

# The Evergreen State College

Professional and Continuing Education Evergreen

## **PROJECT CHARTER**

March 1, 2022



### What is a Project Charter and How Should it Be Used?

A project charter is a formal document that describes a project in its entirety. It is a “document issued by the project initiator or sponsor that formally authorizes the existence of a project and provides the project managers with the authority to apply organizational resources to project activities.”<sup>1</sup> It is a crucial ingredient in planning the project because it is used throughout the project lifecycle. Based on the formal guidance from the Project Management Institute (PMI) and the experience of the project managers (internal and external) associated with this project, a typical project charter includes:

1. The purpose and goals of the project, which establish the project vision and determine the project scope.
2. A clear delineation of the internal and external project organization. Recognizing all the essential roles for the project, including all stakeholders and the day-to-day project team.
3. An implementation plan that establishes major milestones, dependencies, and the timeline for the entire project team and associated stakeholders.
4. A list of potential problem areas. This isn't about being a downer, and more instead about being realistic. Adding potential risks and issues to the project charter helps everyone think ahead and even prevents potential roadblocks.

The project charter is a baseline guide to help start and put boundaries on the project planning efforts. It is typically a high-level overview of the project and not a breakdown of every detail. However, this project charter for the Professional and Academic Center Evergreen (PACE) has more detail than typical due to the culture of The Evergreen State College to provide as much transparency and clarity as possible.

It is important to note that as more information emerges over the course of the project, the details of the project charter can and will change. The project teams will be documenting and sharing those changes as outlined in the charter and in supplemental project planning and implementation documents.

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<sup>1</sup> Project Management Institute. (2000) A guide to the project management body of knowledge (PMBOK®) (2000 ed.). Newtown Square, PA: Project Management Institute.

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The Evergreen State College  
Professional and Continuing Education at Evergreen  
PROJECT CHARTER  
June 4, 2022

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## THE CHALLENGE

### Problem Statement

Since the 2009–2010 academic year, The Evergreen State College’s (Evergreen) undergraduate enrollment has experienced significant declines, from 4,227 enrollees to 2,016 in fall of 2021. Postsecondary enrollments are declining across the nation. Fewer students are graduating from high schools and there are also fewer community college transfers, a key population at Evergreen. In addition to demographic changes, many students want more flexible and quicker options to build their knowledge and advance careers—including options that do not require four-year degrees or allow individuals to stack credentials to meet career goals.

As Evergreen seeks to increase enrollment, it is critical that we do this work in a way that’s responsive to more of today’s students. In 2017, Evergreen launched a renewal plan based on McTaggart’s 2010 text *Academic Turnarounds*, which emphasizes financial stability, reshaping educational programs and institutional climate, and improving reputation. These efforts have intensified over the past five years. In Academics, hundreds of faculty and staff have collaborated to design new educational offerings that will attract and retain more students as well as preserve Evergreen’s innovative approach to teaching and learning. Our challenge is to develop plans and contingencies to successfully build out and implement one of these key initiatives, Professional and Continuing Education Evergreen (PACE).

## PROJECT PURPOSE & GOALS

Professional and Continuing Education at Evergreen (PACE) is a cornerstone of Evergreen’s efforts to increase enrollment and better serve students. PACE will offer a series of certificate and degree programs for working adults.

### Purpose

In support of the Evergreen State College Strategic Plan 2020–2023, expand opportunities for students with diverse backgrounds and academic goals to learn at the college, support unprecedented levels of student academic success, increase enrollment, and achieve sustained growth by developing, launching, and establishing Professional and Continuing Education Evergreen.

### Mission

Professional and Continuing Education Evergreen provides transformative education for working adults and lifelong learners. We offer academic programs and certificates that combine theory with practice. We are committed to supporting individuals in their desire to develop skills, knowledge, and competencies to achieve academic goals, advance in their careers and create a better world.

### Vision

As a school within a public interdisciplinary liberal arts college, the Professional and Continuing Education @Evergreen fully embraces the values, mission, and foci of an Evergreen education. It will draw on Evergreen’s tradition of innovative curricular design and its expertise in building collaborative learning

communities to create new educational opportunities for students interested in gaining knowledge and skills for professional success.

## Values

We embrace Evergreen's values of inclusive excellence, student success, innovation, continuous learning, transparency, ethical action, and collaboration. We emphasize a supportive environment that provides a positive return on investment, organizational efficiency, and personal efficacy in an environment that encourages teamwork and personal growth.

## Goals & Objectives

The overall goals and objectives for PACE are outlined below. Key metrics will be developed, tracked, and reported by the Project Manager and each Project Team Lead. These key metrics, and perhaps additional goals, objectives, and metrics will be developed in April 2022 for each project team.

1. Enroll 500 full-time equivalent undergraduate students in PACE in the next 4 academic years to restore financial stability
  - a. Establish enough curricular offerings in 5 areas of emphasis to meet the enrollment goal of 500 FTE students, which amounts to approximately 1,500 credits by the 2025-26 AY.
  - b. Launch academic certificates and degree completion curriculum in 3 emphasis areas in the 2023-24 AY and 2 emphasis areas in the 2024-25 AY.
  - c. Create and deliver between 25-40 new academic certificates and 13-15 degree completion emphases (concentrations) by 2025-26 AY.
2. Increase the number of undergraduate students that complete degrees.
  - a. Establish clear pathways from certificates to degrees by 2024-2025 AY.
  - b. Expand and streamline Evergreen's Prior Learning from Experience Program beginning 2023-24 AY.
  - c. Implement improved online training for faculty by 2023-24 AY.
  - d. Establish support for internship and capstone opportunities by 2023-24 AY.
  - e. Implement training for PACE staff and faculty to ensure awareness of the unique needs of commuter students, transfer students, and degree completion students
3. Strengthen Evergreen's reputation, academic programs, and culture by growing adult student population and better meeting their needs.
  - a. Partner with student affairs professionals and utilize Council for Advancement Standards (CAS) Professional Standards for Higher Education to help
  - b. develop and operationalize a holistic and ongoing student support model that meets the diverse needs of students, including support for internships and capstone opportunities.
  - c. Create a clear brand identity for PACE by Fall 2022.
  - d. Launch multiple marketing campaign cycles that target the adult student population by program area starting in 2022-23 AY.
  - e. Develop metrics that measure changes in reputation
4. Increase revenue generation to support PACE
  - a. Create and deliver 21 professional certificates or training programs by the 2025-2026 academic year.

## BUSINESS CASE

*The following business case was developed for the college's Strategic Enrollment Plan and it establishes the foundation for the section that follows – Business Case by Emphasis Areas.*

### Business Case Foundation

The era of steady growth in the U.S. higher education sector is over. Nationally, the number of high school graduates is in decline and overall enrollment in higher education institutions (HEI) has decreased for nearly a decade, though it is notable that the losses have been concentrated in two-year and four-year for-profit institutions. Over the past several years, many private colleges and universities have closed, in addition to a smaller number of private nonprofit institutions. In 2017 there were nearly 4,300 HEI in the US, but that “footprint” for the sector is too large to accommodate a shrinking enrollment.

Although the available data still clearly support the value of a 4-year degree in boosting lifetime earnings, there is an increasing perception that the payoff is not what it once was (especially from the liberal arts), and that the traditional BA is not well linked to preparing students for future employment. The sector is likely to be split between a relatively small number of elite institutions, including Ivy League colleges and R1 state universities, a set of mid-sized state institutions likely to sustain reasonably strong enrollments, and a mass of vulnerable private and public institutions

This context is relevant for the college's situation because every HEI either is, or should be, assessing its competitive situation and assessing what it can do to innovate and continue to attract sufficient enrollment to remain financially viable. As a result, there is significant innovation across the sector, even though the budget losses caused by the pandemic have rendered such innovation more difficult. We need to ensure that we propose an innovative model that provides a sufficiently unique selling proposition over a long enough period that it will help lead us to stronger enrollments and a more secure financial status.

Several factors appear to be related to the college's long-term enrollment struggles. These include:

- a. A long-term decline in community and technical college (CTC) enrollments in the state, which have decreased consistently since peaking in 2009.
- b. The creation of another public four-year college in Evergreen's primary market area, University of Washington-Tacoma, has influenced enrollment.
- c. Challenges with the college's overall brand awareness and brand. Several studies have noted that many potential applicants are simply not aware of the college as an option.<sup>2 3</sup> These studies have also found low “favorability” ratings of the college, that there are perceptions of the college as less rigorous, having an opaquer curriculum than its competitors, and appealing primarily to a particular niche of students (Student Insights, 2012 and 2021).

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<sup>2</sup> Simpson Scarborough (2017). The Evergreen State College: Qualitative and Quantitative Research Findings. Alexandria, VA: Simpson Scarborough. April.

<sup>3</sup> Hanover Research (2020). Brand Perception and Curriculum Survey prepared for The Evergreen State College. Arlington, VA: Hanover Research. April.

- d. Often prospective students are seeking particular areas of study, and responses from the surveys referenced above reflect that when those are not visible (“doesn’t have my major”) it may be a significant factor in their lack of interest.

One of the national trends that has gained increasing attention from state and federal policymakers in recent years is the huge number of “some college, no degree” students in the US. By one count, there are around 36 million people in that category, including 1.1 million in Washington and over 50,000 in Thurston County.<sup>4</sup>

In response to the large numbers of people having not completed their degree, many states, including Tennessee and Washington, have implemented programs to help these students complete a degree or credential. Washington’s College & Career Compass aims to help them navigate what can be a complex higher ed system and regain their momentum toward a degree or other credential. The Washington College Grant will provide a critical funding source for these students, although the capacity of the state to maintain this support in a post-COVID budget environment is uncertain.<sup>5</sup>

### Business Case by Emphasis Areas

- **Business, Entrepreneurship, and Administration**

This area of curricular growth will feature certificates and courses aimed at working adults, professionals and others seeking to complete a credential or degree to prepare for the workforce, change careers, start a business, or prepare for graduate school. National data show that business remains the top major in higher education in the U.S., with nearly 20% (390,600) of BA degrees conferred in 2018-19. The National Student Clearinghouse documents that 23% of “some college, no degree” students who returned to college and completed a four-year degree chose business as their major.<sup>6</sup>

- **Environmental Solutions**

Environmental sciences/studies always ranks in the top three interest areas for people applying for admission to Evergreen. In Fall of 2019, 23% of the 174 first-year-first-time applicants with an interest in the Environmental science/studies enrolled at Evergreen. In Fall of 2020, 40% of 100 *transfer* applicants who were interested in Environmental science/studies enrolled at Evergreen. The Evergreen State College Alumni Survey shows that BS alumni are highly likely to be employed or in grad school one year after graduating (94%) and more likely than BA students to be employed in their major field of study.<sup>7</sup>

- **Integrated Computer Science**

“Consistent with previous reports on education and the workforce in Washington, the greatest workforce demand at the baccalaureate level is in computer science and information technology,

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<sup>4</sup> Shapiro, D., Ryu, M., Huie, F., & Liu, Q. (2019). Some College, No Degree, A 2019 Snapshot for the Nation and 50 States, Signature Report No. 17. Herndon, VA: National Student Clearinghouse Research Center.

<sup>5</sup> Long, Katherine (2020). “Free college: Can Washington keep that promise during a recession?” Seattle Times. April 30.

<sup>6</sup> Shapiro et al. (2019).

<sup>7</sup> The Evergreen State College. (2018). *The Evergreen State College one-year alumni survey 2018: Outcomes for BS/BAS- and BA- earners.* [https://www.evergreen.edu/sites/default/files/Alumni2018\\_BA\\_BS-BAS\\_outcomes.pdf](https://www.evergreen.edu/sites/default/files/Alumni2018_BA_BS-BAS_outcomes.pdf)

with jobs primarily going to software developers, programmers, and systems analysts.”<sup>8</sup> Hanover Research predicts strong growth (up to 50%) for computer science professions through 2026 at all geographic levels (local/regional/national).<sup>9</sup> Hanover Research also reports: “Programming skills are increasingly valuable in non-traditional fields of employment. 51% of graphic designers use web development skill in their work.”<sup>10</sup> Although few students come to Evergreen planning to study computer science, our computer science programs are consistently in high demand. In other words, once students find out they can study computer science at Evergreen in a supportive, collaborative environment, many students take advantage of the opportunity. We speculate that if Evergreen became known regionally as a place that offers computer science and IT studies in a flexible “high-touch” manner, this would both improve our reputation and increase overall enrollment.

- **Interdisciplinary Art, Media and Design**

Hanover Research recommended that Evergreen establish a multidisciplinary design track, noting that: “Competitive conditions support a new **interdisciplinary** design undergraduate program. Although the market of traditional design bachelor’s degree programs is saturated, high-level research suggests favorable competitive conditions for a new interdisciplinary design undergraduate program in Washington.”<sup>11</sup> Washington State’s Employment Security Department predicts that in Washington there will be 12,372 average annual total job openings during each of the years 2024-2029, in job categories related to design.<sup>12</sup> The expressive arts are consistently a draw for new students to Evergreen. In Fall 2019, 90 first-year applicants indicated interest in art and 40 in film; each category had a 23% yield, indicating that efforts here may encourage additional students to enroll.

- **Psychology, Health, and Wellness**

Psychology remains one of the most popular majors in the US, accounting for 6% of all undergraduate degrees conferred in 2018-19 according to the National Center for Educational Statistics. Evergreen’s Institutional Research and Hanover Research reports show that psychology is the top area of study preferred by applicants to Evergreen, and of current students. The state of Washington has a recognized shortage of mental health professionals, and the State Legislature has funded additional psychology positions at the college in part to help fill that gap. Academic certificates in this emphasis area will not be launched until the 2024-2025 academic year, however degree completion programs will be launched beginning in the 2023-24 academic year.

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<sup>8</sup> Monear, D., Kwakye, I., Pasion, S., Lundgren, M., Kaikkonen, D., Dulany, T., Wallace, D., & Gjertsen, T. (2020). *Washington’s skilled and educated workforce 2019-2020: An analysis of post-secondary education, workforce preparation, and employer demand in Washington*. <https://wsac.wa.gov/sites/default/files/2019-20.WASkilledEducatedWorkforce.pdf>, p. 3.

<sup>9</sup> Hanover Research (2019, November). *Market analysis: Computer science*.

<sup>10</sup> Ibid, 6.

<sup>11</sup> Hanover Research (2020, April). *Market analysis: Interdisciplinary design programs*, p. 6.

<sup>12</sup> Washington State Employment Security Department. (n.d.) Projections. <https://esd.wa.gov/labormarketinfo/projections>.



## SCOPE STATEMENT

### Scope Statement

Over the next 4 academic years (2022-23, 2023-24, 2024-25, 2025-26), this project will design and launch:

- At least 21 professional certificates and training
- Academic certificate programs and BA and BS degree completion programs that include at least 1,250 credits in courses and programs, to reach enrollments above 500 student FTE, comprised of between 25-40 academic certificates in five emphasis areas with up to 13-15 subareas:
  1. Business, Entrepreneurship and Administration
  2. Environmental Solutions
  3. Integrated Computer Science
  4. Interdisciplinary Art, Media and Design
  5. Psychology, Health and Wellness
- Revising and streamlining the current Prior Learning from Experience (PLE) Program.

This project began January 1, 2022 and will be completed by the end of the 2025-26 academic year, at which time PACE will be fully operationalized.

- Academic year           AY 2024 = Sept 2024-August 2025
- Fiscal year               FY 2024 = July 2023-June 2024

## BOUNDARIES AND REQUIREMENTS

### Boundaries

#### What this project is:

1. At least 21 new professional certificates or training programs will be designed and launched, with the following targets
  - a. Three certificates offered in 2022-23 AY
  - b. Seven in 2023-24 AY
  - c. Fourteen in 2024-25 AY
  - d. Twenty-one by the 2025-26 AY
2. BA and BS degree completion programs that include at least 1,250 credits in courses and programs for 500 FTE students or more, supported by up to 25 faculty positions, including between 25-40 academic certificates in five emphasis areas/thirteen-fifteen thematic subareas:
  - a. Starting with Entrepreneurship & Administration, Environmental Solutions, and Psychology & Health launched in 2023-24 AY.
  - b. Followed by, Integrated Computer Science and Interdisciplinary Art, Media and Design launched in 2024-25 AY.
3. Between 25-40 new academic certificates will be designed, launched and integrated into degree completion programs in the five emphasis areas, and sufficient faculty hired and appointed to teach them, within the following timeline:
  - a. Up to fifteen in 2022-23 AY
  - b. Up to twenty-five in 2023-24 AY
  - c. Up to thirty in 2024-25 AY
  - d. Up to forty in 2025-26 AY
4. The PLE program will be revised and re-launched in two phases. In 2022-23 AY, the PLE curriculum and structure will be revised, and faculty will be hired and trained. A more streamlined program will be launched in 2023-24 AY.

#### What this project is not:

1. Does not include college-wide technology and marketing initiatives, or curriculum development other than described above.
2. Does not include the systems registration and records updates or college website redesign, beyond those changes specifically needed for this project.
3. Does not include primary development, staffing, or maintenance of academic certificates outside of PACE (although the project includes centralized administration for all certificates)
4. Does not include responsibility for enrollment growth outside of PACE (although the project is expected to have positive enrollment impacts for the whole College).
5. Does not include a replacement for Evergreen's traditional academic models but is rather an additional and complimentary set of offerings for students with differing needs and interests.

**System, Policy, and Cross-divisional Implications:**

As the main project elements are developed and integrated into college structures, there will be impacts on college systems, policies, and cross divisional workflows, which may require changes not explicitly identified in this charter for the project to be successful.

## Requirements

### All Programs Requirements

1. Project management and change management protocols need to be established preceding further work.
2. Any changes to scope, schedule and budget will be logged in the Decision Log and the appropriate approval authority will sign a Decision Form.
3. Educational offerings may be delivered online, in person, or hybrid. Curriculum designed for hybrid or asynchronous instruction is encouraged.
4. Academic offerings are provided evenings and weekends with few exceptions
5. All offerings have consecutive, transparent curriculum.
6. Approval based on experience and training is required to teach on-line courses.
7. Curriculum design and faculty development will have guiding criteria.
8. Marketing campaigns need to be preceded by a marketing plan.
9. Adequate financial reserves in the institution need to be available to support this project for several years.
10. PACE needs to be profitable by 2024-25 AY and begin paying back reserves by 2025-26 AY.

### Professional Certificates and Training

Professional Certificates are comprised of a sequence of professional courses and workforce development learning experiences. These certificates are planned in partnership with external organizations and offer continuing education units (no-credit CEUs for non-matriculating students) for individuals toward specific careers and professional fields and are provided through online, in classroom or hybrid courses and programs. Additional requirements include:

1. All professional certificates must be self-sustaining and revenue generating. A 25% overhead rate is charged to each certificate program. They will not run if enrollment falls below the designed break-even point.
2. While our goal is to have 21 professional certificates programs operating by 2025-26, there are no limits to the number of professional certificates that can be offered.
3. Relevant staff (career and academic advisors, financial aid, admissions counselors, ambassadors, marketing and communications, accounting, budget, and registration) should be consulted, informed, and trained as needed before professional certifications are offered.
4. Trainings have interagency agreement without a certification

### Degree Completion

The degree completion curriculum will be a career-focused, upper and lower division set of offerings leading to a Bachelor of Arts (BA) or applied Bachelor of Science (BS) degree. It provides stackable undergraduate certificates with a capstone experience (internships, advanced projects, service learning) provided mainly in the evenings and weekends and through online, in person or hybrid courses and programs. The following components of a degree completion program for students who complete their degree through the school will include:

1. Capstone experience: internship, project, exhibit (art, photography, etc.), service learning, applied research.

2. “Cornerstone” that introduces people to Canvas, reading the catalog and understanding Fields of Study and Paths, seminar, evals, collaborative learning, learning across significant difference, experiential learning, etc.
3. Writing and other skill placement assessments as degree-seeking students enter Evergreen, with support opportunities available to address any specific concerns.
4. Relevant staff (career and academic advisors, financial aid, admissions counselors, ambassadors, marketing and communications, accounting, budget, and registration) should be consulted, informed, and trained as needed before degree completion programs are offered.

### **Academic Certificates**

Academic Certificates will be undergraduate and graduate credit-bearing courses that can lead to credential for matriculating and non-matriculating students provided on evenings and weekends through online, in person, or hybrid courses and programs. Additional requirements include:

1. All academic certificates are administered by PACE but can be developed and affiliated with other units outside of PACE, such as in graduate programs and associated with Paths.
2. All academic certificates in PACE need to be “stackable,” offering students the opportunity to gain an academic concentration (degree completion) in one of the emphasis areas.
3. All academic certificates to be offered must meet established guidelines and criteria to be approved.
4. The approval process must include PATH and CAT leaders for certificates under their responsibility, other relevant academic unit leadership, and academic deans.
5. All academic certificate completions will be denoted on transcripts.

### **Prior Learning from Experience Program**

The Prior Learning from Experience Program is a current program that awards credit for experience. It currently involves an introductory course, a writing course, and portfolio development and review process to assess if the experience is equivalent to college credit. This project will expand and streamline the current program to include:

1. Multiple entry points
2. Multi-media communication and evidence channels
3. Options for demonstrating college-level learning
4. A pool of portfolio examiners
5. Expansion to 45 credits.

## IDENTIFIED CERTIFICATES AND DEGREES BY ACADEMIC YEAR

Following are the identified certificates and degree completion curriculum by academic year.

Academic Year	Degree Completion Curriculum	25-40 Academic Certificates <i>Credit bearing</i>	21 Professional Certificates <i>Non-Credit bearing</i>
2021-2022	None	<ul style="list-style-type: none"> <li>Transformative leadership</li> <li>Anthrozoology</li> <li>Geographic Information Systems (GIS) - graduate level</li> <li>Audio fundamentals and mixing techniques</li> </ul>	None
2022-2023	None	<p>Up to fifteen in 2022-23</p> <p><b>Business and Management</b></p> <ul style="list-style-type: none"> <li>Transformative leadership (cont.)</li> <li>Nonprofit Administration (new)</li> <li>Sustainable Cooperatives (new)</li> </ul> <p><b>Environmental Solutions</b></p> <ul style="list-style-type: none"> <li>Climate Policy and Actions (new)</li> </ul> <p><b>Integrated Computer Science</b></p> <ul style="list-style-type: none"> <li>Geographic Information Systems (GIS) (undergraduate level, new)</li> <li>Geographic Information Systems (GIS) (graduate level, cont.)</li> <li>Flying &amp; Mapping with Drones (new)</li> <li>Cyber Security (new)</li> </ul> <p><b>Interdisciplinary Media and Design</b></p> <ul style="list-style-type: none"> <li>Audio fundamentals and mixing techniques (cont.)</li> <li>Advanced Studio and Music Production (new)</li> <li>Web Design (new)</li> <li>Graphic Design Fundamentals (new)</li> <li>Promotional Video Production (new)</li> <li>Audio Postproduction for Film and Television (new)</li> </ul>	<p>3 professional certificates</p> <ol style="list-style-type: none"> <li>1. Tribal Governance (new)</li> <li>2. Tribal Liaison (new)</li> <li>3. K-12 Special Education (new, summer '23)</li> </ol>
2023-2024	Business and Management Environmental Solutions Psychology & Health	<p>Up to twenty-five academic certificates including:</p> <p><b>Business and Management</b></p> <ul style="list-style-type: none"> <li>Transformative leadership (cont.)</li> </ul>	7 professional certificates including:

Academic Year	Degree Completion Curriculum	25-40 Academic Certificates <i>Credit bearing</i>	21 Professional Certificates <i>Non-Credit bearing</i>
		<ul style="list-style-type: none"> <li>• Nonprofit Management (cont.)</li> <li>• Conflict Management</li> </ul> <p><b>Environmental Solutions</b></p> <ul style="list-style-type: none"> <li>• Climate Policy and Action (cont.)</li> <li>• Marine Bio-Resources (new)</li> </ul> <p><b>Integrated Computer Science</b></p> <ul style="list-style-type: none"> <li>• Geographic Information Systems (cont.)</li> <li>• Flying &amp; Mapping with Drones (cont.)</li> <li>• Cyber Security (cont.)</li> <li>• Cloud Engineering &amp; Networking (new)</li> </ul> <p><b>Interdisciplinary Media and Design</b></p> <ul style="list-style-type: none"> <li>• Audio fundamentals and mixing techniques (cont.)</li> <li>• Advanced Studio and Music Production (cont.)</li> <li>• Web Design (cont.)</li> <li>• Graphic Design Fundamentals (cont.)</li> <li>• Digital Media/Video Productions (cont.)</li> <li>• Audio Postproduction for Film and Television (cont.)</li> </ul>	<ol style="list-style-type: none"> <li>1. Tribal Governance (cont.)</li> <li>2. Tribal Liaison (cont.)</li> <li>3. Supervisory Management (new)</li> <li>4. K-12 Reading (new)</li> <li>6. Sustainable Cooperatives</li> </ol>
2024-2025	Integrated Computer Science  Interdisciplinary Media and Design	Up to thirty academic certificates- TBD	14 professional certificates - TBD
2025-2026	All 5 Emphasis Areas - Curriculum Complete	Up to forty academic certificates- TBD	21 professional certificates - TBD

## PROJECT TEAMS, KEY MILESTONES AND DELIVERABLES

### Project Team Descriptions

#### Policies, Budget, Systems & Staffing

Facilitating and coordinating supportive policies for project implementation, budget alignment, system changes for enrollment, registration, and student records, faculty and staff training, internal communication, feasibility of design, change management and hiring.

#### Curriculum & Certifications

Identify, develop, and design curriculum and certifications for academic certificates, professional certificates and training, degree completion programs, and expanded Prior Learning from Experience Programs. Create guidelines and criteria for curriculum and certifications. Collaborate with campus stakeholders in developing policies and processes for online teaching.

#### Communications, Marketing & Recruitment

Develop marketing plans to engage external stakeholders, new partners, and students for each project component and implement marketing campaigns that include webpages, promotional materials, advertisements, email campaigns, and recruitment materials.

#### Partnerships & Diplomacy

Develop and expand partnerships that help meet educational needs in our region, strategize how to meet those needs through PACE and/or other Evergreen offerings, and create new career connected learning opportunities for students.

### Key Milestones and Deliverables

Key Hires	
Begin hiring process for Curriculum Coordinator	January 2022 for hire in March 2022
Begin hiring process for Asst Registrar	May 2022 for hire by July 2022
Begin hiring process for Administrative Asst	May 2022 for hire by December 2022
Begin hiring process for Instructional Designer	May 2022 for hire by December 2022
Begin hiring process for Assistant Director of Admissions	May 2022 for hire by December 2022
Begin hiring process for '22-23 Faculty	April 2022 for FY 2023 hires
Begin hiring process for Internship Coordinator	May 2022 for FY 2023 hires
Begin hiring process Professional Studies Recruitment	May 2022 for FY 2023 hires
Begin hiring process Academic/Career Advisor	May 2022 for FY 2023 hires
Begin hiring process Marketing/Recruitment/Outreach	June 2022 for FY 2023 hires
Marketing Campaign	
Brand Identity and Marketing Plan for first set of academic certs Complete	June 30, 2022
First Campaign Launched for first set of academic certs	July 2022



First Campaign Cycle Complete	December 30, 2022
<b>Publish and Market Academic Certificates</b>	
Up to 15 (13 new)	April 2022 for 2022-23 AY
Up to 20 (5 new)	October 1, 2022, for 2023-24 AY
Up to 30 (10 new)	October 1, 2023, for 2024-25 AY
Up to 40 (10 new)	October 1, 2024, for 2025-26 AY
<b>Publish and Market Degree Completion Areas</b>	
Curriculum for 3 emphasis areas	October 1, 2022, for 2023-24 AY
Curriculum for 2 emphasis areas	October 1, 2023, for 2024-25 AY
Expanded Curriculum for all 5 emphasis areas	October 1, 2024, for 2025-26 AY
<b>Publish and Market Professional Certificates and Training</b>	
1. Tribal Governance (new)	May 1, 2022, for fall quarter 2022-23 AY
2. Tribal Liaison (new)	May 1, 2022, for fall quarter 2022-23 AY
3. Special education endorsement (new)	January,1 2023 for summer quarter of 2023-24 AY
4. Reading endorsement (new)	January 1, 2023, for summer quarter 2023-24 AY
6. Sustainable Cooperatives (moving from academic format to professional for broader reach)	October 1, 2022, for fall quarter 2023-24 AY
Up to 7 new Topics TBD	October 1, 2023, for fall quarter 2024-25 AY
Up to 7 new Topics TBD	October 1, 2024, for fall quarter 2025-26 AY
<b>PLE</b>	
Summer institute on PLE revision	Summer 2022
Begin hiring process for PLE faculty	Oct. 2022 for hire in winter quarter 2023

**Consultant Key Deliverables and Milestones (First 6 months):**

<b>Deliverable</b>	<b>Lead</b>	<b>Team</b>	<b>Completion Date</b>
Project Charter	Faith	Athena/PL Team	February 25
Project Systems, Structures, and Processes in Place	Faith	Athena/PL Team	March 11
Community Advisory Board in Place (clarify which one)	Lori B	Athena/PL Team	March 31
Project Teams in place and trained on systems, structures, processes	Lori B	Athena/PL team	March 31
Prioritized workplans for each Project Team in place for first 30-90 day cycle for each	Anthony	Athena/Project Team Leads	April 30

## AVAILABLE RESOURCES

### Total Project Budget

Evergreen is allocating \$2.1 million for this project for the first two years of expenses. It is expected that PACE will generate enough revenue to support its activities and start paying back reserves by 2024-25 FY.

### Staffing

The budget includes the cost of 10.3 staff, start-up costs, consultant fees, and equipment purchases. Of the 10.3 staff in the budget, 7 hires plus faculty are budgeted but not hired yet. Program staff and staff from supporting units in the budget are:

Dean	Lori Blewett FY 22	1.0 FTE
Faculty Member	New hires FY 23	Increases each yr.
Admin Asst	New Hire FY 22	1 FTE
Internship Coordinator	Split position with centers FY 23	.5 FTE
Instructional Designer	New hire FY 22	1 FTE
Assistant Director of Admissions	New hire FY 22 (split position with Grad)	.5 FTE
Professional Studies Recruitment	New hire FY 23	1 FTE
Curriculum Coordinator	Sharon Page FY 22	1 FTE
Associate Registrar	New hire FY 22	1 FTE
Academic/Career Advisor	New hire FY 23	1 FTE
Marketing/Recruitment/Outreach	New hire FY 23	.5 - 1 FTE

### Staffing – Outside Project Budget

Staff time available to this project that is outside the project budget and covered by the Evergreen budget are listed below. These percentages of time are preliminary estimates:

Steff Beck, Associate Dean for Flex Online	5-10% FTE
Amy Betz, Director of Academic Initiative Integration and Support	30% FTE
Associate Dean for PLE	20% FTE
Larry Geri (transition out of project by June 2022), Dean	0% FTE
Farra Layne Hayes, AVP Marketing & Communications	10-25% FTE
Dave Kohler, Chief Finance Officer	5% FTE
David McAvity, Provost	10-20% FTE
JuliA Metzker, Learning and Teaching Commons	10% FTE
Amy Placette, Accounting and Finance	10% FTE
Trevor Speller, Vice Provost	5% FTE
Matt Turner, Communications Liaison	25% FTE
John Reed, Interim Chief Enrollment Officer	10% FTE

**Consultants and other One-Time Costs**

<b>Contractor</b>	<b>Cost per year for first two years</b>
Project Management	\$100,000
0.5 Release for faculty curriculum design(2.5 lines)	\$262,500
Online Learning Support and Training	\$50,000
Startup Marketing Campaign and Consulting	\$200,000 (plan in development)
System Development (Elucian)	\$130,000 (need plan)

**Equipment**

Technology for online teaching, CS, and Media curriculum	\$200,000 FY 23 and FY 24
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## KEY PROJECT ROLES

### Board of Trustees

**Purpose:** Approve the establishment of the school and required project budget

**Accountabilities:**

- Authorizing the project
- Approving the project budget
- Review the proposals in committee meetings the Student Success Committee and the Finance Committee

Name	Term
Monica Alexander	Expires 09/30/22
Allyson Brooks	Expires 09/30/26
Karen Fraser, Chair	Expires 09/30/27
Fred Goldberg	Expires 09/30/26
Sakiko Krishna, Student Trustee	Expires 06/30/22
Miguel Pérez-Gibson, Vice-Chair	Expires 09/30/25
Kristopher Peters	Expires 09/30/27
Ed Zuckerman, Secretary	Expires 09/30/24
John Caraher, Faculty Representative	Expires 07/01/22
Sina Hill, Staff Representative	Expires 07/01/22
Trygve Vandal, Geoduck Student Union Representative	Expires 07/01/22

### Executive Leadership Team

**Purpose:** Provide vision, leadership, and decision-making authority for the college

**Accountabilities:** Support the success of the project

### Senior Leadership Team

**Purpose:** Provide strategic vision and initiative planning to support college mission fulfillment

**Accountabilities:**

- Advise the Executive Leadership about institution wide impacts of the project
- Review the project for impacts to their areas of authority
- Support staff in their areas of authority with implementation
- Advise the project team on issues that arise or changes that are needed for the success of the project.

Agenda Committee – **Purpose:** To advise on handbook and policy issues related to academic role of faculty in PACE

**Accountabilities:**

- To review and approve with the provost and deans the charges, constitution, and membership of the PACE Governance Workgroup before they are officially charged.
- It may also negotiate with expectation of result with the appointing officer the number or proportion of faculty members in the group
- The PACE governance work group will meet with the Agenda Committee on a quarterly basis to share any updates and reports produced and, if necessary, to create action or change.

United Faculty of Evergreen

**Purpose:** Represent faculty and negotiate with management on matters that impact wages and working conditions and changes to the collective bargaining agreement.

**Accountabilities:** bargain impact on matters relating to the project that impact wages and working conditions.

**PACE Governance Workgroup**

**Purpose:** Authorized by the Agenda Committee to provide advice to the Dean for certificate and degree completion offerings through at least spring 2024 (at which time it may be replaced by a unit of faculty whose primary teaching assignments are in PACE).

**Accountabilities:**

- Identify priorities for curricular areas and certificates
- Review certification and degree completion degree ideas and make recommendations to the Dean
- Identify minimum and maximum credit boundaries
- Develop academic policy proposals
- Troubleshoot for implementation issues that emerge
- Provide a report and/or presentation to the faculty at-large at least annually
- Contribute to the project webpage
- Review hiring protocol and job descriptions for faculty
- Review (in sub-groups) curriculum design and proposals in each area of emphasis.

**2021-22 Governance Group**

Name	Title
Marcella Benson-Quaziana	Faculty
Abir Biswas	Academic Dean
Lori Blewett	Academic Dean
Michael Crow	MPA Director, Faculty
Susan Cummings (Faculty)	Faculty
Kathleen Eamon (Faculty)	Faculty
Lynarra Featherly (Faculty)	Faculty
Tamsin Foucier	CELTIC Director, Faculty
Kevin Francis	MES Director, Faculty
Mark Hurst	Faculty
Anthony Levenda	CCAS Director, Faculty
Thuy Vu	Faculty
Wenhong Wang	Faculty
Richard Weiss	Faculty
Pauline Yu	Faculty

**Community Advisory Groups (TBD)**

**Purpose:** A program advisory group to provide broad guidance for the program and represent it across the community/region; multiple field advisory groups bring focused expertise to inform teaching and learning in specific certificate offerings.

**Accountabilities:**

- Convene at regular intervals with support of the PACE program administrator/staff
- Bring external perspective to ensure program is responsive and aligned to worker needs and economic opportunities
- Review and advise the college about curriculum and instruction
- Represent and champion program in community and industry

**Implementation Team**

**Purpose:** The implementation team is comprised of members representing offices across campus. The team exists to provide both feasibility analysis and feedback to Academics regarding new or changed program design and to provide structures for efficiently communicating, integrating, and launching new academic programming at the college.

**Accountabilities:**

- Provide feasibility analysis and feedback to program designers regarding new and changed programming.
- Working with Director of Academic Initiatives Integration and Support to integrate systems, workflows, allocation of staff, and policies within current or new structures to launch new academic programming prioritized by this project.

Name	Title	Office
Trevor Speller	Vice Provost	Academics
Tricia Bateman	Curriculum Manager	Academics - Curriculum
JuliA Metzker	Director of WA & TLC	Academics - Faculty Development
Ahniwa Ferrari	Associate Dean of Library	Academics - Library
John McLain	Grants Manager	Advancement
Lori Klatt	Registrar	Enrollment Services
Wade Arave	Director of Admissions	Enrollment Services
Colby Morelli	Director of Financial Aid	Enrollment Services
Jo Bernier	Enrollment Services - Systems Admin	Enrollment Services
Susan Keefe	Space Analyst	Facilities
Laura Coghlan	College Budget Officer	Finance & Operations
Beatrice Sapp	Director of Student Accounts	Business Services
Amy Placette	Executive Associate to the VP for Finance & Operations	Finance & Operations
Laurel Uznanski	AVP Human Resources	Human Resources
Brant Eddy	Purchasing Manager	Business Services
Therese Saliba	AVP IESS	IESS
Allen Thompson	Director Career & Academic Advising	IESS
Erik Gimness	Director of IR	Institutional Research
Tony Alfonso	AVP Informational Technology	IT
Scott Bailey	Director of IT Applications	IT
Farra Layne Hayes	AVP Marketing & Communications	Marketing & Communications Division
Brian Mathis	Creative Services & Web Manager	Marketing & Communications Division

Name	Title	Office
Kelly Von Holtz	Public Relations & Marketing Manager	Marketing & Communications Division
Holly Joseph	Dean of Students	Student Affairs Division
Matt Turner	Communication Liaison	Marketing & Communications Division

**Project Executive Sponsor**

**Purpose:** Prioritize and provide guidance for the project, taking responsibility for its success

**Accountabilities:**

- Reviewing and approving identified project deliverables in a timely manner
- Working with project manager to eliminate barriers and attend to team needs
- Allocating resources

Name	Title
David McAvity	Interim Provost and VP for Academic Affairs

**Project Manager**

**Purpose:** Enhance the capability to deliver the entire project within scope, on time, and within budget

**Accountabilities:**

- Facilitating Project Leadership Team meetings
- Reporting on project team status in all its phases, including Project Initiation, Planning, Execution (Communications, Change, Risk), Monitoring (Quality), and Close Out
- Reviewing and approving identified project deliverables in timely manner
- Removing barriers and attending to team needs
- Coordinating with other Project Teams where there is project focus overlap
- Making sure key project documents and deliverables are saved on shared file system, according to Evergreen document retention protocol
- Tracking and, when necessary, escalating project issues to the individual who is accountable for the deliverable.
- Tracking decisions that change scope, schedule, or budget.
- Tracking project budget

Name	Title
Lori Blewett	Interim Dean of Professional Studies and Evening and Weekend Studies

**PACE Steering Team**

**Purpose:** Sounding board for project leadership team

**Accountabilities:**

- Providing feedback when requested
- Reviewing and approving identified project deliverables in timely manner
- Authorizing resource or system changes as available

Name	Title
David McAvity	Interim Provost and VP for Academic Affairs
Dave Kohler	Interim Chief Financial Officer
Farra Layne Hayes	Associate Vice President for Marketing and Communications
Abby Kelso	VP for Advancement
Dexter Gordon	Executive Vice President

**PACE Leadership Team**

**Purpose:** Ensure cohesiveness of project goals and tasks across project teams

**Accountabilities:**

- Providing guidance to project teams
- Setting up necessary project management tools and resources for project team use
- Reviewing and approving identified project deliverables in timely manner
- Advocating for resources or system changes that enhance the project success
- Reporting to Steering Team and others the overall status and progress of the project

Name	Title
Lori Blewett	Interim Dean of Professional Studies and Evening and Weekend Studies
Amy Betz	Director of Academic Initiative Integration and Support
Larry Geri (transition out June 2022)	Academic Dean
Sharon Page	Program Coordinator
Matt Turner	Communications Liaison
John McLain	Director of Grants and Foundation Relations

**PACE Team Leads**

**Purpose:** Enhance the capability of the task owners to complete work within scope, on time, and within budget

**Accountabilities:**

- Facilitating Project Team meetings
- Developing work breakdown structure/project plan for each sprint and making it visible
- Reporting on project team status in all its phases, including Project Initiation, Planning, Execution (Communications, Change, Risk), Monitoring (Quality), and Close Out
- Reviewing and approving identified project deliverables in a timely manner
- Removing barriers and attending to team needs
- Coordinating with other Project Teams where there is project focus overlap



- Making sure key project documents and deliverables are saved on shared file system, according to Evergreen document retention protocol
- Tracking and, when necessary, escalating project issues to the individual who is accountable for the deliverable.
- Tracking decisions that change scope, schedule, or budget.
- Tracking time

Name	Project Team Lead
Lori Blewett	Curriculum & Certificates; Partnerships & Diplomacy (temp)
Amy Betz	Policies, Budget, Systems and Staffing
Matt Turner	Communications, Marketing & Recruitment

**PACE Task Owners**

**Purpose:** Honor commitments to the project team

**Accountabilities:**

- Doing agreed upon tasks
- Completing quality work within scope, schedule, and budget

Project Team	Project Team Lead	Task Owners
Policies, Budget, Systems and Staffing	Amy Betz	Amy Betz, Larry Geri, Dave Kohler, Registrar, David McAvity, Agenda Committee, UFE, Governance Workgroup, Campus Implementation Team
Curriculum & Certificates	Lori Blewett	Lori Blewett, Sharon Page, Lori Klatt, CAT, PATH, Governance Workgroups, Academic and Career Advising, Faculty Leads
Communications, Marketing & Recruitment	Matt Turner	Farra Layne Hayes, Matt Turner, Sharon Page, Outreach and External Partnerships Coordinator, consultants, Brad Proctor, Nancy Koppelman, Kelly Von Holtz, Brian Mathis, Echo Delta, Lullabot
Partnerships & Diplomacy	Lori Blewett (temp)	Lori Blewett, Farra Layne Hayes, John McLain, Outreach and External Partnerships Coordinator, other select members of Executive Leadership who are engaging with external partners

**Consulting Team**

**Purpose:** Be a steady project management beacon of light

**Accountabilities:**

- Facilitating the completion of the first two Phases of work
- Preparing teams for implementation
- Attending and presenting at appropriate progress/status report meetings

Professional and Continuing Education at Evergreen  
Project Charter

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Name	Role	Phone	Email
Faith Trimble	Engagement Manager	360-790-4910	Faith.Trimble1@evergreen.edu
Anthony Campbell	Project Manager	754-281-5492	Anthony.Campbell@evergreen.edu
Kate King	Deputy Project Manager	360-561-4081	Kate.King@evergreen.edu

## ROLES & RESPONSIBILITES MATRIX (PRELIMINARY)

This matrix outlines the initial responsibilities for key roles during project initiation and planning. Roles and responsibilities for work completion will be identified at project team meetings starting in March/April.

The Evergreen State College										
<b>Professional and Continuing Education @Evergreen: Roles &amp; Responsibility Matrix</b>										
<b>Project Manager:</b>		Lori Blewett								
<b>Sponsor:</b>		David McAvity								
<b>Date:</b>		1/28/2022; updated 3/11/2022								
RACI										
<b>Responsible - R</b>		Coordinates work and ensures it is complete. If they don't do the actual work, they contribute to it.								
<b>Accountable - A</b>		Accountable for the deliverable. Typcially provides sign-off and confirmation deliverable is acceptable.								
<b>Consulted - C</b>		Consulted about the requirements for and progress of the deliverable. Can provide input and offer solutions.								
<b>Informed - I</b>		Informed or notified of the progress made on the deliverable along with its completion.								
Individual or Group										
		Lori Blewett, Project Manager	David McAvity, Project Sponsor	Steering Committee	Project Leadership Team	Consulting Team	Amy Betz: Policies, Budget, Systems and Staffing	Lori Blewitt: Curriculum and Certifications	Matt Turner: Communications and Marketing	Lori Blewitt: Partnerships and Diplomacy
<b>Deliverable</b>	<b>Phase, Cycle, Deliverable</b>									
	<b>Phase I</b>									
	<b>Initiation and Planning</b>									
	Consultant Contract in Place	R	A	I	R					
	Team and Client Phase KickOff	A	I	I	C	R				
	Charter and Agreements (including norm agreements, R&R Matrix, communications plan, risk id)	R	C	A	R	R				
	<b>Phase II</b>									
	<b>Planning and Implementation</b>									
	Implement any needed project systems, policies or structures needed to do the work	A	C	I	R	R				
	Community Advisory Board recruited and in place	R	C	A	R	R				
	Project Teams identified and resourced	R	A	I	R	R				
	<b>Phase III</b>									
	<b>Planning, Implementation, Monitoring</b>									
	Project teams setup and training (or retraining)	A	I	I	I	R	R	R	R	R
	Setup first sprint for active teams	A	I	I	R	R				
	<b>Phase IV</b>									
	<b>Final Close Out</b>									
	Lessons learned	A	R	R	R	R	R	R	R	R
	Documents archived	A					R	R	R	R
	Final approvals	R	A							
Celebration	A									

## KEY STAKEHOLDERS

### Students

Current, prospective, and transfer students are the center of this project for whom the project is being designed. Key audience per certificates/degree completion programs will be identified in the Marketing Plan.

### Internal Stakeholders

Internal stakeholders are individuals within The Evergreen State College who are interested and/or will be impacted by PACE but are not directly working on the PACE project. Direct contact is restricted (only the person/people listed may make contact), and primary contact are the main point of contacts, but others can also make contact.

Organization	Contact(s)	Who can make Direct (D)/Primary (P) contact?
<b>Staff Groups</b>		
Faculty Agenda Committee	Nancy Murray, Chair	Lori Blewett, David McAvity (D)
FAP (Faculty Advisory Panel on the Budget)	Ken Tabbutt	David McAvity (P)
UFE (United Faculty of Evergreen).	Shawn Hazboun	David McAvity (D)
GSU (Geoduck Student Union).	Trygve Vandal	Lori Blewett, Farra Hayes, (P)
Academic Leadership Team	Julie Slone; David McAvity	Lori Blewett (D)
<b>Service Center Relationships</b>		
Teaching & Learning Commons/WA Center	Julia Metzker	Lori Blewett (P)
Sustainability in Prisons Project	Kelli Bush	Lori Blewett (P)
Climate Center	Anthony Levenda	Lori Blewett (P)
CELTC (Center for Entrepreneurial Leadership and Transformational Change).	Tamsin Foucrier	Lori Blewett (P)
Center for Community Based Learning and Action	Ellen Shortt-Sanchez	Lori Blewett (P)
<b>Other Academic Units</b>		
Inclusive Excellence & Student Success (IESS)	Therese Saliba	Lori Blewett (P)
Native Pathways Program	Dawn Barron	Lori Blewett (P)
Tacoma Program	Marcia Tate-Arunga	Lori Blewett (P)
Master of Public Administration	Mike Crow, MPA Director	Lori Blewett (P)
Master in Teaching	Larry Geri	Lori Blewett (P)
Master of Environmental Studies	Kevin Francis, MES Director	Lori Blewett (P)
Paths, Curriculum Area Teams (CATs) (EWS/FLEX).	Path Convenors, CAT leaders, Steff Beck	Lori Blewett, Sharon Page (P)

**External Stakeholders/Possible Partners**

External stakeholders are individuals and organizations outside The Evergreen State College who are interested and/or will be impacted by PACE but are not directly working on the PACE project. Please note that this list only captures external stakeholders and possible partners at a specific moment, and it will change over time.

Organization	Contact(s)	Who can make Direct (D)/Primary (P) contact?
<b>Stakeholders</b>		
WA Legislature (and sub-committees)	Various	John Carmichael, Nora Selander, Laura Coghlan (D)
ICAPP	Julie Garver	Lori Blewett, David McAvity (D)
Northwest Commission for Colleges and Universities	Ron Larson	Julie Slone, David McAvity (D)
<b>Possible Partners</b>		
Career Connect WA	Kendra Reiser	Lori Blewett, Larry Geri, John McLain (P)
Thurston Strong/Chamber of Commerce	Christina Chesnut (Chamber of Commerce)	Lori Blewett, Larry Geri, John McLain (P)
Northwest Cooperative Development Center	John McNamara	Tamsin Foucrier, Lori Blewett (P)
Cities	Olympia: Jay Burney Lacey: Scott Spence Tumwater: John Doan	Farra Layne Hayes, Nora Selander (P)
South Puget Sound Community College	Michelle Andreas	Larry Geri, David McAvity (P)
Centralia College	Joyce Hammer	Larry Geri, David McAvity (P)
WA State Dept of Enterprise Services (DES)	Rachael Stich Shana Barehand Justin Hahn	Kara Briggs, Lori Blewett (P)
Tribal Governance	Varies	Kara Briggs, Lori Blewett (D)
PacMountain	William Westmoreland	Lori Blewett, Larry Geri (P)
WA State Dept of Corrections	Cheryl Strange	John McLain, Dexter Gordon/support staff (P)
Educational Service Districts	Varies	Lori Blewett, Larry Geri, Sue Feldman, MIT Director (P)
Nonprofit community	Varies	Doreen Swetkis, Lori Blewett, Larry Geri (P)

## DECISION MAKING AND CHANGE PROCESS

### Decision-Making

- **Board of Trustees**
  - Approve the creation of PACE and allocation of funding for the project
- **PACE Steering Committee**
  - Approves the Charter
- **Executive Sponsor**
  - Changes to project budget
  - Changes to curricular priorities and timelines
  - Changes to faculty hiring
  - Escalates issues to Steering Committee, Senior Leadership, or other bodies
- **Project Manager**
  - Changes in scope and schedule that don't affect overall budget
  - Hiring project staff, unless designated otherwise by Executive Sponsor
  - Escalates issues to Executive Sponsor
- **Project Team Leads**
  - Changes in project team scope and schedule that don't affect budget
  - Logs issues and assigns to responsible party
  - Escalates issues to Project Manager
- **Budget and Hiring Approvals**

Approval Authority	Hires
David McAvity, Provost	Budget approval, project management consultants
Lori Blewitt, PACE Dean	Faculty S&B/Faculty Member, Administrative Assistant, Internship Coordinator, Academic/Career Advisor, .5 Release for faculty curriculum design
JuliA Metzker, Learning and Teaching Commons	Instructional Designer, Online Learning and Support Training
John Reed, Interim Chief Enrollment Officer	Assistant Director of Admissions, Professional Studies Recruitment, Associate Registrar
Amy Betz, Director of Academic Initiative Integration and Support	Curriculum Coordinator
Farra Layne Hayes, AVP for Marketing & Communications	Marketing/recruitment/outreach hires, and marketing campaign consultants
Trevor Speller, Vice Provost	Technology for online teaching, CS, and media curriculum
Tony Alfonso, AVP, Computing & Communications	System Development (Elucian)

## Approval Process for Certificates and Curriculum

Approval process for **professional certificates** curriculum

- Input/Ideas: Can come from anywhere, but professional studies faculty and dean
- Review (good idea or not): Advisory Groups
- Recommendations to Dean: Advisory Groups
- Dean approval: PACE Dean (Lori)

Approval Process for **academic certificates** and degree completions

### **New PACE curriculum and approval of faculty lines**

- Input/Ideas: Certificate and curriculum ideas come from anywhere, initiated by calls for proposals and by curriculum design and development charges from the Dean.
- Review (good idea or not): PACE Dean (facilitator), Governance Group, and related impacted curriculum leaders (CAT leaders, PATH leaders, Curriculum Team, etc)
- Recommendations to Dean: Governance Group and the Area of emphasis Advisory Groups (TBD)
- Dean approval within scope of lines in project charter : PACE Dean (Lori)
- If budget implications: Provost (David)

### **Academic Certificates in other parts of the curriculum and related line allocations**

- Input/Ideas: Can come from anywhere
- Review (good idea or not): PATH, CAT, Curriculum Deans, Directors of graduate programs, PACE Dean
- Recommendations to Curriculum Dean in Charge: from CAT leaders, Path conveners, Curriculum Team, etc)
- Dean approval without budget or additional faculty line implications: Curriculum Dean in charge
- If budget implications: Vice Provost approval

**Change Process for changes to scope schedule and budget**

For changes to the project that impacts the scope, schedule, and budget, the Change Order Form must be completed and submitted to the appropriate parties by the requesting individual(s) or team(s). The change may not occur until the Change Order Form is signed by the appropriate approval authorities. Once the Change Order Form has been completed and signed by all appropriate parties, the decision(s) will be captured in the Decision Log posted on the shared Teams site. The Project Executive Sponsor has the authority to make changes in scope within budget but needs Board of Trustees (BO) approval for any change that requires new unallocated funds.

**CHANGE ORDER FORM**

<b>PROJECT NAME</b>			
<b>REQUESTING PARTY</b>		<b>DATE OF REQUEST</b>	
<b>PROJECT MANAGER</b>			

<b>CHANGE REQUEST OVERVIEW</b>	
<b>DESCRIPTION OF CHANGE</b>	
<b>REASON FOR CHANGE</b>	
<b>SUPPORT AND JUSTIFICATION DOCUMENTS</b>	<i>List all attached documents which support the requested change and justify any increased cost and time.</i>

<b>COST CHANGES</b>		<b>TIME CHANGES</b>	
<b>ORIGINAL COST(S)</b>		<b>ORIGINAL TIMES</b>	
<b>EXISTING TOTAL COST(S)</b>		<b>EXISTING TIME IN DAYS</b>	
<b>INCREASE / DECREASE</b>		<b>INCREASE / DECREASE</b>	
<b>TOTAL COST WITH APPROVED CHANGES</b>		<b>TOTAL TIME WITH APPROVED CHANGES</b>	

<b>RECOMMENDED BY</b>		<b>APPROVED BY</b>	
<b>DATE</b>		<b>DATE</b>	
<b>ACCEPTED BY</b>		<b>REVIEWED BY</b>	
<b>DATE</b>		<b>DATE</b>	



<b>OPTIONAL ITEMIZED BREAKDOWN OF WORK</b>				
<b>TASK</b>	<b>DESCRIPTION</b>	<b>WHO IS ACCOUNTABLE?</b>	<b>DURATION</b>	<b>COST</b>
			<b>TOTAL</b>	

<b>RESPONSIBLE PARTY SIGNATURE</b>		<b>PROJECT MANAGER SIGNATURE</b>	
<b>DATE</b>		<b>DATE</b>	

## COMMUNICATIONS (PRELIMINARY)

This matrix outlines the initial lines of communication for key roles during project initiation and planning. Lines of communication for each project team will be identified at project team meetings starting in March/April.

Communication Plan									
Communication Mode	Key Project Stakeholders					Details			
	Project Leadership Team	Steering Committee	Board of Trustees	Project Sponsors	Athena Group Consultants	Intent / Concept	Deliverer(s)	How often?	Delivery Method
PACE Tactical Meetings (Phase 1 & 2)	x				x	What's needed to complete workplan tasks	Anthony & Lori	Weekly (every Thursday)	Zoom
PACE Project Sponsors Meetings				x	x	High level discussions about overall PACE project elements, as well as the connections between individual project elements	David McAvity, Lori Blewett, Faith Trimble, and Anthony Campbell	Monthly	Zoom
Short Updates to PACE Steering Committee		x		x	x	Make sure the PACE Steering Committee is aware of project progress, as well as seek approvals when needed.	Lori Blewett	Weekly (first 3 meetings of the month)	Zoom
Long Updates to PACE Steering Committee		x		x	x	In-depth update on project progress, seek guidance on key matters, and seek approvals when needed.	Faith Trimble & Anthony Campbell	Monthly (final meeting of the month)	Zoom
PACE Project Updates to Board of Trustees			x	x		Updates on high level PACE project elements	David McAvity and/or Lori Blewett	Monthly	Zoom

## IDENTIFIED RISKS

### Risks

Risks are potential events that may impact the scope, schedule and budget of the project and may impede overall success. The purpose of identifying risks and their initial levels is so the project team can protectively take actions to mitigate them – thereby reducing the level of risk. Risk responses and mitigations will be incorporated into project team workplans starting in March/April 2022.

Risk	Initial Risk Level low/medium/high
The current economic environment (strong job market and perceived low economic return on formal education) results in potential students not enrolling in PACE offerings.	Medium
Employers revising minimum qualifications to no longer require four-year degrees, resulting in certificate students not completing degrees at Evergreen.	Low
PACE's offerings turn out not to be as compelling to students as we predicted.	Low
Crowded marketplace for certificates	High
Residual reputational challenges overshadow the appeal of new offerings.	Medium
Tuition and fees are too high for hybrid and online learning and result in a competitive disadvantage	Medium/High
Not enough capacity nor experience to develop and redevelop educational programs that are aligned with an ever-changing environment	High
Not enough capacity to meet critical milestones	High
Inexperience with online learning	Medium
Current systems, policy, and accessibility barriers for non-matriculated students results in a competitive disadvantage.	High

Issues are current events that are happening that will impact the scope, schedule or budget if appropriate actions are not taken. Project Team Leads will identify, track, respond or escalate issues on an **Issue Log** that will be posted on the shared Teams site.

## PROJECT COMPLETION CRITERIA

This project will be successfully complete when all programs are in place within the scope, schedule and budget outlined in this charter.

- Curricula is complete for the degree completion programs, including the academic certifications in all five emphasis areas
- The professional certificates are launched and are break-even or profitable
- The PLE is revised and streamlined
- Faculty and staff are hired to support and deliver the programs
- The marketing campaign has completed its cycles

Completion criteria for deliverables will be identified in individual project plans by the Project Teams.