuss your portfolio and your dean's evaluation of your work. Some detail about each of these components follows.

Visit to your class: Jane Wood will arrange a time with you when I can visit your class, at a time convenient to you and your students. I would like to attend a session which is no longer than 2 hours and which is representative of your work, such as a seminar or workshop.

Faculty Portfolio: Your portfolio should begin with 1996-97. There are 4 important parts to your portfolio, and they should be separately labeled in file folders or a 3 ring notebook:

1. Your **self-evaluation**: This is a 1-2 page discussion of your pedagogical approach to your teaching, how it has developed or adapted to each year you teach. It is most logical to separate your discussion of your classes if they are significantly different. What did you try? If you were to offer this course or program again, what would you do differently? Did your work outside of the college contribute to your teaching? In what ways?

2. Program or course **syllabus** for each quarter you taught, covenant (if separate from syllabus), and sample workshops or exams or other handouts (2-3 will suffice).

3. Student evaluations of your work. It is your responsibility to make sure that you receive an evaluation from each of your students. If you take time in your class for students to write these, or explain their necessity to your evaluation process, you will find students willing to write them. Forms are available from Peggy Davenport in Library 3225 or your assigned program secretary or in the Registration and Records Office. However, a form is not necessary, just instruct students to type the evaluation on 8x11 paper and sign it. Please instruct your students to return these evaluations to you directly. Also explain that if they feel concerned about giving it to you before receiving their evaluation from you, they can give it to your program secretary, who will keep it until you have finished.

Exhibit 4-7 (continued)

4. Your evaluations of students and their self evaluations, preferably grouped by student and in alphabetical order.

5. (If applicable) Your evaluations of colleagues you have team taught with and theirs of you. These can be 1-2 pages and should address your colleagues' work in the design of the program, their specific contributions to the program, their work in faculty seminars, and observations you have made about their work with students.

Review of your Portfolio

I will request your portfolio two weeks after the end of your contract period, usually by the last day of June. That will give you time to assemble all of the parts. I do not recommend making a copy of any parts of your portfolio—this would break our budget! I will read your portfolio and return it to you at our conference. You are the keeper of your portfolio.

Evaluation Conference

After I have read your portfolio, Jane Wood will call to schedule a meeting to discuss your teaching. I will have prepared a letter of evaluation which you will then add to your portfolio. This will be a time to discuss your teaching, your work with colleagues and staff, and to talk about development opportunities. I know it will be a mutually enjoyable process.

Faculty to be evaluated in 1997-98:

Archibald, Olivia
Bacho, Peter
Beck, Stephen*
Brown, Marge
Carter, Nina*
Chamberlain, Rebecca
Christian, Susan
Claire, Stephanie
Costantino, Magda
Delisante, Neil
Diamant, Hirsch
Donnette, Joseph*
Elliott, Marla
Eloheimo, Marja
Fitzsimmons, Tom*
Fraser, Karen*
Gabriele, Judie
Green, William
Gurusamy, Soundari
Heath, Billie*
Hedgepeth, Evonne
Hibbert, Dennis
Hidde, Suzanne
Hinson, Ron
Honda, Mitch
Hurst, Mark
Johnson, Michael
King, Larry
Kirsch, Karen
Klemmer, Fred
Lane, Mary
Lei, Jay
Lindstead, Donna
MacGregor, Jean*
Meyer Knapp, Helena
Mohoric, Marge
Moore, Pat
Nadelson, Louis
Parker, Paul
Pevarnic, Mark
Phillips, David
Preciso, Susan
Quinlan, Karyn
Ryan, Sarah
Sandoz, Joli
Taylor, Kathe
This, James
Usibelli, Tony
Valadez, Christina
Weiss, Marlene
Williams, Louise
Woods, Bob

***MES or MPA director will be your evaluator**