

THE EVERGREEN STATE COLLEGE

February 21, 1996

TO: Faculty

FROM: Long-Range Curriculum DTF

Mikko Ambrose, Richard Cellarius, Sally Cloninger, Brian Coppedge, Art Costantino, Judy Cushing, Jin Darney, Shannon Ellis, Jeanne Hahn, Steve Hunter, Rob Knapp, Laurie Meeker, Alice Nelson, Chuck Pailthorp, Kitty Parker, Pete Pietras, Rita Pougiales, Nina Powell, Arnaldo Rodriguez, Barbara Smith, Nancy Taylor

RE: Final Report

Introduction

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## Recommendations

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II. that curricular offerings be structured through four major modes of study: (pp 12-13, 4/17/95 report and pp 3-5, 9/12/95 report)

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Inter-Area Programs, which will give more prominence to the most broadly interdisciplinary programs and encourage program planning that spans two or more areas;

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**The DTF recommends the following changes in procedures and expectations/obligations necessary for implementation of the new structures:**

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VII. that at the end of four years faculty will have an opportunity to reassess their affiliation and move to another group.

VIII. that planning occur in the following sequence: (A) each area plan and staff first-year programs, then (B) each area plan and staff inter-area coordinated studies (aimed at sophomores and above); and finally, (C) each

area plan and staff its own entry-level, intermediate and advanced programs, and plan courses to support the full-time curriculum. This sequence is suggested to ensure that planning and staffing programs for first-year students and inter-area offerings receive a high priority. In practice, the entire curriculum is likely to be planned simultaneously.

IX. that in order to ensure coherent planning and clarity for students, each group will:

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- (C) identify advanced work in Catalog copy, including appropriate "capstone" experiences (such as senior thesis, senior creative project, project-based internship or advanced group contract) and individual work;
- (D) identify desired first-year and inter-area themes/topics/emphases (in collaboration with other areas);
- (E) plan mechanisms for accommodating the large number of new transfer students enrolling at the College including deliberate methods for assisting these students in their transition to Evergreen;
- (F) consider mechanisms for accommodating some first-year students as appropriate to the area;
- (G) develop mechanisms to enable student association within each area; and
- (H) retain sufficient flexibility to accommodate new faculty/student initiatives within each area.

With regard to the first-year curriculum, we recommend:

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XV. that the deans and provost ensure that a wide of array of interdisciplinary programs are offered to first-year students and support the faculty in their endeavors to meet the diverse needs of first-year students through opportunities for faculty development.

With regard to the creation of a Part-time Studies Curriculum, we recommend:

*Please see the Part-time Studies report of March 27 for a discussion of these recommendations.*

XVI. that students enrolled in part-time studies be strongly encouraged to take at least two quarters of coordinated studies.

XVII. that interdisciplinary programs of study be identified based on an understanding of community needs and faculty availability, and provide at least four to six coherent pathways.

XVIII. that the Part-time Studies Curriculum have a target enrollment of 250 FTE after four to six years of operation.<sup>1</sup>

XIX. that an academic dean oversee the Part-time Studies Curriculum as a major desk assignment.

XX. that affiliations, longer than the current one-quarter or one-year contracts, be developed for some adjunct faculty associated with the Part-time Studies Curriculum.

XXI. that a strong student advising component be included in the Part-time Studies Curriculum.

#### Continuing Work

(A) The new structures and procedures will be implemented over the next year through combined work of faculty in Planning Groups, Planning Group Coordinators, the Curriculum Dean, and the Part-time Studies Dean.

(B) The Emerging Technologies subcommittee report will be sent to the Planning Groups and the Emerging Technology Learning Group for incorporation into curriculum planning discussions. Each Planning Group will develop a response to this report and submit it to John Cushing, chair of the Emerging Technology Learning Group by June 1.

(C) An Academic Advising DTF has been charged to review current advising structures and make recommendations for an improved advising

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<sup>1</sup> In June 1995, the College was asked by the Governor's Budget Office to submit a growth plan describing how we would contribute to the state's need to educate more than 100,000 additional students in the next fifteen years. The plan was developed over the summer of 1995 and circulated to the faculty in September. It was approved by the Board of Trustees in November and forwarded to the Governor. If funded, it would add 250 FTE in part-time studies over the next six years.

process building upon the recommendations of the Long-Range Curriculum DTF.

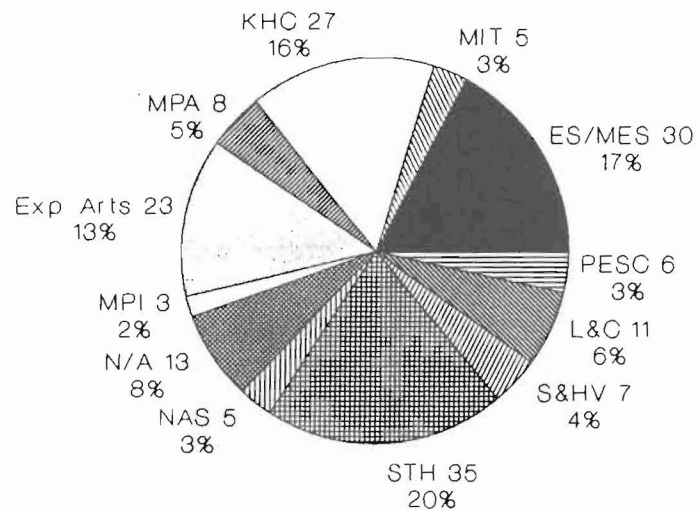
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(E) The Provost will charge a study to be undertaken beginning Spring 1996 to investigate methods for containing and possibly reducing the student/faculty ratio.

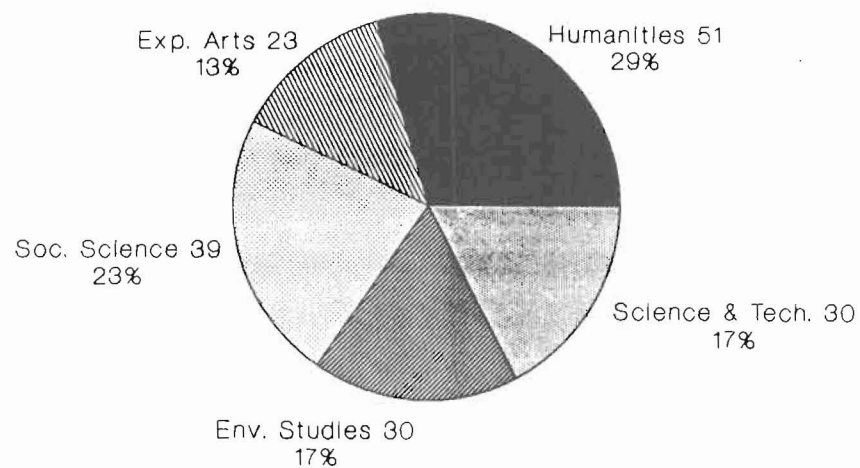
#### Appendices

- A. Comparison of Faculty Affiliations with Specialty Areas and Planning Groups
- B. Curricular Planning Structure

## Current Specialty Areas & Proportion of Faculty Affiliated



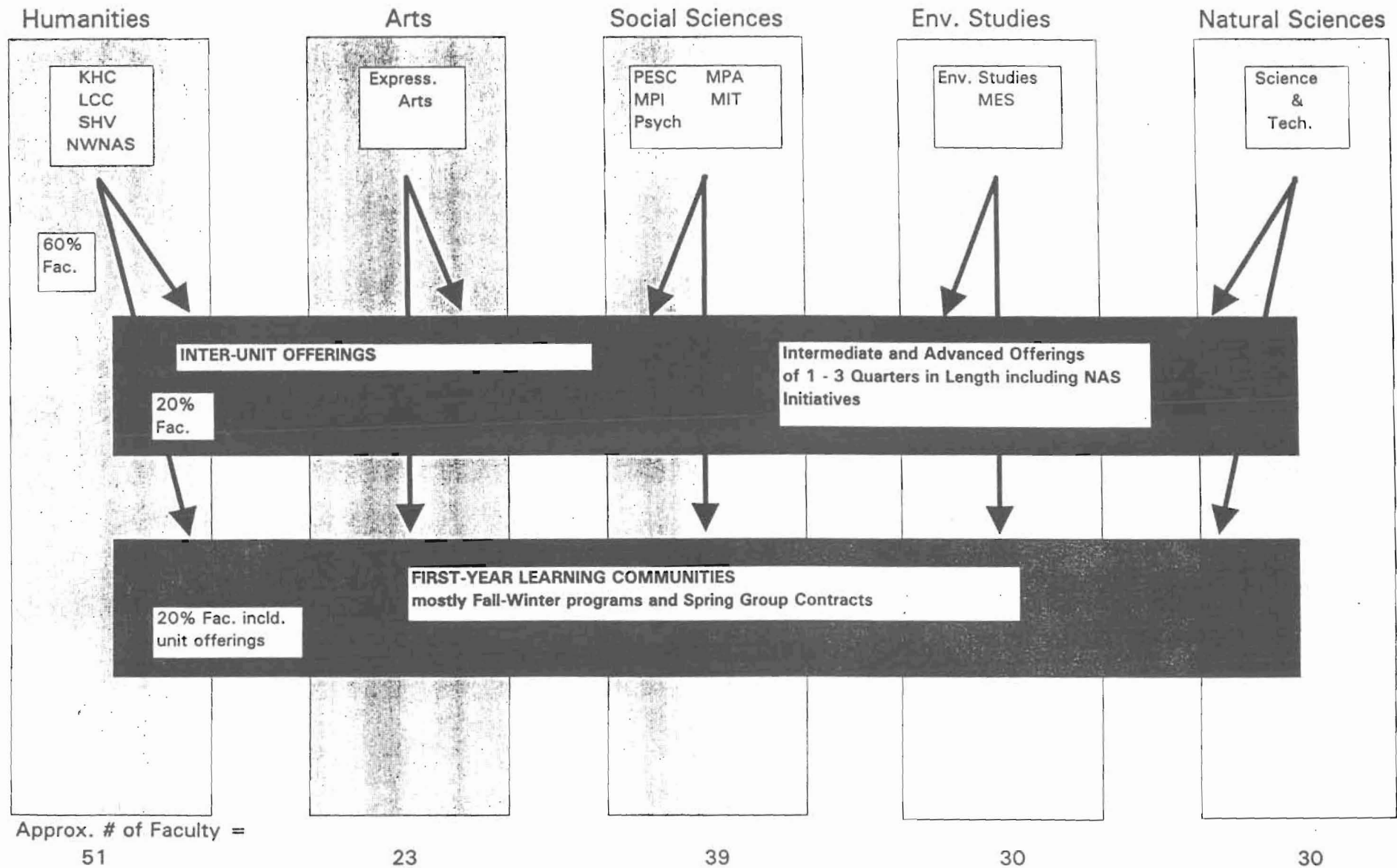
## New Planning Units & Proportion of Faculty Affiliated



Olympia Campus Only



## CURRICULAR PLANNING STRUCTURE\*



KHC = Knowledge & the Human Condition  
 LCC = Language & Culture Center  
 SHV = Science & Human Values

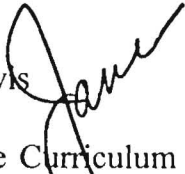
PESC = Political Economy & Social Change  
 MPI = Management & the Public Interest  
 Psych = formerly in STH under "Health"  
 NWNAS = NW Native American Studies

\* Tacoma and College of Part-time Studies develop curriculum independently of this model

*The Evergreen State College  
Office of the President - L 3109*

DATE: March 14, 1996

TO: BOT

FROM: Jane L. Jervis 

RE: Long-Range Curriculum DTF

Attached you will find the final report of the Long-Range Curriculum dtf. The first seven pages represent the final summary; the remainder of the packet includes the background documents on which the summary is based. Nothing here will be a surprise to you, as Barbara Smith and Jeanne Hahn have briefed you periodically about the progress of the dtf.

I would remind you that this work is one piece of an on-going effort. We started in 1993-94 with the Long-Range Plan (LRP). One of the subcommittees of the LRP dtf was called Academic Program and Student Affairs; that subcommittee essentially prepared the charge for the Long-Range Curriculum (LRC) dtf. By the time the LRC dtf had prepared its final report, a number of its recommendations had already been implemented:

- the new planning areas have already begun to meet;
- some modifications to the first-year curriculum began this past fall and have already had some promising results;
- work is well under way on the development of the part-time studies program;
- an Academic Advising dtf has started to meet to address a number of recommendations of the LRC dtf;
- a Long-term Hiring Plan dtf has been charged with reconfiguring hiring priorities in the light of the new curricular structure.

That so many of its recommendations were implemented before the group concluded its work, is a sign of the strength of the LRC dtf process; another is that approval of the report by the faculty was very nearly unanimous. But these very facts make my presentation of this report to you somewhat problematic. I do not believe that you should be asked to *approve* this report; neither do I believe you should simply *be informed* about it. I will be asking you to *accept the recommendations of* the report, meaning that we have reaffirmed the Board's overall responsibility for the curriculum without necessarily implying your explicit approval of each and every provision.

*The Evergreen State College*  
*Office of the President - L 3109*

DATE: March 4, 1996

TO: Jeanne Hahn, for the Long-Range Curriculum DTF  
Mikko Ambrose, Richard Cellarius, Sally Cloninger, Brian Coppedge, Art Costantino, Judy Cushing, Jin Darney, Shannon Ellis, Jeanne Hahn, Steve Hunter, Rob Knapp, Laurie Meeker, Alice Nelson, Chuck Pailthorp, Kitty Parker, Pete Pietras, Rita Pougiales, Nina Powell, Arnaldo Rodriguez, Barbara Smith, Nancy Taylor

FROM: Jane L. Jervis

RE: Final Report of the DTF

Thank you all for an outstanding piece of work. You have made recommendations for substantive change in a number of areas affecting the curriculum, and you have done so through a process, so focused, so integrated with the on-going workings of the college that, by the time the final report reached the faculty, many of the recommendations had already been implemented and were producing measurable improvements.

I would like to single out several exemplary characteristics of your work:

- your deliberations were grounded in data, not speculation;
- you defined several foci for the study, and then held the focus;
- your processes for involving faculty were thoughtful, timely, and effective, so that faculty approval of your recommendations was nearly unanimous;
- you remembered that the curriculum is *for students*, and you involved students in the process to an unprecedented degree, both through data on student performance and through direct participation by students;
- you engaged the Board throughout the process;
- your recommendations are practical and realizable;
- your work continues forward by design through the work of other groups.

The new structures and procedures that you have designed will serve us well as we face the significant challenges of change and (underfunded) growth ahead. I accept this report with gratitude and with pride -- both in what we are able to achieve and in how we are able to achieve it when we are at our best. Thank you.

*(LRC THANKS DTF ✓ JAH)*

THE EVERGREEN STATE COLLEGE

February 26, 1996

TO: President Jane Jervis

FROM: Jeanne Hahn, for the Long-Range Curriculum DTF

RE: Transmittal of Final Report

Attached is a packet containing the Final Report of the Long-Range Curriculum DTF as passed at the February 21 Faculty Meeting and the three documents from which the final report was derived. Collectively, these documents provide the assumptions, data and rationale underlying the final report and show its evolution over the past 18 months. We transmit this packet as a single document for your acceptance.

I believe that the new structure and procedures will make a significant difference in the way Evergreen's curriculum is designed and delivered. With the transmittal of this document, the Long-Range Curriculum DTF has, at last, disappeared.

*Jeanne*

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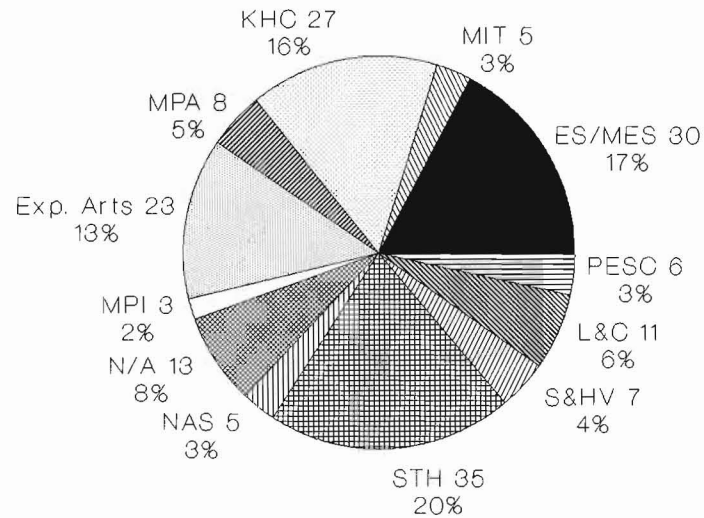
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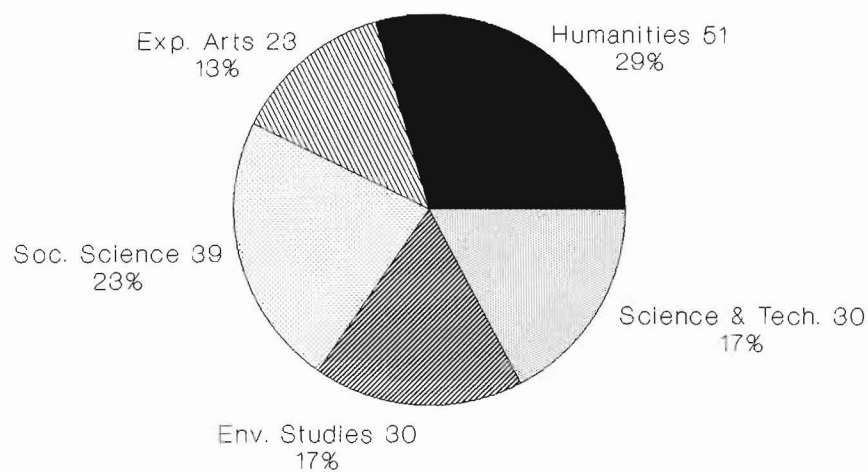
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Olympia Campus Only

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