

November 3, 1972  
10 a.m.

Began by reading patterns written by each of the members of the committee. Decided to stop reading after several read and get to more important items on the agenda.

Agenda items:

Ethnic Studies

Minority Group Education

Committee Reports

- a. Advising & Patterning
- b. Module
- c. McCann Unit

Ethnic Studies

Came up originally as one of the upper division, ongoing advance programs. Ethnic studies incorporated at the school to help minority understand and knowledge--read Darrell Phare's proposal. Incorporated into other upper division, interests, programs contracts.

Mary Nelson read areas that Indians needed subjects offered--some listed were: counseling, advising, teaching, admission work problems, superintendent, social work, tribal economics, tribal law (5000 laws that are Indian), tribal housing, urban development, tribal health services, tribal politics, recreation areas, minerology, federal jobs, small industry, public relations.

Want separate ethnic studies in upper divisions--ongoing needs to have ethnic studies incorporated in all other areas of college. Recommend that any interdisciplinary studies that we legitimize studies by having all of them include non-white considerations and concerns where they exist.

Build in mechanism for economics and personal teams and relate non-white students to non-white communities. Also procedures where students and faculty can use community base for their concerns.

Model--provide time and means for non-white faculty and non-white students outside coop.--move into non-white community and to do studies and perform community service projects--Rudy

Rather than using outside contacts--move program or faculty members outside college and take students elsewhere--involves having permanent person outside college.

Willi: model in which Evergreen encourages the evolution of model for getting at these problems. In part, by student and faculty and in part by bringing community in to help serve in these projects.

Effort should be made to integrate students and derive student benefit--Kahan  
Rudy doesn't feel this should be a requisite.  
College should not undertake projects unless that project benefits students--Kahan  
Students must be Evergreen students involved--Kahan

Primary people at the Nisqually were people enrolled at Evergreen--Coop. project Donohue

Issue is when school takes on projects that students in some way involved with that project--Kahan

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Mark:

remedial  
works

Academic

more or  
less per-  
manent.

Make sure  
every year  
something  
of this  
sort is offered.

Offering courses at the college (part-time)  
history of Indian, tribal or Indian arts open to both  
Indian students and white students.

-----> Find student to study Indian problems to go to the  
reservation--send non-white or Indian

MARY NELSON COMPLETELY DISAGREED WITH THIS AND SO  
DID MAJORITY OF COMMITTEE SO IT IS CROSSED OFF.

-----> Range of things like setting up school (free school of some  
kind) or getting a doctor and/or sending students there to  
initiate revolutionary activity where they join the fight  
with the government about control about money, land, or other  
issues; political, long-term commitment--one that you can't  
go in and out of.

College promises ongoing commitment to all or other of these kinds of activities  
where goal is not just education but significant change.

Setup training program in health that would give certification.  
Proposal includes some work in helping tribal council members and other  
members in setting up GED program--Mary

Kahan: committee should deal with mode by which school can get these kinds  
of needs.

Question came up about whether Evergreen should establish a kind of liaison  
connection with program--in outside agency.

Pick up on federal BIA money and train people prepared to go to medical or  
nursing training by offering interests on the reservation or contracts--  
involves ongoing commitment--Alexander

Alexander feels certification is an important issue.

Make statement without specifying which particular projects are the ones  
we think the school should do--Kahan

Mark: for college doing small number of student involved in ethnic projects,  
very soon after projects begin--political issues which force institution,  
because individual stake political stands, to take on political stand

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Therefore we must be prepared to be an institution that argues toward political issues. --Levensky

Institution must make long term commitments for people on outside, involving ethnic studies projects--Alexander

Kahan: Minority student have the need to have college get involved in some long term projects of which there is a range of type of projects to choose from.

Other kinds of needs in particular--minority come to campus and have immediate needs--say something about institution meeting these needs, identifying those needs and dealing with them.

Don Humphrey's proposal: we should offer a coordinated studies program (2 yr) would essentially by pre health services program to include sciences, chemistry which would give people opportunity to work in medical clinics as paramedics. Possible administrative, possible health family program--lot of work there of interdisciplinary type. Make same kind of program available in pre-law.

Wanted coordinated studies on the reservation as opposed to coming to to Evergreen--Mary

Other programs that have been on other college campus have not worked out.

Byron--part of basic training could be on campus and components should happen back on reservation--Mary agreed with this. Black student should also be able to go back to Tacoma like Indians going back to reservation.

Group recommends that this kind of program be put into curriculum--we support it and it will be ongoing--Francita

Rudy

1. Starting with part of Mark's scheme at top level along with remediation, there ought also to be 1, 2 or 3 coordinated studies where you focus on providing those academic skills that can help people to go solve problems and this is not just minority students.
2. Second level talking about courses and contracts to provide information we ought to take care of building into curriculum those programs individual & group contracts, courses that will do that kind of information providing.
3. Possible for our Indian students to go work with Indian sister and brother and study capacity for their own purpose and same with blacks. We ought to provide means and procedure through which they can do this and continuing contract--meaning faculty going and also periodically.
4. We ought to recommend that college assume considerable and probably this position of advocacy through which at times affects as clearing agency between non-white community and other institutions--i.e. credential institution, legal institution. That we recognize that we have social and political obligation and function to perform in non-white communities and recognize that this position will get us into difficulties but we will go ahead and wear the armband--Martin several voiced strong agreement here.

Alexander--



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Parsons: Don't neglect notion of relying on what we generate with direct input from people we are looking at--people outside the communities at the planning level.

Levensky: We have got to say we will stand beside the student and support him--he is our student, this is part of this judgment, part of this enterprise and that is what we must present to the administration and faculty. This is the kind of issue we are talking about.

Byron: Can't imagine any college institution taking and supporting a stand like this.

Ken: Once we introduce any terminology that suggests that we are going to take political stance--will be declared illegal as a state institution.

Willi: Added to Rudy's--bring things into Evergreen, but get Evergreen into things.

Suggest that Rudy, Mary & Willi write out a recommendation.

Byron: feeling is that we make general institutional commitment with all political implications--it doesn't mean anything. Hides the fact that there are some extremely basic curricular implications under this.

Byron: adopt 100% involvement with modules--vertical or side by side.

More possibility for part-time people--each 50% involved if we adopt modules lying horizontal side by side.

Marseli--question on #3--use of work relevant.

Recommendation about ethnic studies read and discussed.

Alexander urges definition of leadership, resources, conditions, action program.

Willi's definition: continuing action program--programs that take on responsibility of taking these on campus courses, etc.. in conjunction with activities in the community as current between community, between students in that community.

Charlie: Continuing--meaning no planned ending.

Add statement: continuing action program is meant to imply one not having a definite ending so long as the needs are there if expressed by the community.

Advising--Patterning  
Recommendation read  
Recommendation agreed

McCann Unit--based on that the appropriate unit for credit is one which provides 4 units of credit per quarter--each quarter of year long is worth 4 units--total 12. Module is worth two units & courses are worth one unit each. To translate into quarter hours--the multiple is 4.

Problem is with module--start getting fractions. With courses you get fractions with McCann units.

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Allows us to say that part-time can sign up for one or two instead of only one unit. Has advantage of multiplying--giving us 16 = additional income.

Part-time is specific problem when we get to module. Relatively few one unit offerings and quite restricted to basic kinds of offerings so you don't actually increase offerings open to part-time people.

Graduation is changed from 36 McCann units to 48 greenies.

#### Module

Byron read and submitted his report which will be appended.  
Requires 100% of time of student's time and either can be planned in order to allow student to take on outside group contracts (b) or courses.

Agreed to adopt Byron to put in vertical and horizontal portion of shape and content.

Ron recommended to put addendum to report. recommends college only offer to contracts and programs which include those design and operation study of women. Urged people to think about the experience of women to what they are teaching as others have been encouraged to think about minorities.

Accepted recommendation with stipulation that Ron reword recommendation before final adoption at end of meeting.

All advanced program must clearly specify who the student involved will acquire the necessary skills for the operation of the program and the comprehension of the material.

Willi: Recommended re-evaluation every four year of curriculum planning in the area of curricular planning.

Recommended different way of selecting committee.

Recommended that all contracts and coordinated studies in their design and operation consider who the experience and position of women in society relates to the subject of contracts and coordinated studies. Ron's rewritten recommendation.

All agreed.

Adjourned at 3:55 p.m. on Friday, November 3, 1972

Submitted by Susie Kent (11-6-72)

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In order to respond to the expressed needs of non-white people, the College must:

1. Offer work in all of its modes that will help non-white students develop academic skills.
2. Offer regular work in contracts and coordinated studies that will be first-rate studies of non-white cultures.
3. Offer only those contracts and coordinated studies that include in their design and operation, where relevant, non-white cultural experience and information in their proper context.
4. Recognize its obligation to the non-white communities it serves by providing leadership (administrative and faculty support) and resources (careful consideration in recruiting and funding) in continuing action programs that directly address the expressed needs of those communities, even when those actions and programs run counter to the larger society's values and opinions. Continuing action program is meant to imply one that is not planned to end at a definite time.

Submitted By: Willi Parsons  
Rudy Martin  
Dan Chang  
Mary Nelson

November 2, 1972  
9 a.m. in the bar

Charlie Lyons read a resignation to the group from Bill Aldridge. A copy will be attached to the committee's report.

Ron Woodbury and Byron Youtz presented the following proposal:

Ron:

- A. Coord. Study--100% credit  
1, 2, 3 quarters; 1, 2 years
  - B. Group Contract--100%--1 qtr.  
W one faculty--2 to 3 qtrs  
W two or more faculty
  - C. Individual Contract--100%--one to nine months
  - D. Basic nec. courses  
0%; 1, 2, 3 qtrs  
open to all--taught by few FR. (C)
  - E. Modules--100%--1, 2 months
  - F. Total-Immer. Lang.--100%
- 
- D. Requirements absorbing 10 FTE per course, 6 courses at any one time =  
60 FTE - 3% on 2,000 students  
20 to 1 ratio raised to 20.6:1.

Math has to be set up in course form--cannot be set up in a module--decided by Byron & Ron. Can't be spread out like dance.

Part-time study, coordinated study--some can take part-time students. Coordinated study has parts within it to take on part-time students. Part-time students could be put into D--but feel it would cheat the students from the Evergreen experience.

Byron:	# program	#F	#S	FTE-F	FTE-S
1. C.S. = 100% 20/1	6	30	600	30	600
2. C.S. = 80% 25/1	5	25	625	25	500
3. G.C./Mod. 100% 20/1	25	25	500	25	500
4. I.C. 100% 15/1	10	10	150	10	150
5. I.C. 5/1 +2 courses 30-50 1	10 20	10	50	10	50
			<del>600</del> 1000		125 - 200
				100	1925 - 2000

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NET

200 I.C.  
500 G.C./Mod  
1100 C.S.  
20 Courses, Ind. Grp with 400 P.T. students

Can't be putting students into D--gives them no credit (Gordon Beck)

Ron: for full-time students

D is different than B in that group contracts are 100% involvement things.  
D is a course.

Course defined by Ron is part time, once or twice a week--in terms of time-20%  
Courses are limited in time. Anyone can enroll in these courses.

Coordinated studies do not absorb 100% of students' time. Do not assume that  
all students have options with their time.

Levensky: If basic courses offered once a week and if there is continued  
commitment in coordinated studies during the first two years and if people  
want a large group of students prepared to do advanced work--no possible  
way of keeping courses to 6--more likely 36 because there will be encouragement  
from faculty in and out of coordinated study for students to take courses  
in interdisciplinary and disciplinary work. If we open up basic new courses  
one time a week--if the first two years most of students in coordinated studies  
and if faculty and students want to do advanced work--number of courses will  
expand to 30 or 40. No hope at all of leaving it at 6.

Ron: We will make the courses stay at 6.

Alexander: Asked that both sides of model be explained before further discussion.  
What do we mean by full-time? Another issue raised by Mark Levensky for whether  
we want or it's desirable for first two years for students work to be done in  
coordinated studies--that notion is predicated on the San Jose Tutorials.  
Students could take four heavy courses in the four years of college.  
Desirable situation--one year of basic programs with fresh. or soph. or  
one year or more in an advanced program. Something like 1/3 student's total  
involvement in a four year period.

Byron said they attempted to leave options available for coordinated studies.  
Other coordinated studies available to leave students able to take some course  
work. Price must be paid on design to let student take courses on the outside.  
Price is to go to 25 to 1 ratio. Doesn't reduce workload by going to 80%.  
Takes care of 55 faculty and leaves 45 faculty to take over faculty assignments.

Included modules in the model. Treating all of these as 100% involvement but  
module might be for a month or quarter. Byron personally opposed to year-long  
group contract taught by one person.



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Number 5 is similar to what Byron did at Reed College--provides for 20 courses letting students decide in the final outcome what is actually to be offered. All 20 faculty could offer only one course and offer ten contracts.

Great advantage-- provide you, if you were willing to let course size be set according to student demands, a pool of capabilities for teaching part-time students.

One part-time student doesn't give much FTE--3 part-time student together give one FTE--this kills class size. All 20 courses do not have to be all done at elementary level and some could be taught in the evenings. Courses do not have to be mass lecture scheme. Students demand determining selection of 20 and deans having power to keep size down reasonably.

Kahan: Full-time student can take course a quarter but could not accumulate credits for quarter by taking 5 courses.

Byron: Full-time students stick with system we now have--credit given either through coordinated or contracts. If student has time to take course--not get credit for it but not lose credit from contract or coordinated study. Can audit programs.

People who teach courses are the people who give credit to part-time students. Byron using percentage in terms of student time and Ron using percentage in terms of giving credit to students. Ron's A and Byron's 1 & 2 are similar.

If coordinated studies faculty lets their students have time to take courses then they have to take on additional students in their coordinated studies. Marseli asked if this does not allow any part-time students in 100% full-time studies? --under control of coordinators says Byron.

Only those people prepared to work in advanced level can be accommodated in individual contracts--Rudy Martin

If student tries to pile up 5 contracts in succession--faculty member tells student to find something else or take advanced individual contract.

Business of only taking advanced student in individual contracts--it lays a lot more demands on faculty to offer appealing kinds of lower division coordinated studies that will take up people who refuse to take coordinated studies and insist on something tailored to their needs--Kahan

Rare situation where one faculty member has so much to give to a student that he should lock himself up with one student. Suggestion may be two faculty sharing a long group contract.

Marseli argued that group contract is group learning experience--whether faculty is there or not doesn't matter. Group is made up of people getting together to learn from each other.

Byron felt it is dangerous to take on the learning process for 1/4 of a students college education.

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Marseli--student should be encouraged to originate a group contract.

Lengths of coordinated studies could be staggered or mixed.

Get cushion through I.C. but not by overloading contracted study.  
80% con. study might take on x number of individual contracts--Beck

100% of faculty's attention on how many students a faculty member takes on an individual contract. Decision of faculty dean.

Two kinds of group contract--one kind where teacher and student can be expected to have a contribution to make about the subject of the group contract.

Levensky--another kind where for the most part it is expected that the teacher make the most contribution in terms of factual material or leading a group of students through a complicated experience. Policy can be where group contract is such where faculty member most responsible for planning that those should be short time, quarter long or modular long.

Alexander made recommendation that coordinated studies people taking on contract when the attrition within the program falls below certain level but program demands the same number of faculty in the program.  
Faculty should be able to take on some individual contracts. Byron feels this should be in the hands of the whole faculty team.

Alexander suggested individual contracts should be either advanced or pilot contracts and pilot contracts should be defined (one month contract aimed at doing a longer contract) Corollary regulation is no individual contracts should be for introductory study or basic unless impossible to acquire by any other method.

Alexander made it a request that in the design of coordinated studies--studies must address themselves in writing and deal with the following questions:

1. How are specific skills to be developed in this coordinated studies.  
Are students to be encouraged to take a course concurrently and specifically?
2. Will you take part-time student before you accept design--how will you take them?
3. Will you take small number of individual contracts and in what area?

If there is a basic program--really aimed at beginning students--this coordinated studies must clearly spell out it will do this for a student. Some specific method of addressing itself to the student's needs.

Kahan: If advanced coordinated studies planned and you know a student might need something like calculus--stipulate that students need to take calculus course in the fall. Arrange to have skills needed offered so that students can pick it up for the program.

Ron proposed that if people basically agree with the model, that the best thing would be to have a committee of two or three work it all together and include all the stipulations that we have talked about in written regulation form.

Not all students have to be in a large class--30 first year Spanish students could be broken into three classes.

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If next year we go up to 2640 in enrollment--there will be 25 courses offered at any given time. Then the idea for the committee to have recommended on what procedures used by the committee should be used--Byron feels we should use student demand in deciding what courses to offer.

Not all courses offered should be determined by student demand.

Levensky: Suggest that we take ten minutes and everyone write down either some rule or consideration that they feel has to be taken into account.

#### Agenda items

##### Departments:

Agreement of committee "no"

Alexander: One legitimate use of department at Evergreen--in selection of courses, must be done in advance. Get relevant faculty together to decide what should be offered and how.

Marseli: Lynn objected to discipline meetings--too close to departments.

##### Statement by Committee

We are opposed to the developing of disciplined departments at Evergreen. Statement made by Levensky in behalf of the group.

##### Graduate School:

Levensky: we should not develop any sort of post graduate school, Ph. D. program or masters program in anything. Some thought might be given to undergraduate graduate program leading to graduate program in teaching.

Byron: Graduate program is not self-supporting. General feeling of faculty that we are not interested in developing graduate program in any extensive degree; however, some provision needed to be made in one or two specific areas where our location puts us in a unique situation--Public administration, political, etc. In a sense we can both perform a service and gain considerable benefits by putting forward that kind of a program. Certain kinds of advance programs in environment in Puget Sound and located near state government. Don't rule out possibility in that respect.

Kahan: This committee recommends that no graduate programs be set up for the next two years--DTF be set up to discuss this.

Rudy--This has already been done to some extent. In consideration of Hitchen's proposal and the kind of thing Charlie brought up--think about creative possibilities for graduate work. Innovative ideas for graduate work. Indicate some directions to graduate school be doing some graduate work model in our undergraduate program.

Poll taken from those interviewed by members of the committee. Tally follows:

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19 voted yes, 42 voted never, and 26 voted ambiguity plus 13 who didn't vote.

Byron:

We as a group feel that it is the sense of the faculty that we do not favor the introduction of a standard graduate program--that we do feel that roughly 42 out of 97 program talley favor no graduate school at least within the next four years. Remaining group either expressed or ambiguous feeling of developing unique graduate programs as to style of program offered, location, curriculum or special features. That we recommend DTF be appointed to further study this issue and make recommendation by March of 1973.

Drop forming Module DTF for the time being.

Evergreen Unit:

If we recommend module be given one month objective, McCann unit is then ideal. If module used for half quarter, then McCann unit not appropriate and must be multiplied by two.

Kahan: Have 3 McCann unit changed to 4 units and multiply by 4. Average load will be 16.

How long is term?

Eleven week periods of which one week in each term is devoted to evaluation- Beck  
If you have a four week unit of module, it just is impractical as that way it applies to a fall or spring term.

Suggests that half quarter = 2 units Kahan  
Quarter = 4 units  
10 week long - 5 weeks = 1/2 qtr or 2 units  
11 weeks long - 5 1/2 weeks or 2 units

Lyons asked to drop discussion of units.

Byron: lump module with group contract but with variable of lengths of time.  
Module must be compatible with credit unit--Youtz  
Byron's model allows mod to take place but does not in itself generate credit as part of over-reaching activity--Rudy

Byron felt we can't handle half credits at Evergreen. Gordon asked why we couldn't use 5. 5 units has to be multiplied by 3 and comes out to 15--Kahan

Part-time student will only get 1/4 of unit.

Kahan set up three people to come in with recommendation on unit. Recommendation will be on combined problem of module and unit. Alexander and Donohue will report Friday morning.



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Decided to move on to the agenda item of advising.

Rudy felt it would be more effective if we did the kind of advising done at community colleges. Three weeks at the beginning of the school year, meeting in each other's offices. If we make certain (1) Assign no new faculty to individual and group contracts or courses. So new faculty get one year of experience with more experienced faculty in coordinated study. Spend couple of weeks prior to beginning of school, advising students. Use information to help us establish some direction. Those students who have signed into our groups. Advising process will allow us to identify "our" students.

Marseli: Assigning no new faculty to group contracts could be a mistake. For example: Francita not being allowed to group contract this year.

Rudy: Should be room for exceptions in both group and individual contracts.

(n.) Lyons: Gave example of Colorado State Plan (like freshmen orientation course)

Willi says impractical because of bulk of freshmen and the volume of students we will have at Evergreen in the future.

Byron: Liked Rudy's idea of putting more emphasis on advising within the programs the students are in.

Proposal derived from one of Byron's interview: Students be arbitrarily assigned to advisor--could be done by faculty sorting out process. Charlie and Marseli will come up with recommendation on advising.

Charlie feels that every student will never get good advising. One reason is the fact that most faculty don't like to spend a lot of time advising student in their careers.

Donohue feels counseling services will be working more closely with faculty and can handle more advising of students.

Each member of the committee will do a model for a student outlining his four years at Evergreen. This will be included in group's statement. In talking about general education, take one student interested in economics (example) of Latin America--suggest a pattern of how that student accomplishes his objective. Come up with, if possible, titles of coordinated studies or group contracts. Can do it for less than four years--perhaps using a transfer student.

Drop faculty time from the agenda for now.

How Faculty Get Assigned to Individual Items within Pattern:

Ken Donohue willing to withdraw this item from his standpoint of faculty being assigned before students selected.



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Faculty last year were pushed into particular programs and also students on the basis of fragmentary criteria.

Parsons: Assignment of faculty should directly be what student needs require at that time.

Important to get catalog out to students before end of spring quarter and this will help student and faculty assignment problem.

Rudy: Important to let faculty know that possibility of teaching something other than what they want if a faculty member is needed in a specific program. Need qualified faculty to teach in x program. If there is a need for course in freshman composition and faculty wanted to teach witchcraft, then faculty should understand that possibility of teaching fresh. comp. instead of witchcraft.

Alexander: when a complaint about faculty assignment came, it was too late (done arbitrarily by deans) Make suggestion or demand that the final selection not be in the hands of the deans but some kind of group process involving a DTF.

Can't wait until student demand becomes clear. Example is the Japan in the West. Couldn't order books early enough. Faculty must be ready to teach more than one area. Don't hire faculty not willing to teach in more than one area.

Two problems brought up by Linda Kahan:

- (1) Mismatching of students in contracted study with contract faculty.
- (2) Programs by popular demand--getting demand instantly after the program idea is expressed.

Need way of generating what students needs are.

Find out how many students came here because of input from other students or faculty--thus finding out what the greatest influence is and where it comes from.

Design programs early so as to provide basis for hiring new faculty.

7 p.m. Thursday Night  
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Rudy suggested that we make recommendation of the following:

We form inside the institution an alternate situation of learning resources group. Move ourselves to incorporate skill development by insisting that those faculty are required to build concrete skill work into their contract and programs and that we rotate faculty from those divisions into and out of LRS on that basis affect numerical system a little.

Ken Donohue agreed--if LRS is not put on hard money, it will fold.

Byron: To some extent the nature of the consumer that you have is depending on the product to offer--to shape our future planning on current clientele is shortsighted.

Because the curriculum emphasis is not going to be interdisciplinary--area where we feel faculty body be composed of the four fields named (nat. sci., math, social science, humanities and arts)

Willi Parsons added:

Given situations where the needs might exist for some not satisfied by its balances, should seriously create balances by adding 1/2, 1/3 quarter time.

Recommend reserving a few faculty FTE.

Rudy felt we would have to have a reading specialist in learning resources. He hoped that in the next few years, development of academic skill work will be assumed validly in all teaching modes.

Mark: should faculty take on at least in part, responsibility that is now being given in LRS? Should people in LRS be made faculty members?

Alexander: If LRS becomes faculty and is paid as faculty--has to be counted in as FTE.

This was generally agreed except Byron says money has to come from 06 budget.

Richard suggests the LRS be on the library staff and taken care of from other budget and not have to include FTE.

Expand LRS and have a lot of offerings that are credit generated.

Parsons: Wouldn't be necessary if we used the idea of rotating faculty people.

Kahan: Suggested generating more money by increasing credit to 16.

Byron: If you report to the budget office that normal student load is 16 credit hours instead of 15, that means that this year--would generate 2000 quarter hours each of the three quarters which means 6000 quarter hours--divided by 16 gives roughly 125 extra students--gives 6 extra faculty.

Charlie: If you come up with a scheme that increases revenue, McCann might use it to take care of other pressures.

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Alexander recommends: integration of the LRS and strong support for LRS

Rudy: Recommend that entire faculty pay to somehow document the kinds of things they do that will help students to develop certain kinds of learning skills. Recommend that faculty rotate out and into LRS--not fully agreed upon.

Consensus was that group was for open admission.

If we mean this than we need to have something that will help its students who enroll and are not equipped to handle courses. Faculty must take on the responsibility of helping these students--the way to be qualified to help these students is to rotate into LRS. Not fully agreed upon.

In course scheme, set up some free faculty that could go in and to things in LRS with students.

40% people admitted for the first year needed skills to do anything. If you have a LRS and a couple of courses--it says to faculty "thank god, it's not me--someone is having to do it when he finds someone with problems, my responsibility is telling students about center or courses instead of faculty responding to the problem themselves.

Have to be prepared to tell students that they don't have enough skills to continue studying in a certain field. Need a Place where it is appropriate to teach skills is in basic programs.

Furnishing of the pool will be LRS and courses.

All faculty must take their time in LRS--Kahan did not agree.

Presently it was not felt that we had open admission--we have top half of the class.

Alexander: even without open admissions, we have many students who need help--special skills.

Charlie: Define what we mean by "can't read and write"

Rudy: Can't pick up material assigned and figure out much of it.

Basic coordinated studies be responsible to explain how they will teach their student basic skills.

Ron: All faculty should be required to participate in the programs of LRS--some disagreed but it is a possibility.

Issue of making LRS faculty. It was so recommended--recommended they will be paid from out of FTE--supported by 06 budget.

Alexander: Propose seriously that this committee make strong worded recommendation that the student go totally in immersion language--money be budgeted for it and faculty be hired for it.

Suggested that we go around table and say who they feel or where they feel there is a need. It was done and they decided to scratch what was listed.

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Kahan: Perhaps it might be a good procedure to let these above (those listed as lacking positions in each field from those members of the committee) faculty positions come out of new programs next year to be suggested-- approximate balance for the four areas will help with the above needed positions.

Committee recommends that as part of 4-year curriculum--go into total immersion language (see Hanfman's memo) In order to do that, hiring those faculty members needed--Kahan

Strongly recommend total immersion as primary method of language instruction at Evergreen--we are unsure about the methods involved and feel that there is danger that total immersion might produce permanent faculty that is a department; therefore, total immersion should be designed in such a way so as not to have a faculty group permanently assigned to language instruction.

Donohue: When faculty hiring is done, all kinds of needs be taken into consideration. Recommendation requested that the needs of off-campus program strongly be considered at that time--Ken asked that this be the recommendation from the group.

Recommended that we strongly support commitment for off-campus program.

Dan Chan:

This committee recommends further discussion by the deans about the following functions of LRS and expanding specifically the following:

- (1) Language
- (2) Self-paced learning
- (3) Testing
- (4) NEH study group ) All college colloquia  
                              ) lectures  
                              ) courses  
                              ) short modules

Donohue: Deans at a provost staff meeting a couple of weeks ago discussed problem of getting LRS integrated in the faculty--one of the deans was charged with getting LRS into the faculty (Don Humphrey)

Upper Division Interdisciplinary Study

Woodbury: Don't see how we can mention anything specific except ethnic study-- if other areas--we would come up with 2's and 3's.

That we not name any specific names in our report. If committee agrees that is desirable to have small number of the programs that someone else work on problem of what they ought to be--Kahan

Levensky: Suggest that not be called upper division but called advanced.

#### Ethnic Studies

Oppose our building in block that says here is our ethnic studies program. Build into curriculum plans--fundamental commitment to ethnic consideration and application in all our programs where they are related.



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Basic opportunity for non-white faculty to develop group contracts, courses coordinated studies that deal with ethnic materials.

Levensky argued about advanced coordinated studies on impulse for advanced coordinated studies so that we want advanced work to go on for student and ourselves. Don't always want to teach introductory materials. On problem was that as far as he knows interdisciplinary advanced program undergraduate and graduate level have been failures. Allow advanced work done in courses and in part-time or full-time group contracts.

If it is possible, if it to the advantage that is more or less permanent--some have to be because of the equipment. A permanent program must present the strongest possible care--Alexander

Permanent meaning for some period of time--Kahan

Doing advanced work is knowing a lot about a small area. A notion about advanced that you know a lot about a lot of things. This is why advanced studies do not work as a rule.

Rudy: possible to continue advanced level work in four senses--interdisciplinary studies, large amount of politics. Beryl's program gives everyone in the program chance to do some high level work that requires a great deal of effort and time and quite a lot of skill, much of which the program will provide for them and provides to a student to each do his own project within the project. Cost to the above program disappearing would be that the college would lose. This kind of program would be ongoing. Argument--is the kind of program that gives student a chance to do high level work and in-depth work in a single area.

As long as we are in a growth cycle, it is no worry, but there will in the future--Byron

Rudy: Certain areas of study that we might consider offering on long range basis--example: program could run without Beryl--Pol, Val, Soc. Chg.

If you offer China--you will need to provide for people on sabbatical as opposed to department of China.

Not opposed to project with continuing change of staff--Kahan

If student interests changes than a long range program disappears.

If library resources have a long range program which has been scraped--recycle resources to use for another course.

Suggest some addition to offering some long range, ongoing programs. Kahan: being able to use good ideas again.

Rudy: To have some perennial things happening does not eliminate all ad hocism--does not stop flexibility.

Ron: proposal--we recommend that the college investigate possibility of long term advanced, interdisciplinary programs.

Recommend that small number of programs use characteristic of being advanced, ongoing and interdisciplinary programs built into curriculum. Consequences would be



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Essentially, the majority of the group favored this.

Suggestion for a minority report.

Report that 13 out of 14 faculty members asked to have recommended that the college adopt limited number of program with character of being advanced, ongoing and interdisciplinary programs built into the curriculum.

Alexander: Some of the interviewers~~sewed~~ indicated that the faculty they polled favored this suggestion. Some indicated that some interviewed did not favor the suggestion. Some ~~interviewed~~ indicated that they were unsure how the faculty interviewed favored the suggestion. This was adopted by the group.

Advanced doesn't mean for junior or senior students only--means open for study in depth.

Liaison Committee

Dan Chang

Willi Parsons All volunteered

Linda Kahan

Mark Levensky (back up for Linda)

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7 p.m. Thursday

Percentage distribution

Nat. Sci. Math	25
Social Science	30
Humanities	20 foreign lang.
Arts (most offering interdisciplinary some minimum support offerings-- <u>no</u> conservation	

Pre med

Pre law

INTERDISCIPLINARY

Public Affairs  
Pacific Rim  
Education  
Ethnic Studies  
Business Administration  
Counseling