

January 14, 2014

Positions proposed to the 13/14 HP DTF:

- 2D Arts/Generalist
- 3D Fine Metals/Generalist
- Analytical Chemistry
- Animation
- Applied Mathematics
- Art History
- Art History/Visual Studies
- Biogeochemistry
- Botany
- Business/Entrepreneurship
- Chinese History
- Conservation Biology
- Creative Writing
- Developmental Psychology
- Entomology
- Geological Studies
- Indigenous 3D Arts
- Indigenous Visual Studies
- Interdisciplinary Scholar in Consciousness Studies
- Japanese Studies
- Latino/a Studies
- Mathematics/Computer Science
- Native Environmental Policy
- Pacific Northwest Archaeology and Museum Studies
- Pedagogical Innovator in Consciousness Studies
- Philosophy
- Physics
- Political Economy
- Sociolinguistics
- Sociology
- Theatre
- Theatre-Design Puppetry
- Transgender Studies
- Writing and Literature

2D Arts/Generalist

We seek a broadly trained, versatile faculty-colleague to teach two-dimensional arts in a wide range of interdisciplinary courses at the undergraduate level. Candidates must demonstrate a strong commitment to undergraduate teaching, expertise in drawing and one other two-dimensional medium (painting, printmaking, collage, graphic design, digital art, etc.) art theory and criticism, and a broad understanding of histories of two-dimensional art. The ability to write and speak about one's work and the work of others is fundamental to the position, as well as a campus-wide learning objective for students. Therefore, the successful candidate will demonstrate strong commitment to teaching and supporting student development of diverse intellectual skills and literacies, including critical reading and writing.

Evergreen faculty on teaching teams work closely with faculty, staff and students, and enjoy a high degree of freedom to determine the subject matter, pace, emphasis, classroom strategies and modes of evaluation. Evergreen emphasizes diverse interdisciplinary instruction, encouraging students to explore and apply skills and concepts within and beyond traditional disciplinary training. Faculty at Evergreen must be able to present intellectual and artistic strategies to meet the needs of students with diverse learning goals and artistic experience. For example, students may apply skills gained in fine metals to studies in printmaking, puppet-making, animation armature building, art history, visual studies, or disciplines beyond the arts.

Because Evergreen organizes its curriculum through full-time, interdisciplinary, team-taught studies (rather than through departments and courses), the ideal candidate will demonstrate engagement with one or more disciplines outside of the arts through creative work, teaching, or research. The College embraces a commitment to shared governance; the ideal candidate will have demonstrated or transferable skills and experience to contribute to institutional governance.

We encourage applicants who have had experience teaching and/or working with students from underrepresented populations to apply.

Minimum Qualifications:

- MFA or related professional experience;
- Demonstrated experience teaching drawing and/or other 2D arts at the college level;
- Experience teaching visual analysis, visual literacy, art history, art appreciation and/or artistic theory;
- The ability to support students' development of writing skills;
- Demonstrated potential for excellence in teaching in an interdisciplinary context.

Preferred Qualifications:

- Strong interest in contributing to an intensive curriculum that emphasizes the theory and practice of visual inquiry;
- Experience teaching with one or more disciplines outside of the arts through creative work, teaching or research;
- Experience in working with diverse and underrepresented populations;
- Experience in pursuing innovative and engaging teaching strategies;
- Active exhibition record.

On Minimum Qualifications and Diversity:

The *Hiring Priorities Position Proposal Guidelines* state:

“Having experienced practitioners in our curriculum is an important component of the Evergreen teaching and learning community. In light of this, when

appropriate consider minimum qualifications that will **not** exclude applicants with significant practical professional experience gained outside the academy.”

Unlike other academic disciplines, exceptional image and object-makers, visual practitioners, and teachers do not necessarily gain their authority and expertise through the academy (which began the experiment of MFAs in the 1950s), nor are they identified solely by terminal degrees. For instance, Asian and Indigenous makers of images possess rich traditions, visual literacy strategies, design sensibilities, material knowledge, techniques, and strong teaching methods that supplement Eurocentric methods and techniques. In many cultures and nations, image makers, and effective educators continue to be trained through apprenticeships, traditional mentoring structures or other initiatives. We recognize that higher education traditionally has been most accessible to folks of European descent, who come from middle and upper classes, or whose milieu values higher education. Therefore, if as the *Hiring Priorities Position Proposal Guidelines* state, “Increasing the representation of cultural diversity among the faculty remains a central goal of hiring” it will be critically important to resist limiting the applicant pool to MFAs for this position.

Support the Current Curriculum

1. Two-dimensional Art: Generalist is a replacement for two retired colleagues, Lucia Harrison and Susan Aurand (Osha, 2D Generalist was hired 2013 to replace Feddersen who resigned 2007). Both Aurand and L. Harrison emphasized drawing and painting in the visual arts curriculum, and made significant contributions to interdisciplinary teaching with science faculty. Two-dimensional studies are traditionally considered entry-level media for concentrators, and attract students seeking art instruction as an elective, component of general education, or preparation for careers in art therapy and education (art endorsements). Therefore Evergreen has traditionally maintained more 2D Generalists than 3D faculty. With Harrison’s retirement effective fall 2013, the college has only two faculty teaching 2D* studio practice in the day-time curriculum (Osha and Sweet). Sweet is slated to rotate into Academic Support in 2015-16. Additional 2D studies can be found in EWS where B. Thompson teaches painting on an irregular basis and J. Baumann regularly teaches printmaking and drawing courses.

*Photography, while flat, is considered a *lens-based technology*, and the learning objectives and formal issues are significantly different from those emphasized in 2D media including collage, drawing, painting, and printmaking).

The visual arts faculty core has contracted over the last ten years. The original faculty hired about 30 years ago were close in age, therefore they are retiring in rapid succession. Recent retirements and resignations include: Feddersen, Aurand, L. Harrison, Hamon. The 2D position represents the maintenance of a skeleton curriculum, despite the fact that the visual arts continue to be among the top three fields of study attracting students to Evergreen (media and environmental studies are the other two).

2. This position will support general studies in the visual arts, and provide a rotational reprieve among 2D faculty in our annual, entry-level studio program, *Studio Projects*: which requires a two-faculty team (2D and 3D). We currently seek enough faculty to support only interdisciplinary and beginning studio studies. We are not asking for, nor do we expect enough lines to support *intermediate* and *advanced* 2D studio practice, though the curriculum deans in recent years have expected all levels in the curriculum for both art concentrators and general education students.
3. This position description emphasizes skills, interests, and pedagogies that will augment those already present in both EWS and the day-time curricula. The successful candidate will bring cultural and experiential diversity to the college, a thorough knowledge of and ability to teach techniques within one or more 2D media, color theory, design processes, conceptual and observational drawing, visual literacy, critical analysis of visual information, basic art appreciation.

4. The position description prioritizes general education skills including visual literacy, the ability to think across disciplines, critical thinking, critical reading, and writing skills.
5. The visual art faculty have traditionally demonstrated a robust commitment to broadly interdisciplinary teaching. Hiring for this position will honor that tradition. Some interdisciplinary opportunities include:
 - a. Environmental studies disciplines incorporating close observation of animals, minerals, plants, and landscapes, microclimates;
 - b. Cultural Economics (the intersection of art and market economies)
 - c. Animation (which utilizes basic drawing skills in the service of creating/capturing movement)
 - d. Anthropology and archaeology
 - e. Communications studies (semiotics, visual literacy, design)
 - f. this position may also be able to teach in the Indigenous Arts MFA (slated to begin in 2015)
6. **First Year, multi-faculty team/program:** We plan to welcome our new colleague to Evergreen by placing this faculty in the full-year, *Studio Projects* with a seasoned 3D visual art colleague (Blackwell or Leverich). *Studio Projects* most resembles conventional visual art courses at other colleges. Matching the new 2D Generalist faculty with an experienced visual art teaching partner would provide the most supported (and least disorienting) welcome to the college, during the faculty's first year, and provide mentoring with an art colleague.

Second Year: (fall/winter): We recommend placing this person in an intermediate or advanced offering with *one* colleague from Critical Practices, Moving Images or another colleague who is familiar with, and respectful of the demands of studio pedagogies. While Conversion requires diverse teaching partners in a short period of time, it is not advisable to place new studio colleagues in interdisciplinary teaching teams of three or more colleagues. New faculty benefit (as do art support staff) from early, specific training in studio use policies, art space requests, collaboration with art technicians, and development of complex program schedules addressing diverse modes of teaching and learning.

7. **Academic colleagues in or near the 2D Art: Generalist faculty's field include:** Visual Art staff and faculty including M. Pope, D. Jensen, Blackwell, Osha, Faur, Sweet, Leverich and others, as well as members of Critical Practices.
8. **Necessary Infrastructure:** Two-dimensional studies generally require less infrastructure than three-dimensional media. Interdisciplinary programs offering observational or field drawing can be highly effective with little more than a pad of paper and some drawing implements, or drawing sessions in a shared teaching space. While the visual arts has steadily lost flexible studio space for two-faculty programs, we do have one space in Seminar II, one space in the Arts Annex, and hope to maintain a third space in the Lab II remodel (2014-15).

3D Art: Fine Metals/Generalist

We seek a versatile faculty-colleague to teach fine metal arts in traditional and contemporary contexts, in undergraduate interdisciplinary courses. Candidates must demonstrate a strong commitment to undergraduate teaching, and expertise in fine metalworking techniques and design including any of the following: fine metal smithing, jewelry making, design, and assemblage. Secondary teaching expertise may include any of the following: introductory, observational or design drawing, large-scale metal work, other 3D media, 2D media, or expertise in disciplines outside the visual arts. Currently, this faculty position includes supervision and maintenance of a nonferrous fine metals studio, including materials orders and supervising student aides. The ability to write and speak about one's work and the work of others is fundamental to the position, as well as a campus-wide learning objective for students. Therefore, the successful candidate will demonstrate strong commitment to teaching and supporting student development of diverse intellectual skills and literacies, including critical reading and writing.

Evergreen faculty on teaching teams work closely with faculty, staff and students, and enjoy a high degree of freedom to determine the subject matter, pace, emphasis, classroom strategies and modes of evaluation. Evergreen emphasizes diverse interdisciplinary instruction, encouraging students to explore and apply skills and concepts within and beyond traditional disciplinary training. Faculty at Evergreen must be able to present intellectual and artistic strategies to meet the needs of students with diverse learning goals and artistic experience. For example, students may apply skills gained in fine metals to studies in printmaking, puppet-making, animation armature building, art history, visual studies, or disciplines beyond the arts.

Because Evergreen organizes its curriculum through full-time, interdisciplinary, team-taught studies (rather than through departments and courses), the ideal candidate will demonstrate engagement with one or more disciplines outside of the arts through creative work, teaching, or research. The College embraces a commitment to shared governance; the ideal candidate will have demonstrated or transferable skills and experience to contribute to institutional governance.

We encourage applicants who have had experience teaching and/or working with students from underrepresented populations to apply.

Minimum Qualifications:

- MFA or equivalent professional experience in metal arts
- Demonstrated experience teaching metal arts at the college level;
- Experience teaching visual analysis, visual literacy, art or craft history, visual theory;
- Demonstrated ability to work effectively with students to support and advance basic writing skills;
- Demonstrated potential for excellence teaching in an interdisciplinary context.

- **Preferred Qualifications:** Demonstrated ability to supervise a nonferrous metals studio, including managing equipment maintenance, materials orders, and supervising student aides
- Strong interest in contributing to an intensive curriculum that emphasizes interdisciplinary and visual inquiry;
- Experience engaging with one or more disciplines outside of the arts through creative work, teaching or research;
- Demonstrated or transferrable skills and/or experience contributing to collaborative institutional governance.
- Experience teaching the implications of a globalized visual culture;
- Experience working with diverse and underrepresented populations;
- Experience pursuing innovative and engaging teaching strategies
- Active exhibition record;

On Minimum Qualifications and Diversity:

The *Hiring Priorities Position Proposal Guidelines* state:

“Having experienced practitioners in our curriculum is an important component of the Evergreen teaching and learning community. In light of this, when appropriate consider minimum qualifications that will **not** exclude applicants with significant practical professional experience gained outside the academy.”

Unlike other academic disciplines, exceptional image and object-makers, visual practitioners, and teachers do not necessarily gain their authority and expertise through the academy (which began the experiment of MFAs in the 1950s), nor are they identified solely by terminal degrees. For instance, Asian and Indigenous makers of images and objects possess rich traditions, visual literacy strategies, design sensibilities, material knowledge, techniques, and strong teaching methods that supplement Eurocentric methods and techniques. In many cultures and nations, image and object-makers, and effective educators continue to be trained through apprenticeships, traditional mentoring structures or other initiatives. We recognize that higher education traditionally has been most accessible to folks of European descent, who come from middle and upper classes, or whose milieu values higher education. Therefore, if as the *Hiring Priorities Position Proposal Guidelines* state, “Increasing the representation of cultural diversity among the faculty remains a central goal of hiring” it will be critically important to resist limiting the applicant pool to MFAs for this position.

Support the Current Curriculum

1. Three-dimensional Art: Fine Metals/Generalist is a replacement for retiring colleague, Jean Mandeberg whose primary teaching focus has been fine metals and 3D design. Jean is one of three day-time positions supporting 3D art practice (others are Blackwell, 3D generalist/ceramics; Leverich, sustainable design /stone sculpture woodworking). Additional 3D studio instruction is provided through EWS (A. Harrison, ceramics; Morgan, woodworking; Woods, large-scale metals). Morgan and Woods will retire within the next two years. The imminent retirements of Mandeberg, Morgan and Woods will hobble 3D studio offerings on campus.

The visual arts faculty core has contracted over the last ten years. The original faculty hired about 30 years ago were close in age, therefore they are retiring in rapid succession. Recent retirements and resignations include: Feddersen, Aurand, L. Harrison, Hamon. We anticipate additional retirements very soon (Tremblay and Haft). Therefore the fine metals position represents the maintenance of a minimum curriculum, despite the fact that the visual arts continue to be among the top three fields of study attracting students to Evergreen (media and environmental studies are the other two).

2. This position will support general studies in the visual arts, and provide a rotational reprieve among among 3D faculty in our annual, entry-level studio program, *Studio Projects*: which requires a two-faculty team (2D and 3D). We do not expect, nor are we asking for, enough faculty to support beginning, *intermediate and advanced* 3D studio practice.
3. This position description emphasizes skills, interests, and pedagogies that will augment those already present in both EWS and the day-time curricula. The successful candidate will bring cultural and experiential diversity to the college, a thorough knowledge of and ability to teach material use, design processes, model-building, the history of metal fabrication of objects and forms serving a diverse range of purposes including the aesthetic but also ritual, domestic, tools, ornamentation, fasteners, hardware, vessels; metal and craft traditions, and contemporary applications of fine metal work; jewelry and wearable forms, visual literacy, studio techniques demanding precision, concentration and mastery, as well as the ability to creatively integrate these bodies of knowledge and skill sets into provocative interdisciplinary programs. In the visual arts, fine metals practice is a natural addition to the other fine craft media we currently emphasize: ceramics, woodworking/furniture making, and printmaking.
4. The position description prioritizes general education skills including visual literacy, the ability to think across disciplines, critical thinking, critical reading, and writing skills.
5. The visual art faculty have traditionally demonstrated a robust commitment to broadly interdisciplinary teaching. Hiring for this position will honor that tradition. Some interdisciplinary opportunities include:

- a. Materials science (chemistry, geology, some physics applications addressing objects, gravity, fastening systems, weight, articulated forms)
 - b. Political economy (examining precious metal and stone mining, and semi-precious material harvesting)
 - c. Cultural Economics (the intersection of art, craft and market economies)
 - d. Craft history (as a complement to the Euro-centric Art history canon)
 - e. Cultural studies
 - f. Anthropology and archaeology
 - g. Lisa Sweet and Jean Mandeberg established a recurring curriculum (*Art and Religious Practice / lower division*) integrating and transplanting printmaking and fine metal techniques and conventions. The result was a curriculum that reinvented metal printmaking and fine metals instruction at the undergraduate level.
 - h. this position may also be able to teach in the Indigenous Arts MFA (slated to begin in 2015)
6. **First Year, multi-faculty team/program:** We plan to welcome our new colleague to Evergreen by placing this faculty in the full-year, *Studio Projects*: with a seasoned 2D visual art colleague (Osha or Sweet or Faur). *Studio Project* most resembles conventional visual art courses at other colleges. Matching the new fine metals faculty with an experienced visual art teaching partner would provide the most supported (and least disorienting) welcome to the college, during the faculty's first year. and provide mentorship with an art colleague.
- Second Year: (fall/winter):** We recommend placing this person in an intermediate or advanced offering with *one* colleague from Critical Practices, Moving Images or another colleague who is familiar with, and respectful of the demands of studio pedagogies. While Conversion requires diverse teaching partners in a short period of time, it is not advisable to place new studio colleagues in interdisciplinary teaching teams of three or more colleagues. New faculty benefit (as do art support staff) from early, specific training in studio use policies, art space requests, collaboration with art technicians, and development of complex program schedules addressing diverse modes of teaching and learning.
7. **Academic colleagues in or near the 3D Art: Fine Metal faculty's field include:** Visual Art staff and faculty including M. Pope, D. Jensen, Blackwell, Osha, Faur, Sweet, Leverich and others, as well as members of Critical Practices.
8. **Necessary Infrastructure:** If the Lab II remodel proceeds according to plan, the fine metals studio will be redesigned and updated during 2014-15 to accommodate 20 – 25 students (it currently accommodates 18). Jean Mandeberg will be working in Academic Support Services 2014-15 and will consult on the fine metals studio redesign, replacement of outdated equipment, furniture and tools. We expect the new fine metals studio to be very attractive to candidates, and to be fully operational when our new colleague joins the faculty.

Position Title: Faculty Member in Analytical Chemistry

Evergreen seeks to appoint a full-time faculty member in analytical chemistry. We are particularly interested in applicants who are interested in applying analytical chemistry to a broad spectrum of topics. Teaching chemistry at Evergreen offers unique opportunities and challenges. We teach primarily in team-based, interdisciplinary programs that allow faculty to interact with and learn from an array of teaching colleagues from other disciplines within and outside of the sciences. Chemists often provide much of the quantitative emphasis in programs in which they teach. Evergreen's curricular structure facilitates project-based undergraduate teaching and research.

The Evergreen State College is located on the shoreline of the Southern tip of Puget Sound. The campus and surrounding areas provide a bounty of analytical questions waiting to be asked. The school also has fostered partnerships between state, local, and tribal agencies. Evergreen currently has the following instrumentation: FT-NMR, GC-MS, ICP-MS, FT-IR, IC, UV-VIS, polarograph, confocal microscope, SEM, discrete analyzer, C/H/N auto-analyzer, and mercury analyzer. Candidates should not limit themselves by these instrumentation facilities.

In addition to teaching, science faculty are expected to advise students and mentor undergraduate students conducting research projects. Through their participation in shared governance of the college, faculty play a significant role in how Evergreen is run.

Minimum Qualifications:

- Ph.D. or equivalent;
- Significant expertise in analytical chemistry;
- Demonstrated experience and/or potential for teaching college level chemistry.

Preferred Qualifications:

- Ability to apply analytical chemistry to other science disciplines.
- Ability/interest in teaching in broadly interdisciplinary programs
- Plans to mentor analytical chemistry related undergraduate research.
- Ability to teach technical writing.
- Ability to teach quantitative reasoning and problem solving skills.
- Ability to recognize and work effectively with students from diverse ethnic, economic, and social backgrounds and academic preparation.

Applications should address:

- approaches to teaching
- approaches to mentoring undergraduate research
- vision of faculty research
- working with differences in students' academic preparation, social background.

A. Support the Current Curriculum (these four questions are for proposals intended to support the existing curriculum)

1. What is the specific hole that this position is designed to fill? This year, 2013-14 no chemistry faculty members are on leave. No chemistry faculty are in dean's positions. Yet, we have hired 3 adjunct chemistry faculty to help staff the current curriculum. Looking to the past, we had two analytical chemistry faculty members (most recently Sharon Anthony and (Jeff Kelly-Clyde Barlow each ½ FTE)). We now have only Clyde Barlow (½ FTE) to serve health, farm, and environmental studies areas that require increased reliance on chemical analysis methods to provide basic undergraduate curricula in these areas. Looking to the future, Evergreen has adopted a plan to hire teaching fellows in chemistry in addition to continued hiring of multiple adjunct faculty in chemistry. Clyde Barlow (1/2 FTE) is currently the sole remaining analytical chemist. If Evergreen plans to prepare students to understand the environmental challenges that face society now and in the future, these students need to understand how to evaluate

which analytical measurement of the environment are valid and which are not. The alternative is to graduate students with views of the environment that are not supported by sound scientific understanding; students who do not have the skills to effect change.

The college has hundreds of thousands of dollars' worth of analytical chemistry equipment that is required for the effective education of our students. Most of this equipment has been obtained through faculty committing their time and effort to write grant proposals to external agencies. As current faculty leave, the capacity to maintain and integrate instrumentation into the educational curriculum degrades. Successfully integrating instrumentation into an interdisciplinary curriculum takes time and effort. Adjunct faculty and teaching fellows cannot be expected to develop curricula that integrate these opportunities into their teaching. Moreover, they cannot apply for new instrumentation to replace older equipment or to provide new opportunities since funding agencies do not provide grants to adjuncts or teaching fellows. The status quo is not an option. In order to provide a well rounded liberal arts education, we must maintain a solid core of science faculty to continue to provide excellent opportunities for all of our students. If not, our curriculum will become mediocre and our physical assets will degrade.

2. How would this position reinforce and support our current curriculum? Analytical chemistry faculty teach in Environmental Analysis and freshman/sophomore programs such as INS, FOHS, M&M, and inter-area programs offering laboratory science and quantitative reasoning skills to students who otherwise will not be exposed to these areas. There is currently no capacity to provide analytical chemistry support for marine science, health, art, MES, or farm programs that would all benefit by inclusion of quantitative chemistry approaches. Adjunct faculty and teaching fellows are a help, but these do not provide the integrated support. It is one thing to love the Earth, but another to appreciate the ion exchange properties of the earth, global nutrient cycles, and know how to measure these. It is one thing to worry about global warming and rising carbon dioxide levels, but another to know how to measure them and report results in a manner that would promote meaningful changes to reverse their adverse effects. We need graduates who will create change from an understanding of fundamentals and analysis rather than those who talk about problems and believe only the information that agrees with their viewpoints.

3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum? A significant number of interdisciplinary programs at Evergreen explore crucial problems that the world faces, such as global warming, acidification of the oceans, contamination of our air, soil, water, foodstuffs and pharmaceuticals. However, unless students learn the means to measure and quantify aspects of their environment, they are limited in their capacity to solve these problems. Quantifying the problem (how much arsenic is in your rice?) and understanding the chemical basis for the problem (why do we worry about arsenic in rice, but not in wheat?) are important aspects of analytical chemistry. Solving problems (developing more efficient batteries or removing CO₂ from the atmosphere) is another aspect of analytical chemistry. Our students deserve the opportunity to help civilization rather than complain about the problems. Quantitative chemical skill development will augment and enhance the depth of understanding that is needed to solve crucial local and global problems.

There is a great deal of student interest in learning chemistry, especially how to measure substances that affect health and the environment. Programs such as INS, IES, FOHS, M&M are often overenrolled. Currently, we are limited by the number of chemists who can offer these programs. To meet the demand for chemistry, the college consistently hires multiple visitors in chemistry and has now initiated a teaching fellow program for chemistry faculty. These stopgap

measures have been implemented to satisfy the student need for chemistry and the demonstrated critical importance of chemistry to interdisciplinary studies.

4. How might this position advance general education goals across the curriculum? Analytical chemistry supports the study of biology, geology, marine science, agriculture, ecology, and health sciences. The study of analytical chemistry also enhances programs in art, photography, ceramics, and metallurgy. The beauty of the topic is that it can be applied to so many different disciplines. Learning chemistry helps students improve their mathematical and quantitative reasoning skills since these skills are essential to solve analytical chemistry problems.

Analytical chemistry combines quantitative reasoning with fundamental chemical principles and hands-on opportunities. In this manner it provides key resources for STEM education of students pursuing an emphasis in science and students who are learning how to study the natural world as part of a liberal arts education. By its nature, analytical chemistry emphasizes quantitative aspects of reasoning. But, the reasoning is not entirely abstract. In the accompanying laboratory and field work the visual and manual aspects of problem solving are emphasized. The capacity to teach quantitative skills by coupling these with quantitative laboratory and field work engages students who need this manual link to tie quantitative reasoning to practice.

B. New Initiative (these four questions are for proposals intended to support new initiatives to expand the existing curriculum)

1. In a zero sum game, new initiatives should be required to specify what part of the curriculum will no longer be offered to make way for the new.

C. Transition of New Hire Into the College and Curriculum (these questions are for all proposals)

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? Analytical chemistry forms a strong interdisciplinary partner with biology, geology, ecology, health, environmental studies, marine studies, agriculture, art (pigment composition, identification of old art, interaction of light with matter, what causes color?), political science. We are eager to see what other interactions the new faculty member proposes.

How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position? In 2015-16 there is a desperate need for chemistry at the INS, IES, M&M, marine biology and FOHS programs. We see the analytical chemistry hire teaching in one of these programs. Environmental Analysis 2016-17 has the new analytical chemist named together with Andy Brabban (biology) and Ken Tabbutt (geology).

6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year? INS, IES, M&M, marine science or FOHS programs. Environmental Analysis, The Earth we Eat. These are the programs we envision, but there may be several other appropriate programs.

7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development. Clyde Barlow (if we do not wait too long), Dharshi Bopegedera, Abir Biswas, Ken Tabbutt, Andy

Brabban, Gerardo Chin-Leo, Erik Thuesen and other faculty in the applied field (marine biology, agriculture, ecology) associated with the new faculty member's interest.

8. Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user? We currently have an array of analytical instrumentation (FT-NMR, FT-IR, GC-MS, ICP-MS, AA, IC, CHN analyzer, discrete analyzer, and a mercury analyzer). Student demand, through routes of both program and contracts supports the need for these instruments and for faculty members who can provide the fundamentals for the students to both collect and analyze the data. If new equipment is required, we expect that the new faculty member will write grants to obtain that equipment, as other science faculty members have done. We expect that the analytical chemist will mentor undergraduate students pursuing a broad spectrum of analytically based research studies.

Evergreen needs a new analytical chemist to maintain the infrastructure required to deliver a curriculum that provides quantitative laboratory education in chemistry. The infrastructure cannot be maintained and expanded with visitors and teaching fellows. Much of the teaching facilities have been obtained through grants written to external agencies such as the Murdock Charitable Trust and the National Science Foundation. Such grants cannot be written by visiting faculty and teaching fellows.

Hiring Priorities Position Proposal: Animation

Submitted by Ruth Hayes, 1/9/2014

Evergreen seeks a full time faculty member to teach the theory and practice of animation as an interdisciplinary art. The successful candidate will be able to put animation, as a media practice, in dialog with other modes of inquiry across the curriculum. She or he will have experience as a practicing artist, an exhibition record, the capacity to teach histories and theories of animation and the moving image in relation to other concerns and practices in the arts as well as with respect to addressing issues of representation in relation to race, class, and gender, and the ability to help students cultivate writing and critical thinking skills. To strengthen Evergreen's arts curriculum, we seek candidates who have expertise in two or more of these qualifying areas of practice: puppet or stop-motion animation with expertise in 3d design and fabrication; analog visual arts such as drawing, painting or printmaking; digital animation involving experimental approaches to new media such as data sourced animation or interactive design; sound design for media; and animation produced for installation and/or performance. We are especially interested in candidates who engage with one or more of these thematic areas in their creative work and could contribute these perspectives to programs they teach in: gender and/or queer theory, critical race theory, environmental education or activism, and critical engagement with the historical intersections of art, technology and science.

Teaching media and visual arts at Evergreen offers unique opportunities and challenges. We value an understanding of the broad scope and application of animation practices in other disciplines, approaches that make use of experimental, nonfiction and documentary modes and engagement with animation and media as social, political and cultural phenomena. We primarily teach in theme-based, coordinated studies programs that involve broadly interdisciplinary inquiries. Over the course of a career the successful candidate will team-teach with colleagues from the arts, social sciences, sciences, and humanities. Given these opportunities and challenges, the ideal candidate will show potential for working across disciplines with faculty colleagues. In applying, candidates are invited to articulate their visions of innovative approaches to teaching the practice and theory of animation in such interdisciplinary, collaborative, and inquiry-based classrooms.

In addition to teaching, faculty are expected to advise and mentor students and participate actively in Evergreen's system of shared governance. Through their participation in shared governance, faculty play a significant role in how the college is run.

Minimum Qualifications:

- An MFA or equivalent experience as a practicing artist and animator, and an exhibition record;
- Demonstrated capacity to teach histories and theories of animation and the moving image in relation to other concerns and practices in the arts as well as with respect to issues of representation in relation to race, class, and gender; and
- Demonstrated capacity to teach two or more of these areas of practice: puppet or stop-motion animation with expertise in 3d design and fabrication; analog visual arts practices such as drawing, painting or printmaking; digital animation involving experimental approaches to new media such as data sourced animation or interactive design; sound design for media; and animation produced for installation and/or performance; and
- The ability to help students cultivate writing and critical thinking skills; and
- College level teaching experience. ☐

Preferred Qualifications:

- Experience addressing one or more of these thematic areas in their creative work: gender and/or queer theory, critical race theory, environmental justice, scientific imaging, critical engagement with the historical intersections of art, technology and science.

A. Support for the Current Curriculum

1. What is the specific hole that this position is designed to fill?

This position will create duplicative depth in animation and enable its effective integration into full

time programs at lower and upper division levels in the same year. The particular qualifications and interests of the successful candidate will determine how they will also contribute to various arts offerings and facilitate curricular links with other areas.

We currently have one practicing animator, Ruth Hayes, as full time faculty. Typically she straddles teaching introductory and intermediate/advanced animation by combining interdisciplinary programs with ILCs, while rotating into the upper division foundation program (Mediaworks/Nonfiction Media) approximately every third year. In the past 10 years she has collaborated on programs that integrate art and animation with sciences (Patterns Across Space and Time, '03-04 and Emerging Order, '05-06, McAvity; Animal Morphology, Motion and Mind, '11-12, Francis and Cook; Trajectories in Animation, Mathematics and Physics, '12-13, Chowdary; Picturing Plants, '13, Bowcutt) and humanities (Animated Visions, '06, Krafcik and Schwartz; Animal Others, de Marcken, '12), and helped to fulfill demand for seats in the visual arts (Image and Sequence, '08-09, Harrison; Drawing Outside the Lines, Sweet, '09-10). Media staff Angela Gallo used to teach Experimental Animation Techniques in summer session, an introductory animation course, but has ceased offering it due to summer session budgetary restraints.

One faculty cannot meet the demand for animation coming from students at multiple levels. Consequently, Ruth has mainly taught all level when not in Mediaworks/Nonfiction Media. She hasn't met Moving Image Group commitments to teach advanced media students in SOS Media/Media Artists Studio since '05. Over the last five years, she has taken about four ILCs per quarter with students focused primarily on intermediate to advanced animation or studio arts practice.

2. How would this position reinforce and support our current curriculum?

A second animation position will expand our capacity in the media and visual arts. It will better enable both fields of study to provide depth for upper division students concentrating in the arts and breadth for students in other areas. It will strengthen our ability to cultivate critical thinking skills and visual and media literacy among students, and increase our capacity to offer broadly interdisciplinary programs. Faculty collaborations in the arts and sciences at Evergreen are successful and popular, with long wait lists. To keep this part of the curriculum vibrant, we need to make up for retirements of arts faculty (Harrison, Aurand, et al) who have consistently worked with the sciences. The lack of faculty to meet demand for seats in the arts is a major curricular stressor. When students wanting to learn animation ask what they can do while waiting to be able to take a program that offers it, it's appropriate to advise them to take one that provides other visual arts concepts and skills. However it frustrates students if it is as hard to get into a visual arts program as one that offers animation.

Depending on the interests and expertise of the hire, he or she will also forge links with faculty in performing arts, gender and/or queer theory, critical race theory, environmental education or activism, and history of science, among other disciplines.

3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?

Animation is expanding exponentially in terms of technologies that create it, uses it is put to and subjects it represents. Contrary to the notions of most students entering Evergreen, character driven, fictional narratives represent a narrow slice of this discipline. Animated documentary is now recognized as a significant genre. In analog animation, one can create motion from nearly any material. In digital animation, one can extend the idea of "material" to data, numbers and code, creating scientific visualizations or expressive works from them. Contemporary graduate programs emphasize this interdisciplinary potential. Practicing animators are constantly challenged to engage with other disciplines. The successful candidate for this position will augment the existing interests, skills and experiences of current faculty by facilitating interdisciplinary linkages.

Tom Gunning writes in *The Transforming Image*, (*Pervasive Animation*, Buchan, ed, 2013) that media technologies are protean, constantly changing. Animation, preceding the invention of the cinematographe by several decades, now manifests itself in several post-cinematic forms, posing both challenges and opportunities for educators. Evergreen's facilities have potential for making a good range of these accessible to students and integrating them broadly across the curriculum, however our one

faculty teaching animation is stretched too thin to work effectively with staff to develop ideas, research emergent and legacy technologies and coherently plan how to utilize or adapt existing facilities and equipment, in addition to trying to support beginning and advanced students. A second animation faculty will provide crucial energy, expertise and ideas about how to deploy our resources and help design and implement appropriate experiences for lower and upper division students.

4. How might this position advance general education goals across the curriculum?

This position will provide duplicative depth in animation and increase capacity for students to access the arts in interdisciplinary programs, improving integrative, interdisciplinary learning, and breadth and depth of learning, two components of Core Theme One needs identified in the Year Three Self-Evaluation Report (<http://www.evergreen.edu/provost/docs/evergreen-year-three-report-2013-09-01%20.pdf>).

The position will support these Six Expectations: assuming and articulating responsibility for one's work; communicating creatively and effectively; demonstrating integrative, independent and critical thinking; and applying qualitative, quantitative and creative modes of inquiry to practical and theoretical problems across disciplines. Animation students develop a sense of timing, an embodied quantitative skill for the calculus of designing and choreographing movements. In Evergreen programs, students creating animation are challenged to consider the implications of how they represent characters and situations and problem solve ways to communicate complex ideas.

C. Transition of New Hire Into the College and Curriculum

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

Heather Heying suggests a program that pairs the spatial and temporal concerns of animation (frame and sequence) with those of the natural sciences (ecology and evolution). Frederica Bowcutt is interested in collaborating with an animator in a future version of *Picturing Plants*. An introductory program in time-based arts could combine animation with any of the performing arts and literature. The new hire could teach in visual arts foundation programs now in development, integrating animation with studio arts, art history and visual literacy. In relation to Native Arts, Tina Kuckhan writes, "animation is one way for us all to address the evolving artistic landscape in a way that addresses interests of new generations." Faculty in math, physics and computer sciences (Walter, Pham, Weiss, Cushing, Chowdary and McAvity) will find an exciting partner in this hire.

6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?

Any of the interdisciplinary collaborations mentioned in #5 are possible opportunities for the new hire's first year. Teaching in the foundation media program, Mediaworks, also provides excellent mentoring for new faculty.

7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field?

The person hired would be invited to affiliate with the Moving Image Group (Fischel, Hayes, Lowe, Meeker, Russo and Zay). Other potential colleagues include faculty in the visual and performing arts in the Critical and Creative Practice and Expressive Arts planning units.

8. Briefly, what infrastructure will be necessary? Is that infrastructure already in place? If so, can it support another user?

The infrastructure for teaching animation is already in place. With the Com Building remodel completed, labs that accommodate puppet and stop motion have available capacity. As we retrofit the Oxberry Animation Stand to digital capture, we'll increase our capacity for 2D animation by a third. We may need increased capacity in computer labs, or to add software to already existing labs to accommodate skills that the new hire wants to teach.

Position Title: Applied Mathematics (Social Sciences/Math Ed)

The Evergreen State College seeks a broadly trained faculty member in Applied Mathematics with expertise in social sciences or in math education. The ideal candidate should have a strong background in bridging theory and practice as well as interest and ability in teaching college algebra, precalculus, calculus, and other areas of applied math. We are particularly interested in candidates who have experience or interest in using innovative pedagogy to engage students in developing their conceptual understanding of quantitative ideas. Candidates who have prior teaching experience with integrating math into general education courses across disciplines, to students of mixed experience levels, are particularly encouraged. We also encourage applicants who have had experience teaching and/or working with students from underrepresented populations and whose teaching addresses connections between quantitative literacy and social justice.

Evergreen faculty members regularly team teach in interdisciplinary programs, and the ability to bring numerical and symbolic approaches to solve problems in a variety of disciplines will be particularly important. Candidates with expertise in areas like the following (this is not an exhaustive list) might find this interdisciplinary teaching environment to be of particular interest: mathematics education, quantitative literacy, social justice, business math, statistics, probability, law, public policy, economics, environmental studies, engineering, the built environment, or climate studies. In addition to an expertise in social sciences, interest in teaching math to introductory students in natural sciences and/or the arts would be a plus.

Faculty members regularly teach in all levels from foundational to advanced. In addition to teaching lower division mathematics across disciplines, the successful candidate will have opportunities to teach upper division topics in the candidate's area of specialization. Faculty members on teaching teams have a significant amount of direct contact with students and enjoy a high degree of freedom to determine the subject matter, pace, emphasis, classroom strategies and modes of evaluation in the programs that they teach.

Minimum Qualifications:

Master's Degree in Mathematics

PhD or EdD in Math, Math Education, or quantitative social sciences

College level teaching experience

Preferred Qualifications:

Experience with interdisciplinary research and/or teaching

Demonstrated experience working with traditionally underrepresented students

Interest and ability to teach writing

1. What is the specific hole that this position is designed to fill? Evidence of a hole in the curriculum may consist of, but not be limited to, a field of study in which we have repeatedly hired visitors, a field of study needed to support a repeating program or series of repeating programs, and/or a field of study that we are currently only able to consistently teach at a beginning level but should in your opinion offer at either an intermediate or advanced level as well.

This position is aimed at increasing the presence of math and quantitative reasoning across our curriculum. A further goal is that our large number of students whose math background is either weak or in the distant past should be able to find more access points for quantitative work, thereby putting them within reach of a broad range of further programs in math, sciences, or social sciences. Finally, the new hire would support students interested in teaching math or applying math across disciplines.

2. How would this position reinforce and support our current curriculum? Evidence for this might include supporting or expanding a current curricular pathway, expanding the options for students to take programs in the field of study represented by the position (i.e. expanding our capacity in a popular field of study) or expanding our capacity regarding a particular skill set (writing, quantitative methods, field research, etc.). Or it might address increased capacity for interdisciplinarity and/or for expertise and interest in teaching/pedagogy.

This position would support our current curriculum by allowing students outside the sciences to gain breadth in mathematics, allowing students to study applications of math to social sciences, and providing students an additional access point to further studies of math or science. This need is significant, and can be seen in a number of different ways, including:

- (1) QuASR director Vauhn Foster-Graher offers Algebraic Thinking once a year, followed by two quarters of precalculus, and these are the only places in our curriculum where this level of math is taught regularly. These 4-credit classes fill up consistently, and there is demand for more math at this level. However, students in 16-credit programs often can't take these classes since the 20-credit workload is too demanding.
- (2) Many students entering the natural sciences curriculum start with INS, which often includes precalculus and always includes general chemistry, which uses algebra and some precalculus extensively. In 12-13, initial assessments showed that about one quarter of the students registered for INS were not ready for precalculus mathematics, and success rates in the program correlated well with the math skills students brought to the program.
- (3) According to the 2013 3-year accreditation report, over the past 5 years about half of our coordinated studies programs have included math or QR (natural sciences and art show up in similar percentages). Humanities and social sciences are represented at about the 75-85% level. Furthermore, according to the same report, in recent transcript reviews it was found that 77% of graduates met or exceeded the minimal criterion established by a faculty summer working group for demonstrating the ability to use quantitative modes of inquiry. This was the lowest such result, followed by 83% for creative modes, and 98% for qualitative modes. Concern around quantitative reasoning and math in the curriculum has been a discussion point around accreditation for years.
- (4) Depending on the expertise of the faculty member, the new hire may be able to rotate into the MES program, which has a recurrent need for faculty teaching quantitative methods.

The new hire would also add to our intermediate and advanced curriculum in applied mathematics or quantitative social sciences through adding his/her area of expertise to our curriculum. Since this area of expertise is described in broad terms in the position description, it is hard to be more specific here, but since our current math curriculum is most closely tied to the natural sciences, especially physics,

the new applied mathematician or math educator would add to our interdivisional work around math.

3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?

Currently our regular faculty in the Oly Day curriculum who teach math include Brian Walter and Rachel Hastings, who teach Math Systems (upper-division pure math) as well as calculus, and some math in connection with literature and linguistics. We also have science colleagues who teach math in connection with their own disciplines (especially physics, computer science, and chemistry). Vauhn Foster-Grahler and QuaSR staff teach a total of 8 credits/quarter in algebra, precalculus, and calculus. Sunshine Campbell teaches Math Ed in MIT and in the undergraduate curriculum. We therefore do not have math faculty teaching applications to social sciences, and our math presence in interdivisional programs leans towards the natural sciences and, to a lesser extent, humanities.

4. How might this position advance general education goals across the curriculum?

This position is very much geared towards general education goals in quantitative reasoning across the curriculum. This includes both lower division students gaining breadth in their studies, and upper division students who will encounter interdivisional program work allowing them to apply quantitative methods to their studies in other fields.

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

Colleagues from several planning units, including CS, S&J, SPBC, MES, NP, and CCP have expressed interest in a mathematician able to make connections to their disciplines.

6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?

The particular program would depend on the expertise of the new hire, but we would expect this person to be placed in a faculty team with colleagues who have expertise in areas relating to the hire's area of applied math.

7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.

Current faculty colleagues who would look forward to welcoming and orienting the new hire include math faculty Rachel Hastings, Brian Walter, Vauhn Foster-Grahler, and David McAvity, and math ed faculty Sunshine Campbell and Anita Lenges.

8. Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?

The new hire will likely use regular classroom space and perhaps computing facilities in the ACC and the CAL. Besides possible software for computer classrooms, we do not foresee other specialized equipment or labs.

Candidate in Art History/Visual Studies: Contemporary and Global Practices

The Evergreen State College seeks a full-time faculty member in Art History and/or Visual Studies with specialization in modern and contemporary visual arts including, two and three dimensional art, photography/lens based practices, performance art, video art, and participatory/social practices. We are seeking candidates whose research agendas are strongly rooted in globalectic theory and practices that emerge from the global south and/or “marginalized” western subjectivities including queer, African-American, diasporic or refugee/immigrant communities. The Evergreen State College maintains a commitment to cultural and academic diversity among its faculty, students and areas of study. The College seeks a candidate that will reflect and advance this commitment in their background, pedagogical philosophy and/or research.

Candidates must hold a Ph.D. or its equivalent in Art History, Visual Studies or a strongly related field.

Minimum qualifications:

Ph.D. in hand by time of appointment
Teaching experience at the college level

Preferred qualifications:

Interdisciplinary experience in research or teaching

Justification:

Importance to the overall curriculum: This position will support visual and media literacy, help students put contemporary art practice and cultural production into historical context, and support Evergreen’s mission of “learning across significant differences,” through its emphasis on global art practices.

Faculty in the Visual, Performing and Media Arts contribute to core and all-level interdisciplinary programs in a wide range of areas and through multiple planning units including Expressive Arts, Critical and Creative Practices and Sustainability and Justice. This demonstrates our commitment to thinking about the arts through a wide range of vantage points and through important collaborations with faculty in the sciences, social sciences, and humanities. Our approach to this work is to always center the importance of considering the *context* of art’s creation alongside the material reality of actually *creating* work. This contextualization has been accomplished in many of our programs through the work of artist/practitioners offering some art history and visual studies skills to our students. This, however, is not an adequate substitute for a well-established faculty presence working explicitly in Art History/Visual Studies. The basis for a strong visual arts curriculum partly lies in the ability to integrate a specialist in the field of contemporary practices so that students can rely on that faculty’s specialization and deep familiarity with a mercurial field of contemporary practice.

In recent years, the art historian hired to serve the full time curriculum has been asked to serve within the largely studio-based curriculum, while the college has lost the services of three other art historians. In order to provide art history to the studio-intensive programs and to interdisciplinary programs in the full-time curriculum, Evergreen requires at least two scholars in this field. This proposal being offered up alongside the one emerging from the CTL planning unit, and it is our intention to see them as complementary in their aims within the curriculum.

This proposal is emerging from a newly forming and intrinsically interdisciplinary planning unit, Critical and Creative Practices, and with cross planning unit groups from within the visual arts, media arts and humanities. We believe that this proposal supports an agenda that supports work in other planning units such as Sustainability and Justice, Culture Text and Language and Expressive Arts.

Student Demand, Recruitment, and Retention: Visual and Media Arts programs are in high student demand and essential for recruitment and retention. Many students come to Evergreen because of their interest in the arts. Having strong arts programs is essential to recruitment and retention, and it is critical that students are able to have access to studies in this area from the introductory on up to the advanced levels.

Possible Faculty Mentor:
Naima Lowe

Possible Upcoming Program Placement:
15/16 – Mediaworks FWS, Faculty: Naima Lowe and Julie Russo
16/17 – Untitled African American Studies Survey Program FW, Faculty: Naima Laowe and Chico Herbison

There is no expectation for additional facilities or practical infrastructure being required to meet the needs of this hire.

Candidate in Art History

Proposed by: Stacey Davis, Ulrike Krotscheck, Marianne Bailey, Robert Haft, Toska Olson, Shaw Osha, Sam Schrager, Leonard Schwartz, Ann Storey, Lisa Sweet

Evergreen seeks a full-time faculty member in Art History with specialization in visual arts, two- and three-dimensional. Candidates should be strong generalists, expert in teaching both formal analysis and aesthetic theory. They must also be strongly rooted in the Humanities, and fully prepared to demonstrate in their scholarship and teaching the interdisciplinary nature of the field of Art History. The successful applicant will teach frequently in cross-disciplinary programs throughout the curriculum. We have specific needs for applicants focusing on the critical analysis of either 1. trans-Mediterranean antiquity or 2. Western Art from the Renaissance to the early 20th century. Art historians whose research and teaching interests highlight race, gender, class and sexuality are particularly invited to apply.

Candidates must hold a Ph.D. in Art History or closely related field (like Visual Studies) and demonstrate teaching experience at the college level.

Minimum qualifications:

Ph.D. in hand by time of appointment
Teaching experience at the college level

Preferred qualifications:

Interdisciplinary experience in research or teaching
Research and teaching interests highlighting race, gender, class and sexuality
Expertise in the critical analysis of either: 1. trans-Mediterranean antiquity or 2. Western Art from the Renaissance to the early 20th century.

Justification:

A. Support the Current Curriculum

1. This position will support the existing curriculum in history, literature, cultural studies, classics, philosophy and visual studies already offered at the college. Currently, there are no full-time trained art historians on campus, therefore the visual arts faculty are frequently called upon to substitute teach in art history, which cuts back on their ability to teach studio art. In addition, art history is its own field separate from visual arts practice, and art historians bring a unique contextual, chronological and critical approach to the analysis of art. Visual arts programs are in high student demand and essential for recruitment and retention. Many students come to Evergreen because of their interest in the arts. Having strong arts programs is essential to recruitment and retention. We have worked hard to increase arts opportunities for core students. More advanced students are disappointed that we cannot provide sufficient sponsors for individual contracts and internships.

This joint proposal has been a priority since spring quarter of 2006, and reflects the interest and commitment from two major areas within the College (Expressive Arts and Culture, Text and Language) – representing approximately 65 faculty members – to bring this hire forward. We collectively recognize its importance and we support the creation of this position to bring us in line with similar offerings at comparably-sized schools, which have several art historians with a variety of specializations.

2.

A new faculty member in art history will work well in programs featuring cultural studies and history in CTL, in programs that deal with issues of presentation, representation and identity in SPBC, and within the arts in programs covering theory and practice of art. Art history is already an interdisciplinary field, incorporating elements of anthropology, visual studies, and cultural studies. Reflecting significant changes to the field in the last fifteen years, art history employs new methodologies that take advantage of developments in the accessibility of images. This hire represents an important initiative in the College's arts offerings. Evergreen has not had a specialist in Western art history for a number of years, and this hire offers students an exciting opportunity to engage the Western canon of art through a non-mainstream lens.

An art historian would supplement at least two regular, repeating programs, as well as numerous other programs and learning directions. Every other year the repeating French language and culture program requires an art historian of 16th-20th century Western art. In the past decade, this position has been filled with visitors, post-retirement contract faculty, and faculty from the visual arts who have had to forego studio classes to teach in the program. A similar need exists for an art historian of Mediterranean antiquity and the Renaissance within the program *Greece and Italy: An Artistic and Literary Odyssey*. In addition, students routinely demand art history programs and credits, and turn to faculty in history, classics, literature and other non-art history fields to do ILCs in Western art history. A trained art historian would better serve such independent contract students. Finally, the study of the history of art is an integral part of a comprehensive curriculum in any area cultural studies. The ability to provide this essential piece that has been missing for some time will round out any student's education in history, art, literature, or politics in these regions.

3. Visual literacy is key to a liberal arts education. Like writing, visual thinking, visual communication and analysis of visual images are essential skills across a liberal arts curriculum—science, environmental studies, performing arts, media studies, history, cultural studies, etc. In all of these areas, students use drawing, elements of design, composition, and spatial elements to make close observations, figure out what they think, give form to their imaginations, and communicate complex ideas clearly to others. The visual arts area faculty contributes to core and all-level interdisciplinary programs with in the sciences (e.g. *Light, Imaging the Body, Visualizing Ecology, Sustainable Design, Drawing from the Sea, Mixing Messages*), social sciences (e.g. *Masculine and Feminine*) and the humanities (e.g. *Weird and Wondrous*). Our art faculty do this primarily by teaching drawing, photography, two and three-dimensional design, book arts, visual literacy and art history. A full-time art historian would free up Evergreen's studio artists

to teach full-time studio art, while providing students with necessary context and history that they need to take up studio work. Art history fundamentally embeds the practice of art within the larger context of the humanities, connecting the art of the past to the literatures, philosophies, histories and cultures of the past.

4. The addition of art history will advance general education goals for any students of the arts or humanities. For one, it will round out the education of students focusing on visual arts and arts literacy by providing them with a historical context and background for their own artistic production. For students focusing in other areas, the study of art history will allow them to understand how human beings have represented visually their particular environments and socio-political contexts. This connection is most obvious in the humanities, where the study of art links directly to the study of literature and history, but art history can add a new dimension further afield to environmental studies, community studies, social sciences, etc, as a vital component of the liberal arts. So many of our students focus on the critical analysis of the history, literature, philosophy and culture of the Western world (in regular, repeating programs that focus on the United States, France, Ireland, the Spanish-speaking world, the ancient Mediterranean, Central Europe, Russia and Eurasia) that an equally critical analysis of the art history traditions of those areas (especially with an emphasis on critical analysis of race, gender and sexuality in those art traditions) would only deepen and broaden their interdisciplinary understandings of those fields.

Special note: This is a separate position proposal from the Art History/Visual Studies proposal. Evergreen has so few art historians, that we feel two separate hires are needed. This position focuses on earlier, art historical studies, and calls for a trained art historian who is not primarily a practicing visual artist. The other position focuses on contemporary art and visual studies/art practice. BOTH positions are desperately needed, and they do not overlap.

Biogeochemistry

The Evergreen State College (TESC) seeks a biogeochemist to teach topics that link the chemical, biological and/or geological transformations of important elements and compounds across a range of scales and habitats. He or she should be adept at synthesizing how the fine-scale cycling of elements within and across ecosystems control global elemental cycles, including the and how anthropogenic manipulations to these cycles are responsible for major environmental problems, such as consequences of global climate change, eutrophication, ocean acidification, etc. We seek an applicant who will take advantage of Pacific Northwest environments and conduct extensive lab and field activities for teaching. We desire to find a person with research goals that are compatible with TESC's mission to help students link theory into practice. In addition to teaching classes focusing on biogeochemistry, the successful candidate will also collaborate with other faculty to teach a variety of subjects using a team-taught interdisciplinary approach. The new biogeochemist must have the interest and ability teach introductory chemistry in the interdisciplinary context of environmental studies. Thus, preference will be given to candidates with interdisciplinary experience as demonstrated by their teaching history and/or professional experience.

In addition to teaching, faculty members are expected to mentor undergraduate students conducting research projects. The candidate will also have opportunities to teach in Evergreen's Master of Environmental Studies program, which is an interdisciplinary program combining natural and social sciences. Further, through their participation in shared governance of the college, faculty play a significant role in how Evergreen is run.

Requirements:

- Ph.D. in an environmental science with an emphasis on chemistry (degrees could be from chemistry, geochemistry, chemical oceanography, atmospheric sciences, etc.),
- Demonstrated expertise in biogeochemistry,
- Experience teaching at the undergraduate level.

Preferred qualifications

- Potential to teach (or demonstrated experience teaching) introductory chemistry, environmental chemistry, biogeochemical cycles, and/or climate science,
- Experience mentoring undergraduates in research,
- Ability to connect terrestrial and marine processes,
- Ability to apply biogeochemistry to disciplines beyond the natural sciences,
- Ability to recognize and deal with issues of academic preparation and social differences among students,
- Ability to teach quantitative skills – problem solving, statistics and error propagation, mathematics.

A. Support the Current Curriculum (these four questions are for proposals intended to support the existing curriculum)

1. What is the specific hole that this position is designed to fill?

- This year, TESC has hired 3 adjunct faculty to teach chemistry, indicating a serious shortage of chemistry faculty. Further, a teaching fellowship in chemistry has been developed as a short-term solution to alleviate this shortage. Because chemistry lies at the heart of biogeochemical cycles, a biogeochemist could then serve as a long-term solution to help alleviate Evergreen's shortage of chemistry faculty.
- Climate change is the major environmental problem of today, and human manipulations to biogeochemical cycles, especially the global carbon cycle, lie at the heart of this issue. Furthermore, our students are extremely interested in this subject and it is going to be a defining issue of the coming generation. However, we lack faculty with in-depth expertise in teaching climate science. We need programs with topics like "The Global Carbon Cycle and Greenhouse Gases", "Paleoclimate Proxies", etc.
- Today's environmental problems are inherently interdisciplinary and lack boundaries. To be successful after leaving Evergreen, environmental science students must develop the skills to tackle environmental problems that span disciplines. Biogeochemistry, by definition, does this. Not only does this field span science disciplines (i.e., biology, geology, chemistry, policy, economics, energy, law, etc), but it spans earth's interfaces (land, ocean, atmosphere). As such, a biogeochemist would create more upper division science programs, addressing issues highly relevant to today's environmental problems (ocean acidification, eutrophication, depletion of nutrients in soils, etc).

2. How would this position reinforce and support our current curriculum?

- The Environmental Studies planning unit is dependent upon students taking Introduction to Natural Sciences, yet very few Environmental Studies faculty contribute to introductory natural science programs, and none are capable of teaching introductory chemistry. Ideally, the new hire will teach introductory chemistry in an environmental context in "Introduction to Environmental Studies". This person would contribute to the predictability of the Introduction to Environmental Studies program and of interdisciplinary offerings at various levels (core to graduate) that include studies of Earth's biogeochemical cycles.
- Further, in addition to the lower division sciences, they could teach with faculty in upper division programs such as Environmental Analysis, Ecological Agriculture, etc. They could also teach with microbial ecologists and geologists.
- The Masters of Environmental Studies program includes electives on global elemental cycles and climate change, and biogeochemical cycles are incorporated into the required core program all MES students take. However, only adjunct faculty are teaching these topics in the MES program.

3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?

- In the environmental studies curriculum, biology is heavily represented. As such, if the appropriate candidate is hired, he/she could extend expertise by

- examining how elements cycle in the terrestrial, freshwater and marine systems.
- Enhance quantitative skills! Much of the ecology classes in the ES planning use statistics to develop quantitative reasoning skills and address scientific certainty. Hiring a biogeochemist would continue this work by using an additional approach to evaluate uncertainty—error propagation. Because biogeochemists typically derive mass balances, and have to propagate their error through many equations, students will get a better sense of how scientific certainty is addressed. This skill can be demonstrated through both lab and field exercises.
 - Global climate change is being taught superficially across many programs within the curriculum, but an in-depth analysis of climate change (including how the carbon cycle has operated over multiple time scales) is lacking. Further, we do not teach how paleoclimate proxies (including isotopes) are used to determine past changes in climate. A biogeochemist who can address these issues would help our students understand the science behind climate change.

4. How might this position advance general education goals across the curriculum?

- This position would augment the group of faculty teaching both basic and advanced quantitative methods – something that we are still short of at the college, as demonstrated by the 2009 Transcript Review. In the process it would increase the student audience who is exposed to quantitative modes of inquiry.

B. New Initiative (these four questions are for proposals intended to support new initiatives to expand the existing curriculum)

- Not applicable.

C. Transition of New Hire Into the College and Curriculum (these questions are for all proposals)

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have?

- Biogeochemistry is by definition, interdisciplinary. As stated above, not only does this field span science disciplines (i.e., biology, geology, chemistry, policy, economics, energy, law, etc), but it spans Earth's interfaces (land, ocean, atmosphere). Thus, interdisciplinary teaching opportunities exist way beyond the natural sciences. For example, biogeochemistry could be combined with a class on policy and law to determine the best solution to manage our growing greenhouse gas emissions. Or for another example, biogeochemistry could be combined with environmental health to determine how mercury cycles throughout the environment and food webs and in turn impacts Native populations.

How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

- Both ES and SI faculty have stated the desire to teach with a biogeochemist.
- The Environmental Studies Planning Unit Covenant states that we will offer a chemistry component in our Introduction to Environmental Studies program. However, year after year, we have failed to accomplish this.

6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?

- Introduction to Environmental Studies

7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.

- Faculty: Abir Biswas, Gerardo Chin-Leo, Erik Thuesen, Dylan Fischer, Ken Tabbutt
- Staff: Jenna Nelson, Ladd Rutherford, Alberto Napuli

8. Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?

- Evergreen has been very successful in obtaining grants from NSF and private foundations to improve our instrumentation.
- In the last year, we have successfully acquired new instrumentation through a grant from the MJ Murdoch Charitable Trust to purchase analytical chemistry equipment that would be ideal for a biogeochemist.
- Evergreen has the following instrumentation: CHN analyzer, discrete autoanalyzer (for nitrate, ammonium, and phosphate), mercury analyzer, IRGA (infrared gas analyzer for CO₂), GC-MS, ICP-MS, AA, IC, NMR.
- Because of our successful history, Evergreen provides a new biogeochemist faculty member a head start on writing successful external grants to acquire any specialized expensive equipment they might need.

Faculty Hiring Proposal 2013-2014: Botany and Natural History

Position Description:

The Evergreen State College seeks to hire a botanist with a demonstrated passion for fieldwork and for herbarium work. We are looking for someone committed to building and curating our Herbarium in their area of expertise with advanced student researchers. The successful candidate will have a broad background in organismal biology and be trained in nested classification, alpha taxonomy, scientific nomenclature, and specimen preparation. Previous experience with database management is required, especially with herbarium databases. The successful candidate will teach natural history, evolution and ecology including at an introductory level, often in an interdisciplinary team teaching.

Our small liberal arts college maintains nearly 6,000 specimens of algae, plants, fungi, and lichens. As an institution specializing in interdisciplinary study, our climate-controlled Herbarium serves artists, scientists, and others studying local biodiversity. Prior experience in a climate-controlled herbarium or natural history museum that eschews pesticides is desirable. Skill in botanical illustration is also desirable but not required. The Evergreen State College is located on a 1000-acre campus with a variety of habitats including coniferous forests, riparian woodlands, and marsh vegetation. Many world-class national parks and refuges are located nearby. Biologists with experience and/or interests that include the conservation biology of plants, and effects of global climate change on biodiversity are encouraged to apply.

Evergreen organizes its curriculum through interdisciplinary studies (rather than through departments and courses), so the ideal candidate will show the potential for working across disciplines with faculty colleagues. Applicants are invited to address in their letters of application their vision of innovative approaches to teaching natural history in an interdisciplinary, collaborative, and inquiry-based approach. In addition to teaching, faculty members are expected to advise and mentor students and participate in Evergreen's system of shared governance. Through their participation in shared governance, faculty members play a significant role in college operations.

Minimum Qualifications:

- Ph.D. in Plant Biology or related field;
- Experience and training in herbarium based research;
- Ability to teach natural history; and
- Expertise in one of the following fields: bryology, lichenology, mycology, or phycology.

Preferred Qualifications:

- Scientific illustration and
- College level teaching experience highly desirable. □

A1. What is the specific hole that this position is designed to fill? Evidence of a hole in the curriculum may consist of, but not be limited to, a field of study in which we have repeatedly hired visitors, a field of study needed to support a repeating program or series of repeating programs, and/or a field of study that we are currently only able to consistently teach at a beginning level but should in your opinion offer at either an intermediate or advanced level as well.

Evergreen has a strong tradition of field-based natural history, also known as organismal biology. This historical strength of Evergreen is due in part to the curricular structure of full-time programs, which allow for extended field trips. Programs in botany have consistently high student demand, as demonstrated by full programs and waitlists in programs taught by term and continuing faculty; and by multiple, yearly, often last-minute hires of visiting faculty. Students complain of not enough offerings in field-based environmental inquiry; there is no redundancy in the curriculum in organismal biology.

At most universities and colleges, “biology” is now split into two or three departments, not including the applied divisions in health sciences and natural resources and conservation that often exist as distinct schools. Reductionist modes of inquiry in biology that focus on cells, molecules, and/or genes often enjoy greater representation particularly at research institutions. Sometimes scientists focused on organisms or populations, call themselves other things – evolutionary biologists, field biologists, field ecologists, taxonomists, systematists – but one of their main foci is biodiversity of some particular group. With this position, we will be recruiting a new faculty member from the latter group.

A2. How would this position reinforce and support our current curriculum? Evidence for this might include supporting or expanding a current curricular pathway, expanding the options for students to take programs in the field of study represented by the position (i.e. expanding our capacity in a popular field of study) or expanding our capacity regarding a particular skill set (writing, quantitative methods, field research, etc.). Or it might address increased capacity for interdisciplinarity and/or for expertise and interest in teaching/pedagogy.

The repeating programs Botany: Plants and People and Picturing Plants have consistently been very popular, typically with full waitlists. The successful candidate will help expand the capacity of these successful programs and develop compatible programs that increase upper division science options for students in plant science. Currently zoologists far out number botanists at Evergreen, leading to students with a focus on plants being under served.

Also, the successful candidate will come in with a passion for and experience in Herbarium based research, and will thus be an active contributor to and curator of our small but impressive collection. Large research museums, such as at Berkeley and Harvard, are centers for the study of biodiversity and natural history, attracting researchers from all over the world, but are generally off-limits to undergraduates. Having a small Museum at Evergreen offers our students unique opportunities to immerse themselves in the scientific study of biodiversity, to help build the Collections, and to participate in active intellectual discussions that naturally occur in a space dedicated to careful study.

Furthermore, scientists who have come of age in Museums typically have experience with interdisciplinary inquiry. Researchers from multiple disciplines and international field

experience, often use research Natural History Museums, which reduces the intellectual provincialism that can sometimes occur in academia.

A3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?

Not only would a botanist easily teach with any of our existing organismal biologists, geologists and chemists; but also with many artists (see: any number of successful biology and art programs), humanists in historical, philosophical, and literary approaches to nature, including folklore; and social scientists in economics and sustainability.

A4. How might this position advance general education goals across the curriculum?

Any high-quality Museum-trained field-engaged botanist will embrace the five foci: art and science, in particular, have long had an intertwined relationship in natural history, and all such programs serve to bring scientific inquiry into an explicitly liberal arts curriculum (1: interdisciplinary study); nearly all entomological studies are collaborative in nature (2: collaborative learning); field work reveals diverse strengths and weaknesses that are not visible in traditional classroom settings, allowing students to shine who might otherwise never find or reveal their strengths (3: learning across significant differences); scientific practice, regardless of topic, is inherently about assessing logical arguments on the basis of reasoned beliefs (4: personal engagement); and the movement between field and lab or Museum, or theory and empirical hypothesis testing, is a perfect example of how modern science, at its best (and lowest tech), links theory with practice (5).

C5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

See answers to A3, and C6.

C6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?

Depending on the year hired, this person could teach with (this is an abbreviated list):

- Frederica Bowcutt, in *Botany: Plants and People*
- Heather Heying, in *Symbioses*
- Miranda Mellis, in *Figuring Plants: The Poetics of Taxonomy*
- Paul Przybylowicz, in *Plants and Soils of the Pacific Northwest*
- David Muehleisen, in *Practice of Sustainable Agriculture* or *Weeds and IPM*

C7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.

In addition to those listed in C6, at least the following: Ruth Hayes, Dylan Fischer, Lisa

Sweet, to name a few.

C8. Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?

In 2007, the college opened a state of the art, climate controlled Natural History Museum, which includes a Herbarium. The facility consolidated specimens of plants and animals in one location and increased access. Student and faculty interest in using this resource within interdisciplinary programs particularly between environmental studies and the arts has grown rapidly. To smoothly operate the Museum, we need more faculty with an active, long-term investment in its maintenance and growth. In this rare case, hiring more faculty will help maintain existing infrastructure, rather than tax it more.

Business/Entrepreneurship

This is a full time faculty position starting in the XX academic year.

The Evergreen State College seeks a faculty member with broad interest and experience in business and who is interested in teaching in an interdisciplinary, theme-based, collaborative context. Candidates must have the ability to teach entrepreneurship in a physical classroom environment and in one or more of the following areas: business economics, finance and accounting. Additional desirable teaching areas include marketing and strategic management. We are looking for a colleague excited about the opportunity to create, develop and implement a broad-based undergraduate business curriculum within a liberal arts context.

The successful candidate will teach in the foundational, interdisciplinary, full-time business curriculum and demonstrate an interest in and commitment to place business within a broad social and political context. A capacity and interest in teaching specific topics that illustrate the power of business to support community economic growth and/or social justice is highly desirable. For example, expertise in such topics as entrepreneurship, managing small to medium size enterprises, sustainable business practice, innovation, diversity and business, human scale business in a global economy, workforce development and alternative workplace models, and other forms of business organizations, non-profits and NGOs.

We strongly encourage candidates to apply who have demonstrated experience in teaching, have experience in pursuing innovative and engaging teaching strategies working with faculty from other disciplines, and who have experience working with diverse and underserved populations. Faculty members on teaching teams have a significant amount of direct contact with students and enjoy a high degree of freedom to determine the subject matter, pace, emphasis, classroom strategies and modes of evaluation in the programs that they teach. Candidates who have background and interests beyond business and have prior experience teaching with faculty from other disciplines and pursuing innovative and engaging teaching strategies are particularly encouraged to apply.

Minimum Qualifications:

- 1) Master's degree in business or closely related field.
- 2) Expressed interest in teaching at an interdisciplinary liberal arts college.
- 3) Ability to teach entrepreneurship in physical classroom environment AND in one or more of the following areas: business economics, finance and accounting.

Preferred qualifications:

- 4) Entrepreneurial business experience.
- 5) Experience in teaching entrepreneurship at the college/university level.
- 6) Doctorate in business or closely related field.
- 7) College-level teaching experience in a physical classroom environment.
- 8) Interest in and ability to teach in one or more of the following areas: marketing and strategic management.

- 9) Ability to work with students on writing.
- 10) Experience in working with diverse and underrepresented populations.
- 11) Experience in pursuing innovative and engaging college teaching strategies and working with faculty from other disciplines.

Business/Entrepreneurship position

- 1) What is the specific hole that this position is designed to fill? Evidence of a hole in the curriculum may consist of, but not be limited to, a field of study in which we have repeatedly hired visitors, a field of study needed to support a repeating program or series of repeating programs, and/or a field of study that we are currently only able to consistently teach at a beginning level but should in your opinion offer at either an intermediate or advanced level as well.

Demand for business/entrepreneurship classes continues to outstrip our ability as a daytime Business faculty to meet demand at both the introductory and at the advanced level. (We have not attempted to offer anything “intermediate” level in the past decade). Daytime students continue to go to EWS classes to fill holes in their business studies when suitable or needed Daytime business programs are not on offer. Alternatively, they seek out faculty to do business plans or marketing plans doing ILCs, further drawing on Daytime business faculty beyond their regular delivery of programs. Finally, some business students simply skip enrollment for a quarter if nothing fitting their needs is on offer, delaying their graduation dates.

In the past six years, we have offered three two-quarter *introductory* business programs (e.g., Dream to Green 2009-10; Marketing and (Anti-)Consumerism/Games Marketers Play 2010-11), usually followed by a spring quarter “elective” in entrepreneurship (David Shaw), finance or sustainable business (Zoe van Schyndel) or statistics and personal finance (Glenn).

In the past six years, we have also offered two *advanced* business programs (Zoe and Glenn in 2008-9, and David and Zoe in 2011-12) running for two consecutive quarters, Fall and Winter, again followed by elective business programs in Spring quarter.

We are also probably in a position where one business faculty member each quarter could do nothing but business plans and marketing plans (or similar ILC and INT topics) with students full-time. This is especially true in the 12-18 months after we offer an advanced business program team-taught by two business faculty members.

Finally, this ignores the “service year” where Daytime business faculty team-teach in other areas of the college (e.g., for Fall 2013 and/or Winter 2014, Glenn in the program *Northwest Developments*; Zoe in *the Business of Art*; David in *China: a Success Story?*). To explain, the business faculty in these programs are teaching some introductory material in the “business disciplines” in interdisciplinary “service programs” team-taught with faculty from other disciplines. However, credit in business studies usually only constitute one-quarter to one-half of the credits offered in the program.

2. How would this position reinforce and support our current curriculum? Evidence for this might include supporting or expanding a current curricular pathway, expanding the options for students to take programs in the field of study represented by the position (i.e. expanding our capacity in a popular field of study) or expanding our capacity regarding a particular skill set (writing, quantitative methods, field research, etc.). Or it might address increased capacity for interdisciplinarity and/or for expertise and interest in teaching/pedagogy.

We can offer team-taught *basic* business programs every year or two (instead of every two or three years) and team-taught *advanced* business programs every year or two (instead of every three years). Here, team-taught would, at a minimum, refer to a team of *two* business faculty members teaching together.

Similarly, we can offer more ILC opportunities for business topics that non-business faculty cannot (or perhaps should not usually) oversee (e.g., primarily marketing plans and business plans).

Finally, we can offer interdisciplinary team-taught “service programs” more frequently (for instance, in the current academic year 2013-14 all three of us are teaching in at least one quarter of a service program. All three of us benefit by having teaching partners from outside our discipline by doing so. However, this also means that two of us on the Business faculty are missing an opportunity to teach a basic or advanced business basics program together that year, meaning students have reduced opportunities to get full credit studying business in every quarter we do this).

3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?

Currently, two of the three of us in the Daytime business faculty have an MBA (or equivalent) degree, meaning we have a good grounding in the five basic business disciplines – management, marketing, economics, finance and accounting. Out of those studies and their industry experience, Zoe is (arguably) strongest in finance and David in marketing.

Based on our doctoral studies, Glenn can teach management science (statistics) and David applied microeconomics (marketing and strategic management).

In the Daytime faculty, John Filmer remains the only faculty member offering an *introductory* business program year after year.

Currently, we are limited in Daytime Evergreen faculty who can offer programs covering the following topics in Business:

- marketing (David Shaw, Theresa Aragon),
- accounting (Zoe van Schyndel, David Shaw),
- business economics / applied microeconomics (David Shaw),
- management / leadership (Cynthia Kennedy, David Shaw, Theresa Aragon, Lee Lyttle),
- strategy (David Shaw, Glenn Landram),
- finance (Zoe van Schyndel, Glenn Landram),
- business/marketing research (Glenn Landram, David Shaw),
- sustainability in business (Zoe van Schyndel, David Shaw) and
- international business (David Shaw, Theresa Aragon).

EWS faculty are the primary sources for coursework in business economics (Thuy Vu); “soft” management topics like leadership, organizational behavior and human resources management (Dariush Kareishi), sustainable management (Bobbi McIntosh) and systems thinking and nonprofits (Kathy Kelly). Allen Jenkins (small business management) remains the only faculty member (daytime or EWS) with substantial background and/or experience in accounting.

Some MPA faculty rotating into undergraduate programs can offer additional business disciplines skills, but not in a systematic fashion for building greater regularity into the core business program. (They do, importantly, build diversity and additional elective business topics and, in many cases, additional interdisciplinary courses containing business disciplines).

Finally, to date the current Daytime business faculty have also tried to help out in interdisciplinary/service programs in other areas (e.g., Zoe in art and in family studies; Glenn in health sciences, in urban planning and in the MPA program; and David in China studies; food studies; and economic history and macroeconomics). A new faculty member in business/entrepreneurship frees each of us up to do this type of teaching more often; he or she also brings their own areas of expertise to the table for such programs.

4. How might this position advance general education goals across the curriculum? What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

See interdisciplinary (ID)/service program discussion above in answer to question #3 for some previous discussion of this topic.

Besides being able to offer entrepreneurship programs more often, we can have additional depth in offering *accounting*, *finance* and *business economics* topics both in business programs and in ID/service programs. Should the new hire also bring the ability to teach marketing and/or strategic management, we can offer both types of programs [i.e., (1) core business programs and (2) ID/service programs including business topics] more often.

In terms of the business disciplines and our ability to deliver them on a recurrent basis at Evergreen:

- *Accounting* would solidify a largely vacant field in our current business offerings.
- *Business Economics* and/or *Finance* would build greater depth and flexibility.
- *Marketing* and *Strategic Management* would also build depth and flexibility, but is somewhat less than critical than the three areas of accounting, business economics and finance listed above, at least based on the current Daytime business faculty and their skill base for teaching across the business disciplines.

6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?

Looking two years out, to 2015/16, the new hire could be put into an Advanced Business program, or into an ID/Service program.

(Note we currently plan to offer an introductory business program taught by three Business faculty in Fall 2014 and Winter 2015. This would feed nicely into an advanced business program the following academic year of 2015/16).

If we made the decision as a business faculty to offer an introductory business program every academic year, the new hire could alternately be put into that role in their first year at Evergreen.

7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.

The entire Daytime business faculty would do this. EWS business faculty might also be able to assist, deanery permission permitting in such areas as team teaching.

8. Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?

Only an additional office and classroom space would be needed to accommodate one additional Daytime business faculty member. Some individual needs for accounting, business economics and/or finance-related periodicals and databases might also be welcomed by such a hire, depending on their teaching (and possibly research) needs.

Chinese History

Joint Proposal: Culture Text and Language & Expressive Arts

Description

We seek a specialist who has interest in teaching 19th and 20th century Chinese history, but who also has sufficient breadth to teach wider historical surveys. The candidate should also have strong secondary skills in Chinese language, literature, and culture. The selected candidate will teach with one or more faculty members in a team-taught, interdisciplinary academic program covering a wide range of subject matters in Chinese history and culture. The China studies program will be an intensive and recurring year-long program that will be offered to students every other year. In alternate years, the successful candidate will be free to teach other interdisciplinary courses related to the candidate's particular interests. Candidates should demonstrate experience in teaching and research in fields related to Chinese history, including Chinese cultural, political, and ethnic history. Possible thematic interests could also include anthropology, sociology, geography, the arts, and environmental studies. The candidate should possess native or near-native fluency in modern Mandarin Chinese and be able to teach Chinese language at the beginning and intermediate levels, at the same time displaying competence in reading and interpreting classical Chinese texts. Ph.D. in hand in Chinese history is preferred.

Why is this position important to CTL and ExA?

Evergreen has created a fine institutional reputation over the years for its innovative and popular area and cultural studies program. Students from across the nation aspire to study in many of its multi-disciplinary and intensive yearlong language and regional studies courses, including French, Spanish, Russian, and Japanese, and are eager for study abroad opportunities of all kinds. To date, however, we have only been able to teach a popular China studies program with the assistance of a visiting historian. In keeping with enrollment statistics from other area studies programs, Rose Jang's China program has been fully enrolled with TESC students, despite the fact that she relies on visiting scholars for much of the program's historical content. Rose has been and will be offering the China program every two years, as with our other language and culture programs. Next year it will be offered as a core program, providing both introductory language skills and an introduction to a diverse cultural perspective for first year students. It is therefore crucial that the faculty member filling this position be able or willing to learn to teach Chinese language, literature, and the arts. In other words, this position allows us to do something we already do well, even better.

Why is this position important to the overall curriculum of the college and/or to the community we serve?

Several distinct features of our current educational climate call for the permanent hiring of a Chinese Historian: consistent student demand for a repeating China studies program; the increasing economic, political, and military power of China; the proximity of China to Washington State and the Pacific Rim at large; and the opportunity to study Mandarin Chinese on campus, the most widely spoken language on the globe. In addition to justifying a hire in this field, these reasons also attest to the importance of Chinese history and culture to the TESC curriculum as a whole. TESC should quickly create a sustained and scholarly study of this

increasingly influential world power. Taking this step would significantly enhance the interdisciplinary prestige of our college, it would strengthen our students' sense of world citizenship, and it would speak well of our commitment to significant and meaningful undergraduate education. Indeed, given Washington State's increasing trade ties with China and given our proximity to state legislators, a robust China studies program on our campus would also likely increase our visibility and respect in the state administration.

Our campus's continuing commitment to offering a broadly interdisciplinary liberal arts education speaks directly to the strengths of this particular hire. Our European historians, Stacey Davis and Rob Smurr, both teach languages relevant to their field of expertise (Russian and French) and therefore provide the college with two disciplinary strengths—we hope this position can do the same. Adding another faculty member who can teach the language of his/her regional expertise, while serving in many cultural studies programs across curriculum and disciplines, will serve to ease the burden on EWS and on our shrinking supply of visiting lines.

Planning for 14-15

The faculty member hired under this rubric would be able to choose a program of her interest, one that would presumably speak most to her sub-field. He/she might teach in an inter-area core program. We envision hiring a Chinese Historian who would have the skill, interest, and desire to teach with a variety of diverse disciplines, including scientists, artists, and other historians.

Position Title: Conservation Biology

The Evergreen State College seeks to appoint a full-time faculty member who is a broadly trained conservation biologist. Qualifying fields must include both biological and social science, as the position requires the ability to teach about biological diversity in all its forms and about strategies to protect and restore such diversity in a wide variety of habitats. A foundation in the biological sciences must be complemented with graduate-level and/or professional training in some social science components of conservation biology. Area of specialization is open, but demonstrated interdisciplinary expertise and training is mandatory. Experience in field-based research and teaching is also required.

Evergreen organizes its curriculum through interdisciplinary studies (rather than through departments and courses), so the ideal candidate would show the potential for working across disciplines with faculty colleagues. The Conservation Biology Faculty Member is expected to teach at both the undergraduate and master's levels (Master of Environmental Studies), on a rotating basis. Teaching conservation biology at Evergreen offers unique opportunities and challenges, as we teach primarily in theme-based, specialized programs rather than in broad survey courses. Evergreen coordinated studies programs are inquiry-based and thematically driven, and over the course of a career the successful candidate may team-teach with colleagues from the arts, social sciences, sciences, and humanities. Given these opportunities and challenges, applicants are invited to address in their letters of application their vision of innovative approaches to teaching in an interdisciplinary, collaborative, and inquiry-based classroom.

In addition to teaching, faculty members are expected to advise and mentor students and participate in Evergreen's system of shared governance. Through their participation in shared governance, faculty members play a significant role in most aspects of how the college is run.

Minimum Qualifications:

- Ph.D. in conservation biology or closely related field
- Interdisciplinary expertise in areas that are central to the field of conservation biology (e.g., natural resources management and policy, protected area design and management, climate change and conservation, etc.)
- College-level teaching experience and ability to teach conservation biology in team-taught undergraduate and graduate courses

Preferred Qualifications:

- Active research and publication in the field of conservation biology

Conservation Biology Description

B. New Initiative (these four questions are for proposals intended to support new initiatives to expand the existing curriculum)

1. What are the connections between this new initiative and the current curriculum? Are there clear interdisciplinary connections with the current curriculum? Is this position aimed at bridging two existing fields of study, or is it adding something totally new?

Conservation biology is needed in the curriculum to strengthen the integration of our biological courses as well as to introduce new interdisciplinary content that integrates biological and social sciences. Although conservation biology has been a component of the existing curriculum, to varying degrees over time, we have never had a faculty member dedicated to teaching conservation biology as her/his primary area of expertise. Given the fact that the loss of biological diversity is one of the most important environmental problems of our age, this environmental studies topic must have a much higher profile in our curriculum.

2. Is a single hire in this field sufficient to support the field in the curriculum? To help you answer this think about the following questions. Is it appropriate for this field of study to be offered at both a beginning and an intermediate or advanced level? If yes, is it realistic for the new hire to do both or are the prerequisites for upper-level work in this field, or the upper-level work itself, already in the current curriculum?

A single hire would go a long way toward filling a need that could be strengthened by subsequent hires. Filling this position would not *require* subsequent hires because other ES faculty members who have primary expertise in such fields as ecology, ornithology, geography, and marine science can complement the work of the new conservation biology hire, at a variety of levels. However, if the faculty decide, in the future, to strengthen Evergreen's commitment to conservation biology, subsequent hires would be beneficial, since this is a very broad, interdisciplinary field that integrates many different areas of expertise.

3. How will the pedagogical interests, skills and experience that someone in this position would bring augment the interests, skills and experience already represented by current Evergreen faculty across the curriculum?

This new faculty member would provide both scientific depth and an interdisciplinary framework in the study of biological diversity and strategies for its conservation and restoration. We periodically offer courses on the use of protected areas for such purposes, taught by a Ph.D. geographer who has a bachelor's degree in ecology. We also incorporate habitat conservation planning and sustainable forest practices into some of our offerings. Since we have nothing in the curriculum that focuses specifically on the interdisciplinary field of conservation biology, this new position would increase the scientific rigor of our conservation biology offerings beyond that represented by current ES faculty members.

4. How might this position advance general education goals across the curriculum?

This position would strengthen our ability to give students practical, interdisciplinary skills that

Conservation Biology Description

can be applied to the resolution of complex and urgent problems related to the loss of biological diversity. Conservation biology is a normative, interdisciplinary field that provides the tools to combine natural and social science, public policy, public education, and environmental advocacy. The combination of interdisciplinary education with the application of that education to solving complex, urgent, real-world problems is at the core of our general education goals.

C. Transition of New Hire Into the College and Curriculum

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

Many ES planning unit members would be very interested in developing programs with a faculty member hired for this position. The tools of conservation biology are central to any course designed to address contemporary environmental problems, making a conservation biology colleague an important complement to all of our natural-, physical-, and social-science teaching. Environmental studies programs dealing with terrestrial ecology, marine science, food systems, botany, ornithology, protected areas, and land use planning, are just some examples of interdisciplinary teaching options for such a new position.

6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?

This is difficult to answer because there is no current curricular plan within ES for 2016-17, when this position might be created. However, Ted Whitesell has expressed a strong desire to teach with this new hire during her/his first year.

7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.

All of us who teach any sort of ecology and field-based programs could do this.

8. Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?

This would depend upon the specific areas of expertise of the new hire, but no need is anticipated for new infrastructure. Fieldwork is required of this position so, ideally, the motor

Conservation Biology Description

pool fleet and some field equipment would be strengthened, although this would not be necessitated by this hire.

Faculty Hiring Proposal

Written by Steven Hendricks

1. Position Title: Interdisciplinary Creative Writing

The Evergreen State College seeks a versatile teacher of creative writing capable of integrating their discipline into a range of team-taught, full-time interdisciplinary programs for undergraduates.

Viable candidates must have the following prior experience:

- success designing interdisciplinary undergraduate curricula that include fiction writing
- established range in the teaching or the practice of writing (poetry, creative non-fiction, screenwriting, etc.);
- experience teaching at the undergraduate level on a collaborative team of faculty.

Other minimum requirements: MFA in Writing or closely related field

The ideal candidate brings experience teaching writing in the context of other arts and offers innovative pedagogy to connect the practice of writing with literary studies with other disciplines (e.g. psychology, social science, environmental sciences, philosophy, etc.) and significant cultural or historical context. Ideal candidates will also possess significant prior teaching experience, preferably at alternative institutions or in a routinely collaborative and interdisciplinary context.

+ + +

+ What pedagogical interests, skills, and experience should the person hired for this position be able to demonstrate?

1) This position is for a creative writer capable of the flexibility to teach writing in many contexts; bringing tremendous curiosity, adaptability, and open-mindedness about the field and how it fits for a range of students is essential, i.e., this fiction writer will not always be teaching to an audience of self-declared fiction writers (or even fiction readers); instead this faculty will be bringing writing to a wide range of students, and will therefore need to find ways to make fiction writing relevant and engaging within unusual contexts.

2) We seek a faculty member interested in developing and teaching regularly in a foundational lower-division program in, broadly speaking, writing-based art and craft (to include many forms of conventional writing, alternatives that take advantage of other media, processes, and artistic practices). Such a program would serve as an entry point into the humanities for a range of students. Faculty for this program would be expected to take an interest in best practices for teaching new and transfer students of all ages—new to college and new to college-level study in the humanities.

3) Finally, this faculty member should be capable of taking on a role in the continued development of support for the Academic Statement initiative and for teaching writing across the curriculum. Broadly, this demands that this faculty member be not only engaged in strong pedagogy in writing but deeply invested in student learning in general, the Evergreen model for education, and the unique curricular pathways that Evergreen students create for themselves.

+ How will these augment the interests, skills, and experience already represented by current Evergreen faculty, including EWS faculty?

The above pedagogical interests and skills apply more or less to all writing faculty. Where they apply less to existing faculty is the degree to which, being limited in our number, we can “migrate” away from teaching the writing-centric population of students in order to experiment and teach cross-divisionally. An additional 1-2 faculty in writing capable of similar flexibility would increase our ability to maintain strong lower and upper division offerings in creative writing while also rotating into more adventurous and

interdisciplinary situations. Thinking only of full-time day-time faculty, recent retirements (Eddy Brown and Bill Ransom) and the loss of a long-time visitor leave us well short of what we need. One long-time visitor remains and a new visitor has been hired to pick up some seats. This proposal and one other (also for a writer) would help to fill the vacancies left by the most recent retirements, and enable the day-time writing faculty to plan coherent pathways for students.

2. Criteria

Is this position intended to support our existing curriculum (fill a hole, add additional depth, improve flexibility, workability) or is it a new initiative designed to expand the curriculum?

This position will support the existing curriculum while also making feasible some new initiatives in the teaching of writing. I'm not ready to call such initiatives expansions of the curriculum so much as ways of clarifying and strengthening the curriculum.

. . . Support the Current Curriculum

1. What is the specific hole that this position is deigned to fill?

Two recent retirements, Bill Ransom & Eddy Brown, and one recent departure of a long-term visitor have left a gaping hole in the writing curriculum. Creative writing programs are always in demand. Current writing faculty regularly have long wait-lists for their programs and are consistently approached to do ILCs. In terms of the ILC "issue" as described by the LRC dtf, students looking for writing programs very often end up thinking they need the "safety valve" of an ILC. That said, ILCs in writing are not for everyone, the learning done by students in such scenarios is easy to question, and to support one well takes a tremendous effort on the part of faculty sponsors. Word of mouth and data suggest that many students come to Evergreen specifically for creative writing of one kind or another, yet once here, they struggle to find even one class or one faculty with whom they can work in any two year period. This position would help us to plan curriculum and consistently offer more writing-focused programs and more interdisciplinary programs with a strong creative writing emphasis for both beginning and advanced students.

2. How would this position reinforce and support our current curriculum?

Student interest tips toward writing, as does student need. Existing writing faculty are interested in establishing a lower division foundational course in a range of writing practices. Such a program would be a tremendous boon for writing across the curriculum initiatives and the academic statement.

3. How might the pedagogical interests, skills, and experience that someone in this position would bring augment that already represented by current Evergreen faculty across the curriculum?

Current day-time faculty who regularly teach writing in programs carry with them interests in

1. avant-garde poetry & poetics (Schwartz),
2. experimental prose and theory (Mellis),
3. literary fiction and book arts (Hendricks).

In fact, there is a heavy lean toward the "experimental" or non-traditional-genre writing, which is perhaps to be expected, and there is no end to the demand for teachers of prose fiction. Ransom and Brown, our two recent retirements, consistently emphasized story-craft and were exceptional at guiding students toward the professional practice of writing and publishing. While it's not the case that we need to replicate their styles or interests, a faculty member in writing with a strong, informed interest in craft, capable of teaching workshops of many kinds, would both balance and complement existing faculty. Other interests that would complement our current foci would include the following areas in demand by students: screenwriting, multi-media work, memoir, genre fiction, & creative non-fiction. However, none of these foci are as important as the capacity of this faculty member to teach broadly in writing and in connection with other disciplines.

4. How might this position advance general education across the curriculum?

This faculty member would add a great deal to our capacity for teaching writing across the curriculum and be capable of teaching in broadly interdisciplinary programs. This position would enable us to offer stronger lower-division support for writers—as would any increase in the number of writing faculty.

(OR?) . . . New Initiative

Instead of answering each of these questions, I'll simply repeat the very modest, not-even-really-an-initiative prospect that, given a solid core of faculty in writing capable of collaboratively planning curriculum into the future, we could establish a substantive foundational program in writing for lower division students that would be both a solid core of writing skills for any student and an entry level writing and humanities program for those with that kind of focus—we'd like to be able to do this without sacrificing upper-division work or interdisciplinary programming for lower and upper divisions, and without continued reliance on visitors to satisfy student demand.

(for all positions...)

. . . Transition of New Hire into the College and Curriculum

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? Have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

With two full-time adjuncts in writing right now, it's easy to see this faculty member would fit well into existing planning units and strategies. Both of our current visitors are, in fact, in high demand for their respective skills and expertise.

To the second question: yes, generally, faculty express interest in working with writers, and more particularly, our two visitors currently operating in these positions are in high demand (for what they represent in the curriculum and for their unique talents).

6. What multi-faculty team-taught program(s) do you foresee that the person hired for this position would be teaching during their first year?

This faculty would fit well into almost any interdisciplinary core or lower division program. Again, the position is specifically asking for flexibility, team teaching experience, and interdisciplinary teaching experience; I expect a smooth transition.

7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field?

The above-mentioned creative writing faculty as well as faculty in literature, the director of the writing center, and relevant faculty in EWS. I would imagine this faculty would be most likely to join CTL or CCP and find ample support and collegiality.

8. Briefly, what infrastructure will be necessary for instruction in this new field of study (special equipment, etc)? Is that infrastructure already in place? If so, can it support another user?

None

Hiring Proposal in DEVELOPMENTAL PSYCHOLOGY

Position Title and Description

Position Title: DEVELOPMENTAL PSYCHOLOGY

We seek a developmental psychologist to join the faculty at The Evergreen State College. The candidate will be able to teach human development through the life span and have a strong theoretical foundation in developmental psychology. The candidate should have a strong background in quantitative and/or qualitative psychological research methods. Qualified candidates will have a background in issues of diversity and multiculturalism, and an interest in interdisciplinary teaching. Evergreen coordinated studies programs are inquiry-based and thematically driven, and over the course of a career the successful candidate will team-teach with colleagues from the arts, social sciences, sciences, and humanities. Given these opportunities and challenges, applicants are invited to address in their letters of application their vision of innovative approaches to teaching developmental psychology in an interdisciplinary, collaborative, and inquiry-based classroom.

Minimum Qualifications:

- Ph.D. in Developmental Psychology, or equivalent

Preferred Qualifications:

- College level teaching experience

A. Support the Current Curriculum

1. What is the specific hole that this position is designed to fill?

Developmental psychology is a “fundamental” area of the field of psychology, providing foundational knowledge for students pursuing an emphasis in psychology. It is a big gap in our coverage of psychology to not have any psychologist trained in this area on the faculty.

Developmental psychology is a common prerequisite for graduate study in psychology, education, and many health sciences. There are currently no daytime opportunities to meet this prerequisite at Evergreen during the academic year. The hiring of a developmental psychologist will increase retention of our psychology students who are repeatedly frustrated with their inability to get this necessary prerequisite for entry into graduate programs. Even within our undergraduate psychology curriculum at Evergreen, there is a distinct need for developmental psychology to be offered: students seeking admission into one of our upper-level psychology programs (*Multicultural Counseling* or *Clinical Psychology: The Scientist-Practitioner Model*) are advised to take Developmental Psychology first as a prerequisite.

Having a developmental psychologist on staff would also allow Evergreen to offer interdisciplinary programs such as Health and Human Development (HHD), a previously long-standing program at Evergreen that regularly provided the teaching of developmental psychology in the curriculum.

2. How would this position reinforce and support our current curriculum?

Faculty in other disciplines are often looking for a developmental psychologist with whom to team-teach theme-based programs on children or aging. Many fields, such as biology, applied health and mental health fields, nursing, social work, and education, require an understanding of developmental psychology as a prerequisite to entry into the field. And, as described above, our current curriculum within psychology requires Introduction to Developmental Psychology as a prerequisite to our upper-level programs.

3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?

A faculty member with a doctorate in developmental psychology can bring a much needed area of expertise to the curriculum to both enhance offerings available in undergraduate psychology and prepare students for many careers that involve working with people in which an understanding of human development is essential.

We do not have a developmental psychologist teaching in that area among our current daytime Olympia faculty. Carrie Margolin, a cognitive psychologist, teaches Introduction to Developmental Psychology during the summers to fill this gap.

4. How might this position advance general education goals across the curriculum?

A developmental psychologist is trained in the details of adolescent and young adult development on all dimensions: physical, cognitive, and socio-emotional development. The College is in the business of working with adolescents and young adults. Thus a developmental psychologist can provide insight and guidance into the best practices of educating and advising these developing individuals. A developmental psychologist can create pedagogy that will be most successful in engaging and retaining young adults.

A faculty member with a doctorate in developmental psychology will also add much-needed strength to our coverage of the social sciences more generally at Evergreen. A trained social scientist can teach students about the social science research process, social science research methodologies (both quantitative and qualitative), and work with students interested in conducting primary research of their own via ILCs.

C. Transition of New Hire into the College and Curriculum

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning

unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

A new hire in developmental psychology, we think, would potentially be inundated with interdisciplinary opportunities for teaching from faculty within the biological sciences, education, history, anthropology, sociology, philosophy, and American studies. Faculty across all of the disciplines who wish to teach theme-based programs that deal with aging or children will be interested in team-teaching with a developmental psychologist.

6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?

During their first year, a developmental psychologist could easily teach Health and Human Development or another program that emphasizes health. Another natural match is to team up with faculty interested in education, or programs dealing with the developing child or adolescent in fields such as art and literature. Faculty in Consciousness Studies would welcome a developmental psychologist for their expertise in cognitive development across the lifespan, which blends well with the study of states of mind.

7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field?

All of the current psychology faculty—Carrie Margolin, Laura Citrin, Mukti Khanna, Heesoon Jun, George Freeman, Ryo Imamura—can provide guidance and camaraderie for the new hire in developmental psychology. Depending on the new hire's research specialization, they are likely to find faculty in education, such as Sonja Wiedenhaupt, another research-oriented psychologist, and Scott Coleman, to be colleagues with close ties as well. Colleagues in closely allied social scientific fields, such as sociology and anthropology (Toska Olson, Lin Nelson, Eric Stein, Rita Pougiales, Karen Gaul), might also serve as academic colleagues.

8. Briefly, what infrastructure will be necessary for instruction in this new field of study?

For teaching, the developmental psychologist will need the standard support given to all faculty: an office, computer, and a program budget. This faculty will not require anything out of the ordinary. If this new hire wishes to pursue their research program, he or she might need video equipment or statistical software, etc., but will not need anything unusual or pricey. Current psychology faculty are working with the Administration to locate a shared psychology lab space on campus; this space would be a desirable resource for any developmental psychologist and their students.

Faculty Hiring Proposal 2013-2014: Entomology and Natural History

Position Description:

We are seeking a broadly trained invertebrate biologist specializing in insects to participate in interdisciplinary team teaching. Passion for the natural history and biodiversity of insects; ability to teach entomology, including the evolution and ecology of insects; and interest in curation and building of Evergreen's Natural History Museum, are required. The Evergreen State College is located on a 1000-acre heavily wooded campus with many diverse habitats, which allows for the development of frequent and repeated field opportunities for students on-campus; in addition, Evergreen's unique curricular structure allows for multi-day field trips within academic programs. We seek applicants who are driven to do fieldwork, and have teaching and research goals compatible with Evergreen's mission to mentor our outstanding undergraduate students. The successful applicant will have opportunities to foster collaborations and sponsor student internships with government agencies and tribal organizations located in and around Olympia, and to teach in Evergreen's Master of Environmental Studies program. A qualified applicant would be excited to create courses in their area of expertise, and inspired to reach across disciplinary boundaries, exploring solutions to real-world problems (e.g. linking biodiversity and climate change with issues of social justice) or gaining a deeper understanding of knowledge itself (e.g. linking different concepts of "knowing" typically associated with the arts and sciences).

Minimum Qualifications:

- Ph.D. in Biology or related field;
- Ability to teach arthropod diversity, evolution, and ecology, in field and Museum settings;
- College level teaching experience.

Preferred Qualifications:

- Experience in entomological curation or research at a Natural History Museum.

A1. What is the specific hole that this position is designed to fill? Evidence of a hole in the curriculum may consist of, but not be limited to, a field of study in which we have repeatedly hired visitors, a field of study needed to support a repeating program or series of repeating programs, and/or a field of study that we are currently only able to consistently teach at a beginning level but should in your opinion offer at either an intermediate or advanced level as well.

Evergreen has a strong tradition of field-based natural history, also known as organismal biology in modern terms. These historical strengths of Evergreen are due to the curricular structure of full-time programs, which allow for extended field trips; our large campus with diverse habitats; and the dedication of several early faculty in natural history. Decades of field-based programs have helped create a Natural History Museum at Evergreen, which is otherwise almost unheard of at small colleges.

Programs in organismal biology have consistently high student demand, as demonstrated by full programs and waitlists in programs taught by term and continuing faculty; and by multiple, yearly, often last-minute hires of visiting faculty to teach upper-division programs in these fields. Students complain of not enough offerings in field-based environmental inquiry; there is no redundancy in the curriculum in organismal biology.

At most universities and colleges, "biology" is now split into two or three departments, not including the applied divisions in health sciences and natural resources and conservation that often exist as distinct schools. While cell and molecular biology, among others, tend to have a more reductionist focus, organismal biology has its focus of inquiry at or above the level of

organisms: individuals, populations, species. Organismal scientists may also call themselves other things—evolutionary biologists, field ecologists, taxonomists, systematists—but one of their main foci is the biodiversity of some particular group. With this position, we will be recruiting a new faculty member from this latter group.

A2. How would this position reinforce and support our current curriculum? Evidence for this might include supporting or expanding a current curricular pathway, expanding the options for students to take programs in the field of study represented by the position (i.e. expanding our capacity in a popular field of study) or expanding our capacity regarding a particular skill set (writing, quantitative methods, field research, etc.). Or it might address increased capacity for interdisciplinarity and/or for expertise and interest in teaching/pedagogy.

Insects represent a substantial fraction of the world's biodiversity, with estimates approaching 80% of the species on Earth. They thus provide an exceptional taxonomic basis with which to frame essential questions in the environmental sciences. These include "basic" research questions—e.g. What diversity exists? How do species partition space? Under what circumstances do they speciate, spread, cooperate, change, or go extinct?—and applied ones—e.g. How do climate change and agricultural practices affect insect diversity?

Evergreen has organismal biologists on the faculty, but these programs tend to be full, with waitlists, and nobody is actively teaching entomology. The successful candidate will support existing student demand by offering more options for field research, quantitative methods, *and* writing, through the lens of a clade (insects) no longer being actively studied or taught at Evergreen, since the departure of Jack Longino in 2011.

Also, the successful candidate will come in with a passion for and experience in Natural History Museums, and will thus be an active contributor to and curator of our small but impressive Museum, specifically of the considerable Insect collection which Jack left behind, and which was generated over the years by himself and Evergreen students—a Collection that would be well served by active curation. Large research museums, such as at Berkeley and Harvard, are centers for the study of biodiversity and natural history, attracting researchers from all over the world, but are generally off-limits to undergraduates. Having a small Museum at Evergreen offers our students unique opportunities to immerse themselves in the scientific study of biodiversity, to help build the Collections, and to participate in active intellectual discussions that naturally occur in a space dedicated to careful study.

Furthermore, scientists who have come of age in Museums typically have experience in interdisciplinary inquiry. Researchers from multiple disciplines and international field experiences often use Natural History Museums, which reduces the intellectual provincialism that can sometimes occur in academia.

A3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?

Not only would an entomologist easily teach with any of our existing organismal biologists, geologists and chemists; but also with many artists (see: any number of successful biology and art programs), humanists in historical, philosophical, and literary approaches to nature, including folklore; and social scientists in economics and forensics. Furthermore, s/he would likely be able to teach in both our agricultural and health curricula, investigating applied questions such as crop resistance to insect pests, insect resistance to pesticides, and the role of emerging insect pathogens and vectors in public health.

A4. How might this position advance general education goals across the curriculum?

Any high-quality Museum-trained field-engaged entomologist will embrace the five foci: art and science, in particular, have long had an intertwined relationship in natural history, and all such programs serve to bring scientific inquiry into an explicitly liberal arts curriculum (1: interdisciplinary study); nearly all entomological studies are collaborative in nature (2: collaborative learning); field work reveals diverse strengths and weaknesses that are not visible in traditional classroom settings, allowing students to shine who might otherwise never find or reveal their strengths (3: learning across significant differences); scientific practice, regardless of topic, is inherently about assessing logical arguments on the basis of reasoned beliefs (4: personal engagement); and the movement between field and lab or Museum, or theory and empirical hypothesis testing, is a perfect example of how modern science, at its best (and lowest tech), links theory with practice (5).

C5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

See answers to A3, and C6.

C6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?

Depending on the year hired, this person could teach with (this is an abbreviated list):

- Frederica Bowcutt, in *Pollination*
- Ruth Hayes, in *Film and Form: Bugs on the Move*
- Heather Heying, in *Zoological Inquiry: Evolution, Anatomy, Physiology and Conservation*
- Bob Leverich, in *Flight Behavior* (themes consistent with Kingsolver's new book)
- Miranda Mellis, in a program including writing, literature, Museums and field biology
- David Muehleisen, in *Plant – Insect Interactions and Integrated Pest Management*
- Erik Thuesen, in *Invertebrate Zoology and Entomology*

C7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.

In addition to those in C6, at least the following: Gerardo Chin-Leo, Lalita Calabria (Museum Collections Manager), Paul Przybylowicz, Alison Styring, Martha Rosemeyer, Bret Weinstein.

C8. Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?

The Natural History Museum is currently over-taxed by both students and programs who are interested in using the resources that the Museum provides, and which facilitate interdisciplinary investigations between environmental studies and the arts in particular. The Museum does not run itself, however, and with the departure of Jack Longino, who played a primary role in Museum operations, the faculty who are knowledgeable about Natural History Museums and available to serve as curators are reduced in number. In order to keep the Museum on our campus, we need more faculty with an active, long-term investment in its maintenance and growth. In this rare case, hiring more faculty will help maintain existing infrastructure, rather than tax it more.

Position Title: Geological Sciences

Position Description

The Evergreen State College seeks a geologist with expertise in earth surface processes and an interest in one or more of the following fields: fluvial/watershed geomorphology, coastal geomorphology, glacial geomorphology, landscape evolution, earth systems processes and land use, climate change, or environmental geology. The candidate must be able to teach students at all levels, advanced to first-year, including the foundations of physical geology. Preferred applicants will demonstrate a commitment to incorporating quantitative reasoning, and applied-learning in their teaching. The successful applicant will be expected to team-teach in interdisciplinary programs that integrate earth science with other disciplines in the sciences, humanities, social sciences and art; a passion and commitment to interdisciplinary teaching is required. The candidate should have research goals compatible with Evergreen's mission to mentor our undergraduate students.

Minimum Qualifications:

- Ph.D. in Geological Sciences or a related field
- Demonstrated experience and/or potential for teaching college level geology.

Preferred Qualifications:

- Ability to apply geological sciences to other science disciplines.
- Ability/interest in teaching in broadly interdisciplinary programs
- Plans to mentor geological science related undergraduate research.
- Ability to teach technical writing.
- Ability to teach quantitative reasoning and problem solving skills.
- Ability to recognize and work effectively with students from diverse ethnic, economic, and social backgrounds and academic preparation.

Applications should address:

- approaches to teaching
- approaches to mentoring undergraduate research
- vision of faculty research

A. Support the Current Curriculum (these four questions are for proposals intended to support the existing curriculum)

1. *What is the specific hole that this position is designed to fill? Evidence of a hole in the curriculum may consist of, but not be limited to, a field of study in which we have repeatedly hired visitors, a field of study needed to support a repeating program or series of repeating programs, and/or a field of study that we are currently only able to consistently teach at a beginning level but should in your opinion offer at either an intermediate or advanced level as well.*

This position would fill a hole in the Geological Sciences. Historically there have been three geologists to support the Environmental Studies curriculum (which is barely sufficient to offer a consistent curriculum at beginning, intermediate, and advanced levels). Post-retirement contracts and a long-term visitor were hired for several years to provide coverage when continuing faculty retired and rotated into administrative positions. Evergreen has never had sufficient faculty to support a traditional geology pathway but the geologists have played an important supporting role in a wide range of programs and taught at all levels. At the current staffing level of two geologists, we are unable to provide foundational physical geology and provide pathways to intermediate and advanced programs. Repeating upper-division programs supported by

geologists include Environmental Analysis; in the past they included Hydrology, Landscape Processes, and Temperate Rainforests. In addition, in the past geologists have rotated into the MES program. Repeating lower division programs supported by geologist include Introduction to Environmental Studies (IES), Introduction to Natural Science (INS), Geology and Art (aka Drawing on Earth), and Earth Matters.

2. *How would this position reinforce and support our current curriculum? Evidence for this might include supporting or expanding a current curricular pathway, expanding the options for students to take programs in the field of study represented by the position (i.e. expanding our capacity in a popular field of study) or expanding our capacity regarding a particular skill set (writing, quantitative methods, field research, etc.). Or it might address increased capacity for interdisciplinarity and/or for expertise and interest in teaching/pedagogy.*

As noted earlier, this position would allow earth science pathways that have been lost but desired by students over the past few years. Current staffing (two geologists) does not allow earth sciences to be integrated into broad lower-division, intermediate and upper-division offerings. Pathways are inconsistent and traditional repeating programs have become unsupportable. This position would not “expand” our curriculum but it would make it more consistent and predictable. This hire would allow the college to offer additional programs emphasizing field methods and research, which is otherwise lacking from our curriculum. An additional earth scientist would also increase our capability to offer advanced research opportunity in the earth sciences and allow the earth scientists to continue to provide cross-disciplinary programs with faculty in the arts, social sciences, and humanities.

TESC is located in a seismically active and geologically interesting region of the country. Many students are drawn to Evergreen for our Environmental Studies program. For students who are often timid to try other sciences, Earth Sciences provide an accessible pathway into the sciences. We are currently unable to provide this avenue into the sciences for our students because we do not have enough Earth scientists to offer a consistent curriculum at all levels. Such an avenue will enhance our ability to provide a true liberal arts education for students who typically shy away from the sciences. Earth scientists also teach quantitative reasoning skills, writing skills, computational skills, lab skills, and field skills to students. These skills enable students to find jobs quickly and easily upon graduation.

3. *How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?*

An additional geologist with an expertise in geomorphology and landforms would significantly augment the earth science curriculum. Currently, we have expertise in low-temperature geochemistry, biogeochemistry, hydrogeology and this has been the focus of Evergreen’s upper-division offerings. Landforms and landscape processes are an interest to students and will provide excellent disciplinary and interdisciplinary connections with other sciences, particularly with biology, chemistry, marine science, and agriculture, as well as fields with outside the sciences, including as art, literature, history, and archeology. At present there is little to no breadth in our offerings and the new pedagogical interests, skills and experience of an additional faculty would strongly support the earth science curriculum.

4. *How might this position advance general education goals across the curriculum?*

Geological sciences include components of quantitative reasoning, writing, applied learning, critical thinking, computation, lab work, and field studies. These provide excellent opportunities for students to learn how to put theory to practice and support our general education goals.

C. Transition of New Hire Into the College and Curriculum (these questions are for all proposals)

5. *What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?*

TESC geologists have consistently taught in team-taught interdisciplinary programs and there has been very strong interest among other faculty in incorporating earth sciences (which we are currently unable to support). The earth sciences are readily incorporated in a wide range of academic program offerings (including Environmental Analysis, Hydrology, Landscape Processes, Temperate Rainforests, Introduction to Environmental Studies (IES), Introduction to Natural Science (INS), Earth and Life, and Earth Matters.). Often the current geologists teach with faculty outside of our planning units—supporting interdisciplinary teaching and learning (Geology and Art, Reading Landscapes (Spring 2014), Drawing on Earth, and River Resources (Winter 2015)).

6. *What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?*

. We currently envision that the geology hire would be positioned to teach in Introduction to Natural Sciences (INS). He/she could also be placed in an appropriate interdisciplinary program associated with their disciplinary background and pedagogical interests.

7. *Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.*

The 2 faculty nearest to their field would be Ken Tabbutt and Abir Biswas. Clyde Barlow, Dharshi Bopagedera, Paula Schofield, and Clarissa Dirks are among scientists who have taught with geologists and will mentor the new geologists. Faculty outside of the sciences who have taught or will teach with geologists include Lucia Harrison, Trevor Speller (Spring 2014), Tom Womeldorff (Winter 2015)

8. *Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?*

At present, we expect that the infrastructure we currently have would support another user. We have a dedicated geology lab, several analytical instrumentation, and computational facilities that would be of interest to the incoming geologist. We also envision that the new hire may bring/write grants to obtain other equipment that may be of importance to them. This will further enhance the teaching facilities for all of us.

Indigenous 3-D Studio Arts

The Evergreen State College seeks a versatile and broadly trained faculty colleague to teach three-dimensional design and studio arts from an Indigenous perspective. Applicants should have expertise working with any of a variety of materials used by Indigenous artists to produce sculpture and other three-dimensional works, including: wood, bone, stone, metal, ceramics, fiber, glass, and mixed media assemblage, and should have expertise in the ways such materials have historically been and are currently being used in Indigenous communities to create art. Candidates must understand the various customs, protocols, and issues that surround the creation of both traditional and contemporary Indigenous art forms, and should be able to create curriculum that explores the variety of contexts in which Indigenous artists work.

Candidates must be able to teach students to work with a variety of tools and techniques for art making including both those developed by artists in Indigenous communities, and those appropriated from a variety of cultures by Indigenous artists to create their art. Preference will be given to candidates who have studied with master artists in an Indigenous community as part of their art training, and who understand the specific techniques for procuring such specialized materials in ways that sustain their abundance within healthy environmental systems, as well as the traditional cultural contexts of interacting with and transmitting knowledge about harvesting, hunting, and the utilization of the relevant plants and animals. Candidates must be prepared to teach three-dimensional design fundamentals as well as to explain the history and cultural contexts of Indigenous art in a way that both explains and fosters the diversity of art practice inside the numerous Indigenous communities in North America and around the Pacific Rim. Preference will also be given to artists who regularly exhibit work and can teach students how to pursue a successful career in the visual arts.

The Evergreen State College organizes the majority of its curriculum into interdisciplinary, team taught coordinated studies programs centered on particular themes, and organizes its faculty into interdisciplinary planning units instead of traditional disciplinary departments. Applicants are invited to address (in their letters of application) their visions of innovative approaches to teaching across disciplines, including with other faculty trained in visual arts, Native American and Indigenous studies, and other disciplines. Faculty are expected to teach students at a variety of experience levels and to develop curriculum to serve beginning, intermediate, and advanced students at the college. Because faculty from diverse disciplines are involved in curriculum planning at the college, ideal candidates for the position will demonstrate an engagement with one or more disciplines outside of visual arts. The college encourages applicants who have had experience working with students from diverse backgrounds and underrepresented populations to apply. Faculty at Evergreen are expected to advise and mentor students and participate in the college's system of shared governance.

The Evergreen State College acknowledges and honors the government-to-government relationships between the State of Washington and Washington tribal governments through the *Centennial Accord* and the *New Millennium Agreement*. In recognition of these agreements, we seek to cooperatively develop and enhance educational opportunities that meet the needs of all of our citizens.

Minimum Qualifications:

- MFA or an equivalent terminal degree;

- Demonstrated experience teaching 3-D Studio Arts and design, preferably at the college level;
- Knowledge of Indigenous art history, art theory, and issues within the field of Indigenous art;
- Demonstrated potential for excellence in teaching in an interdisciplinary context;
- Commitment to working with students from diverse communities;
- Strong organizational skills;
- Excellent communication skills, (both verbal and written).

Preferred Qualifications:

- Active exhibition record;
- Significant experience with more than one 3-D Art medium;
- Extensive experience working in the Indigenous arts community;
- Experience in business management and marketing of Indigenous art.

Support of the Current Curriculum

1. What is the specific hole that this position is designed to fill?

This position would be one of the first to emerge from the new Native Programs planning unit. In our summer strategic planning sessions, we identified Indigenous arts and the environment as two key strengths that faculty within our planning unit can offer to the undergraduate and graduate curricula. Because of Joe Feddersen's retirement, and with the impending retirement of Gail Tremblay, the college will soon no longer have sufficient studio art faculty with expertise in Indigenous arts, a focus that has been supported in the college curriculum since Mary Nelson and Mary Ellen Hillaire were hired in the 1970s. This affects the college's ability to recruit and support the work of Native American and other Indigenous art students on campus, as well as other students who are interested in learning about Indigenous artistic traditions from people with expertise to develop curriculum in the field.

This proposal also connects with future academic and public service initiatives that are forthcoming from the Native Programs planning unit, such as the proposed MFA in Indigenous Arts, and the Indigenous Arts Campus (currently in phase two of construction). Students who have benefited from Indigenous arts instruction at Evergreen have gone on to do graduate work in the arts and have taught in colleges, universities, art schools, and in high school art programs in the state and around the country.

In addition to contributing to Indigenous fields of study within academia, Evergreen alumni, faculty, and staff continue to play important roles within the broader field of Indigenous arts and cultures. This faculty hiring cycle is an ideal opportunity to build on Evergreen's strengths as a leader, both nationally and internationally, in the field of Indigenous arts and cultures.

2. How would this position reinforce and support our current curriculum?

Beyond the importance of maintaining an Indigenous focus in the arts that is outlined above, this position also addresses general ways that we might expand our arts curriculum to meet student demand. Currently, Evergreen has three excellent non-native, full-time visual arts faculty

who teach 3-D studio arts and design: Evan Blackwell (ceramics), Bob Leverich (sculpture and architecture), and retiring faculty Jean Mandeberg (fine metals). While the visual arts faculty are planning to propose that the college hire a new faculty in fine metals, it is clear that we have always had more student demand for faculty in sculpture and fine metals than we could support with existing faculty and studio space. This demand for access from students to learn about sculpture is also reflected in the enrollment of our part time studies courses in beginning 3-D design, metals, wood, and ceramic sculpture. The proposed position in Indigenous 3-D Studio Art will increase our ability to plan programs with a significant 3-D art focus, not only as part of our curriculum in visual art and in the Native Programs planning unit, but in the larger curriculum at the college which would benefit from a focus on the interface of art and cultural studies. Additionally, we would be able to:

- Expand options for students to take programs in the field of 3-D design by increasing the number of faculty who could teach coordinated studies programs or group contracts in the field at any one time;
- Attract new groups of students that are potentially long term if they get their BA and go on to the planned MFA in Indigenous Arts with us.

3. How would the position augment the interests, skills, and experience already represented?

Within the field of Indigenous arts and cultures, there are numerous intersections among various fields of study. For example, the primary cultural art forms of the Pacific Northwest, (weaving and carving), involve knowledge of the natural sciences; protection of habitat and the environment; intergovernmental relations with respect to accessing natural resources; and the science, technology, and engineering involved in creating items for particular uses, (such as bentwood boxes, certain types of basketry, etc.).

Evergreen has a number of faculty who are interested in teaching about art in a variety of cultural contexts, and who are also interested in teaching students about how to market their art, but few who have deep knowledge about the way art functions inside Indigenous communities. If we hire an Indigenous artist who understands the ways in which master artists train artists in American Indian communities to harvest, gather, and protect specialized art materials, we would be able to design curriculum that would allow our faculty and students to make connections between art making and other fields like ethno-botany, that are linked to the protection of habitat for various kinds of flora and fauna.

One of the goals of the Native Programs area is to help people in Indigenous nations develop economically in ways that do not harm their land base. For many tribes, the marketing of both traditional and contemporary art is one way to partially meet those needs. Students will be able to explore the impact of diminishing natural resources and climate change on tribal expressions of identity and culture in a changing world.

Students and faculty would be able to engage in dynamic conversations about how the evolution of Indigenous cultures is reflected within the field of art, (e.g.: What is “traditional” art? What is “contemporary” art? What is the role of technology for Indigenous artistic expression?). Additionally, faculty and students could reflect on how art practices are transferred from one generation to the next within Indigenous communities, and how the teaching of design, aesthetics, and the process of making community-based art both change and remain constant over time.

Students will engage in important discussions regarding the unique challenges that Indigenous artists face with respect to issues of intellectual and cultural property protections.

United States property law emphasizes the rights of an individual—but who “owns” tribal art? Are there tribal rights? What is the role of ancestral lineage? Is everything for sale or are some art forms off-limits? Why? Who decides?

This hire supports Evergreen’s goals to ensure that we have a culturally diverse faculty, staff, and student body. Hiring a faculty member with this kind of experience would clearly support better intercultural understanding on campus which is a major focus of The Evergreen State College pedagogy.

4. How might this position advance general education goals across the curriculum?

Beyond teaching in the arts and teaching students to use a variety of tools and skills needed to create art, a hire in 3-D Indigenous Studio Art could teach with faculty in interdisciplinary fields like cultural studies and environmental studies, and would increase students’ visual literacy and the ability to discuss and write about the fields of art, art history, visual art criticism, and visual culture in a variety of interdisciplinary programs at the college. Designing 3-D projects in art requires quantitative reasoning ability. There are numerous STEM concepts that are applicable to 3-D Indigenous art; for example, the technology involved in turning pliable fiber into baskets capable of supporting the weight of a full-grown human being.

5. Opportunities for interdisciplinary teaching:

We see this proposed faculty teaching in the visual arts, in Native Programs, as well as in interdisciplinary programs with other faculty in a variety of fields in the sciences, social sciences, and humanities depending on the particular interests of the person we hire.

At the November faculty retreat, interest was expressed by a variety of faculty from these fields. At the November planning unit meeting, four faculty members from other planning units joined the Native Programs planning unit meeting to learn more about our faculty hiring proposals, and to express interest in teaching with the proposed new faculty.

6. Multi-faculty team/program(s) the person is hired for this position would be teaching during their first year:

Planning units that have logical faculty partners include: CTL, S & J, Consciousness Studies, Expressive Arts, CCP, SPBC, and Native Programs.

7. Current faculty colleagues interested in or near their field:

Faculty who have expressed interest in teaching with the proposed hire: Kristina Ackley, Bob Leverich, Frances Rains, Yvonne Peterson, Marja Eloheimo, Gail Tremblay, Lisa Sweet, Ruth Hayes, Anne Fischel, and Drew Buchman. Other likely teaching partners: Joe Tougas, Zoltan Grossman, Lara Evans, Laurie Meeker, Naima Lowe, and Theresa Saliba.

8. Infrastructure support:

As the Longhouse’s Indigenous Arts Campus continues to be developed, (a fiber arts studio will be built by May of 2016, and a cast glass studio by 2017), the new faculty member will coordinate with the Longhouse staff to access the Longhouse’s carving studio, and potentially with Michelle Pope and faculty working in the wood shop or metal studios, depending upon the preferred medium of the selected faculty member.

Position Title: Indigenous Visual Studies

The Evergreen State College seeks to hire a full-time faculty in Indigenous Visual Studies with expertise in Indigenous visual cultures from North America and the Pacific Rim. Applicants should have knowledge of the history of the production of visual culture in Indigenous communities and must understand the various customs, protocols, and issues that surround the creation of both traditional and contemporary Indigenous cultural forms. They should be able to develop curriculum that enables students to critically examine the various frameworks used to discuss Indigenous visual culture as well as become familiar with the variety of contexts in which Indigenous cultural producers work. Successful applicants will have experience and expertise in teaching art history, theory, and criticism, not just as it relates to art making in general, but as it relates to the place of Indigenous arts within the art world in particular. The candidate will have extensive experience working with cultural producers from Indigenous communities both nationally and internationally. The college seeks a person capable of writing and speaking articulately about issues in the field of Indigenous arts and cultures and who is able to teach students to do the same. Preference will be given to scholars who regularly publish scholarship on Indigenous arts and who can provide mentorship and opportunities for students to also publish their work in the field.

The Evergreen State College organizes the majority of its curriculum into interdisciplinary, team-taught coordinated studies programs centered on particular themes, and organizes its faculty into interdisciplinary planning units instead of traditional disciplinary departments. Applicants are invited to address in their letters of application their visions of innovative approaches to teaching their disciplines with faculty in other academic disciplines as well as with other faculty trained in visual arts and Native American and Indigenous studies. Faculty are expected to teach students at a variety of experience levels and to develop curriculum to serve beginning, intermediate, and advanced students at the college. Because faculty from diverse disciplines are involved in curriculum planning at the college, ideal candidates for the position will demonstrate an engagement with one or more disciplines outside of the visual arts and visual studies. The college encourages applicants who have had experience working with students from diverse backgrounds and underrepresented populations to apply. Faculty at Evergreen are expected to advise and mentor students and participate in the college's system of shared governance.

The Native Programs planning unit and the Longhouse Education and Cultural Center have a well-established history of working with Pacific Rim-based Maori artists and Native Hawaiian artists and arts organizations. The Longhouse has a formal relationship with the New Zealand government that brings established visual and performance-based artists to Evergreen on a regular basis for 3-10 weeks at a time. The ability to travel and collaborate successfully with Indigenous artists and organizations on an international level is a requirement for this position.

Minimum Qualifications:

- A Ph.D., or equivalent terminal degree in a relevant field;
- History of presenting lectures and public presentations on Indigenous Visual Studies;
- Demonstrated experience teaching college level Indigenous Visual Studies;
- Knowledge of Indigenous visual culture and issues in Indigenous arts;
- Demonstrated potential for excellence in teaching in an interdisciplinary context;
- Commitment to interdisciplinary teaching and learning;
- Commitment to working with students from diverse communities;
- Ability to teach students to write and communicate well;
- Ability to travel and collaborate successfully with international artists and arts organizations along the Pacific Rim.

Preferred Qualifications:

- Substantial record of publications in the field of Indigenous arts and cultures
- Significant knowledge about issues in Visual Studies in Indigenous communities around the Pacific

Rim.

- Significant knowledge about issues in Indigenous Visual Studies in Central and South America;
- Extensive experience working with Indigenous arts communities

The Evergreen State College acknowledges and honors the government-to-government relationships between the State of Washington and Washington tribal governments through the Centennial Accord and the New Millennium Agreement. In recognition of these agreements, we seek to cooperatively develop and enhance educational opportunities that meet the needs of all our citizens.

A. Support of the Current Curriculum

1. *What is the specific hole that this position is designed to fill?*

Visual Studies is an interdisciplinary field of study that examines visual culture. The field developed out of a need to study cultural visual phenomena beyond the confines of art and, therefore, incorporates a wide range of disciplines. This provides a means for being inclusive of all things visual, allowing for the study of, for example, scientific imagery, advertising, popular culture, and political posters, as well as works in more conventional artistic genres such as painting and sculpture.

Indigenous Visual Studies adds to this broad approach to visual culture by considering a non-Western cultural perspective. Thus, Indigenous Visual Studies further widens the possibilities for interdisciplinarity by considering the visual from within and without a Western cultural paradigm. It allows for an approach to historicize, theorize, and critically examine visual culture that is also inclusive of Indigenous ways of knowing. This is a radical departure from the conventional approaches to the analysis of culture formulated by traditional art history and anthropology.

Therefore, the addition of a specialist in Indigenous Visual Studies would greatly enhance the capacity of the college to offer a means of studying a much more diverse set of visual cultures.

- Supporting this position addresses the need to help students write about visual culture, art history, theory, and criticism
- Because of Joe Feddersen's retirement and with the impending retirement of Gail Tremblay, the college will soon no longer have sufficient faculty with expertise in Indigenous arts, a focus that has been supported in the college curriculum since Mary Nelson and Mary Ellen Hillaire were hired during the 1970's. This affects not only the college's ability to recruit and support the work of Native American and other Indigenous students who wish to gain the skills to write critically about art practice on this campus. It also affects other students from across the campus community who are interested in learning about Indigenous artistic traditions.
- When Gail Tremblay--who has published works on Native American Art in several books, and numerous articles--retires, the college will be left with a single faculty in this field of study. We cannot expect that single faculty, Lara Evans, to cover both studio art, indigenous art history and a variety of topics in Indigenous visual arts studies as well as to train both Indigenous and non-Native students about the broader art historical contexts. In any case, at this time Lara is serving away from our campus, designing the art history program at another excellent school, the Institute of American Indian Art in Santa Fe, NM. We need at least two or three faculty in order to cover both the focus we have had in Indigenous arts and to allow our Indigenous arts faculty to rotate into a variety of other arts and interdisciplinary programs on campus.

2. *How would this position reinforce and support our current curriculum?*

This position would reinforce and support the current curriculum by broadening the methodologies available for the study of culture. The radical interdisciplinarity offered by Indigenous Visual Studies would strengthen the critical examination of how culture is produced, disseminated, and consumed. This would mean, for example, that the study of sites of cultural production—such as Western academies as well as Native traditional communities—would include an assessment inclusive of an Indigenous perspective. The same is true for curricular engagements focused on assessing institutions where culture is disseminated—such as museums (Western v. Tribal)—or the means by which culture is consumed—whether as a part of private ceremony or

public presentation. Thus, the position would greatly enhance our capacity for interdisciplinary cultural studies within the current curriculum.

3. How would the position augment the interests, skills and experience already represented?

An expert in Indigenous Visual Studies would greatly complement the skills and experience offered by current faculty. Offering a diversity of approaches to the analysis of visual culture widens the net of interdisciplinarity so that more faculty in a broader array of disciplines can explore program possibilities. By specifically offering a non-Western counterpart to the study of culture, this position provides for more robust collaborations within the Evergreen community and will help to create a more welcoming atmosphere for students from many cultural backgrounds.

4. How might this position advance general education goals across the curriculum?

Given the broad interdisciplinarity of this position, this faculty member would be able to advance many of our general education goals, with an emphasis on writing, critical thinking, and symbolic reasoning. Visual and media literacy are also generalizable skills that this individual could teach well.

5. Opportunities for interdisciplinary teaching

The obvious initial co-teaching opportunities are with faculty teaching in the following subject areas: visual arts, history, politics and government, philosophy, media and film, social sciences, sustainability studies, performing arts, literature, language, communications, ethnic studies, environmental studies, cultural studies, consciousness studies, biological sciences, and community based studies.

At the November faculty retreat, interest was expressed by a variety of faculty from these fields. At the November planning unit meeting, four faculty members from other planning units joined the Native Programs planning unit meeting to learn more about our faculty hiring proposals and to express interest in teaching with the proposed new faculty.

6. Multi-faculty team/program(s) the person hired for this position would be teaching during their first year

Planning units that have logical faculty partners include: CTL, S & J, Consciousness Studies, Expressive Arts, CCP, SPBC and Native programs. This hire can interface well with any program that deals with the intersections of history, political science, philosophy and the visual arts.

7. Current faculty colleagues in or near their field

Faculty who expressed commitment to teach with this faculty: Kristina Ackley, Bob Leverich, Frances Rains, Yvonne Peterson, Marja Eloheimo, Gail Tremblay, Lisa Sweet, Ruth Hayes, Anne Fischel, and Drew Buchman
Other likely teaching partners: Joe Tougas, Zoltan Grossman, Laurie Meeker, Naima Lowe, and Therese Saliba.

8. Infrastructure support

There are no requirements for studio space or other specialized requirements to support this position. Our library's existing collections of visual and media resources will be important resources, however, as will classrooms equipped with media equipment.

Position Title: Interdisciplinary Scholar in Consciousness Studies

The Evergreen State College seeks to hire a full-time faculty member who works to innovatively combine at least two academic disciplines in the pursuit of the study of human consciousness. While the Consciousness Studies Planning Unit is flexible about the specific disciplines that would support and expand our work, we are especially interested in applicants who combine the ability to produce high-level work in two or more academic disciplines with a strong desire to design and implement innovative undergraduate programs that integrate aspects of the following areas: art, media, humanities, science, design, social science, mathematics, and technology. Examples of program titles that would draw upon this combination of skills include, but are not in any way limited to: Consciousness: Pathways to the Self; Biology and Consciousness; The Neurobiology of Human Awareness; Knowing One's Self; Ancient Wisdom, Modern Physics, and Jung; Evolutionary Biology and Visualization; The Future of the Body, the Future of the Mind; Game Theory and Social Justice; Neuroscience, Gender and Embodiment; History and Philosophy of Cognitive Science; Sexuality, Culture and the Philosophy of Science; Buddha, Einstein, and Mendel; Environment, Sustainability and Quantitative Reasoning; Historical Patterns and Animation; Emergence and Complex Systems; 3D Prototyping and Spatialization; Ramachandran, Blackmore, and Dawkins; Anthropology and Psychology; Art, Digital Design, and Curation; Digital Humanities: Natural and Artificial Languages; Political Economy of Genetically Modified Life; The Discrete to the Continuous; The Legacy of William James; Mind and Brain. The successful candidate must make clear how his or her disciplinary background will support their teaching and scholarship in the area of human consciousness.

Evergreen is pedagogically and structurally unusual. Faculty propose and create team-taught, multi-term, full-time programs that are generated entirely by the faculty who teach them. Because of this, the successful candidate must be interested in teaching their skills in collaboration with other members of the faculty, and in discovering and refining pedagogical methods that take advantage of the opportunities offered by Evergreen's unique academic structure. Evergreen values research, but our primary focus is on teaching. The successful candidate for this position must demonstrate an ability and willingness to balance pedagogy and individual research interests.

At Evergreen, teaching across significant differences is a core value. This implies that education is not delivered as a static, consumable good. The structure of our curriculum allows faculty to create programs in response to current topics, as well as to address traditional disciplinary materials. The commitment we have to working across significant differences in the classroom is mirrored by our hiring priorities; it is required that candidates not just have a tolerance for, but an sincere appreciation of human variability.

Through their participation in shared governance, faculty play a significant role in most

aspects of how the college is run. In addition to teaching, faculty are expected to advise and mentor students and to serve on committees and in other roles, as needed.

Minimum Requirements:

- Ph.D. (or equivalent work) in at least one field relevant to the application

Preferred:

- Evidence of successful teaching in a multidisciplinary environment.
- Multicultural experience and perspective.

Answers to Questions:

B1. Because the Consciousness Studies hiring proposals prioritize an area of inquiry, rather than a particular disciplinary speciality, it is difficult to say precisely where it will interface. Candidates are required to have PhD level depth in at least one field, but we won't know the specific field(s) until we know see the applicants' files. The proposals are directed at an interdisciplinary scholar in Consciousness Studies and a pedagogical innovator in Consciousness Studies. As such, these people will interface with our existing curriculum in many useful and stimulating ways.

B2. These hires will independently enhance the Consciousness Studies, and broader Evergreen curriculum without requiring additional specific hires. Presently, Consciousness Studies programs are offered at all levels at differing time, but, due to the small number of faculty in the planning unit, we have difficulty offering programs at all levels simultaneously. Therefore, these hires will greatly increase the consistency of our offerings as well as the visibility of the curricular pathway.

B3. There are two principal routes to achieve interdisciplinarity. The first involves teams composed of scholars from multiple disciplines. The second involves hiring scholars interdisciplinary in their work. This proposal aims to do the latter in an age in which specialization in graduate work has accelerated dramatically. Given the contrast, we believe that such hires stand an excellent chance of adding depth and dimensionality to our faculty and curriculum.

B4. Both of the positions that the planning unit is seeking are designed to attract scholars whose interests are broad and who are interested in engaging in innovative pedagogy. These are the kind of faculty who adapt most easily to working with the greatest variety of students and other faculty. They would, therefore, be able to address general education goals more easily than many more narrowly focused hires that we have had to make in past years.

C5. Many members of Consciousness Studies have expressed strong interest in teaching

with a colleague who met our description--Examples include Sarah Williams, Bret Weinstein, Terry Setter and Stephanie Kozick. We believe many members of other planning units would be similarly interested. Paul Pham, Heather Heying and Rachel Hastings have each expressed interest and support.

C6. Because our proposal does not specify a particular disciplinary speciality, it is again hard to be precise. We envision that many programs would be enhanced by a focus on human consciousness, and this proposal is crafted to find interdisciplinary scholars with that focus. Suggested program content and titles are present in both hiring descriptions.

C7. Consciousness Studies is populated by such people. Many others exist, distributed across other planning units.

C8. This is very difficult to say given the range of scholars that might respond to this proposal. Most would probably need very little beyond standard teaching support, but someone within media use the TV studio, an animator might well need visualization equipment. We would not be likely to select candidates that require immediate significant investment in physical or staff resources in order to do their work (the college has learned that lesson!).

Japanese Studies Hiring Position Proposal

Support the Current Curriculum (these four questions are for proposals intended to support the existing curriculum)

Q.1. What is the specific hole that this position is designed to fill? Evidence of a hole in the curriculum may consist of, but not be limited to, a field of study in which we have repeatedly hired visitors, a field of study needed to support a repeating program or series of repeating programs, and/or a field of study that we are currently only able to consistently teach at a beginning level but should in your opinion offer at either an intermediate or advanced level as well.

A. The Japanese Studies program has been offered to Evergreen students in alternate years for three decades. Harumi Moruzzi, who has been consistently teaching the Japanese Studies program, will retire after academic year 2013-14. She and Setsuko Tsutsumi taught Japanese Studies alternately before Setsuko retired a few years ago. Japanese Studies has always attracted many students. Each time it was offered it resulted in full enrollment and included a significant number of wait listed students. (For instance, this academic year Harumi had four students remaining on the waitlist at the beginning of fall quarter in the Japanese Studies program whose full enrollment number is 27. Currently she has 29 students enrolled in the program. Tomoko Ulmer has 64 students, including 26 in Japan Today, studying Japanese language, including ILC.) Evergreen currently has a strong exchange program relationship with two Japanese universities. In fact, many students have come to Evergreen specifically for this reason in the past. In addition, Evergreen has a long standing faculty exchange program with Hyogo University in Japan. Finally, as a college situated in the Pacific Northwest that has maintained the strong friendship with Japan, TESC should maintain Japanese Studies program.

Q. 2. How would this position reinforce and support our current curriculum? Evidence for this might include supporting or expanding a current curricular pathway, expanding the options for students to take programs in the field of study represented by the position (i.e. expanding our capacity in a popular field of study) or expanding our capacity regarding a particular skill set (writing, quantitative methods, field research, etc.). Or it might address increased capacity for interdisciplinarity and/or for expertise and interest in teaching/pedagogy.

A. A Japanese Studies position has countless possibilities to reinforce and support our current curriculum. Perhaps most importantly, this hire supports existing coursework in Japanese language and enables the Japanese study abroad program to continue on a regular basis. During off years, Japanese Studies faculty might collaborate with colleagues interested in Asian-American studies, Asian studies, Film and Literature, Arts, Pacific Rim related themes, British Theater Histories, Sustainability and Environmentally related themes (industrial pollution, tectonic plates, natural disasters, etc.) Gender Studies, and Women's Studies.

Q.3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?

A. A Japanese Studies hire complements existing faculty interests in postcolonialism, media studies, cultural studies, and language studies, among others. (See the answer to question #2). Pedagogically, a Japanese Studies faculty position strengthens teaching and learning from diverse perspectives and offers existing faculty a transdisciplinary opportunity to add Japanese literature and other curricula to a variety of other Evergreen programs.

Q.4. How might this position advance general education goals across the curriculum?

A. This position satisfies incoming students' expectations that TESC offers a regularly repeating Japanese Studies program that includes general education academic work in reading, writing, and critical analysis that connects strongly to the College's Five Foci, especially: Interdisciplinary

Study, Collaborative Learning, Learning Across Significant Differences, and Linking Theory with Practical Applications.

Transition of New Hire Into the College and Curriculum (these questions are for all proposals)

Q.5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

A. Interdisciplinary programs suited to this faculty position include a comparative study of Japan and Great Britain from the 16th century to the 19th century (e.g. specifically gender bending in 17th-century Japanese and British theater), or a comparative study of Japan and Russia in the 19th-century (e.g. Focus on rapid modernization). Other interdisciplinary programs that would benefit from this position include: comparative literature and creative writing; cultural concerns including immigration, ethnicity, politics, and religion; and the influence of Japanese aesthetics in the arts.

Q.6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?

A. The most obvious entry interdisciplinary program would be one that included Asia or Pacific Rim themes and issues (e.g. a program that includes a focus on the ramifications of rapid industrialization, or issues of coping with the ring of fire). Specifically Stephanie Kozick and Tomoko Ulmer already expressed their strong interest in teaching Japanese Studies program with this new hire for the academic year 2015-16. Other team taught programs would be those thematically organized around Literature and the Arts, Individualism and Society, Changes and Continuities, Gender, and Family analyses across cultures, continents, and nations.

Q.7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.

A. Faculty members who have participated in the exchange faculty experience at Hyogo University have always been willing to support and familiarize visiting Japanese and Japanese Studies faculty with the many facets of teaching at TESC. Evergreen faculty members who teach Japanese language and Japanese woodworking, and those faculty who wish to expand their field of study to introduce cultural perspectives will also want to teach with and support this new hire.

Q.8. Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?

A. No additional instructional infrastructure is required except for continued support for language instruction and the study abroad programs.

Position Description

Position Title: Japanese Studies

Evergreen seeks to appoint a full-time faculty member in Japanese Studies. Qualifying fields may include Japanese literature, history, art, cinema, culture, society, cultural studies, and language, as the position requires the ability to teach major themes within the broad scope of Japanese studies. Areas of specialization are open, but we have specific needs in classical and modern Japanese literature and arts. Teaching Japanese Studies at Evergreen offers unique opportunities and challenges aimed at developing primarily theme-based, team-taught

coordinated study programs rather than broad survey courses. Evergreen coordinated studies programs are inquiry-based and thematically driven; over the course of a career the successful candidate will team-teach with colleagues from the arts, social sciences, sciences, and humanities. Given these opportunities and challenges, applicants are invited to address in their letters of application their vision of innovative approaches to teaching Japanese Studies in an interdisciplinary, collaborative, and inquiry-based classroom.

Evergreen organizes its curriculum through interdisciplinary studies (rather than through departments and courses), so the ideal candidate would show the potential for working across disciplines with faculty colleagues. In addition to teaching, the position includes advising and mentoring students, and participating in Evergreen's system of shared governance. Through participation in shared governance, faculty play a significant role in most aspects of how the college is run.

Minimum Qualifications:

- Ph.D. in Japanese Studies, Literature, Comparative Literature, or other relevant areas
- Areas of expertise include Japanese Literature, History, Arts and Cinema
- College level teaching experience.

Proposed Latin@/Chican@ Studies Faculty Position

Submitted by Peter Bohmer and Anthony Zaragoza

on behalf of the Political Economy faculty—Savvina Chowdhury, Lori Blewett, Paul McMillin, Jeanne Hahn, Tom Womeldof, Larry Mosqueda, Michael Vavrus, Peter Dorman, Peter Bohmer, Anthony Zaragoza.

December 13, 2013

Given the growing numbers of Latin@s and Chican@s in Washington State as well as around the country, and the projected continuation of these population growths, it is extremely important to develop Latin@/Chican@ studies at The Evergreen State College. This growth is reflected in current student interest for such a hire and would aid in further recruitment and retention of Latin@s and Chican@s. Such a hire would not only be an important addition to programs connected to civil rights, social movements, political economy and cultural studies, but would also become a core around which topical programs focused on border/migration studies; immigration and labor; gender and racial justice; or Latin@s in the World System could revolve. This position addresses gaps in the humanities and social sciences curriculum (several faculty members currently try to at least do pieces of this important work), and thus, would function to support the current curriculum, but we are describing it as a new initiative because we do not have anyone who is specifically trained in Latin@/Chican@ Studies as their area of expertise and because of the broad number of areas in which this person would be able to teach.

Requirement: Ph.D. Degree, or Masters plus relevant experience

Person's work should be focused on Chican@s or Latin@s in the US, and should be trained or have in-depth study in two of the following: Latin@/Chican@/Ethnic studies, Political Economy, Sociology, U.S. History, American Studies, Feminist/Gender Studies, Labor Studies, Economics, Geography, or Political Science.

Additional suggested areas of emphasis could include: cultural studies; studies of Mexico or other Latin American country; labor studies; race, class and gender; globalization and Latin@s; Studies of the Mexican-U.S. border, migrant and/or agricultural labor; immigration history, law and/or policy; Chican@ social movements, environmental justice, and civil and/or economic rights.

New Initiative Questions (though again we see this as a hybrid of supporting the current curriculum as well as developing a new initiative)

1. There are various faculty members who incorporate Latin@ Studies in their programs, but no one who specializes in the field. Various programs integrate immigration and labor issues, and having a specialist in this field would enhance and augment the ability of the college to address major components of life in the US that will only increase in importance in the coming years. Latin@s are the largest non-white “racial” group in Washington State and the U.S. and are rapidly growing, that demographic shift makes this position an especially high priority. This position would bridge existing fields such as political economy, U.S. history, cultural and ethnic studies, multicultural education, and food systems. It would contribute to the development of the very small ethnic studies focus that exists at Evergreen.

2. Clearly multiple faculty members in the field would be helpful, but given that there are various faculty members who can easily connect with Latin@ Studies a single hire in the area would be a huge improvement. There is significant student interest working in Chican@ and Latin@ studies, and such a hire would help recruit and retain Latin@s. We would expect and think it is realistic for this hire to teach at various levels of Latin@ studies over a period of several years and working with various teaching partners. Hopefully, there will eventually be a second and related hire.

3. This likely depends on who is hired, but some skills that a faculty member in this position could bring could be along the lines of anti-oppression, anti-racism skills, intercultural communication skills, Latin@s in the U.S. political economy, labor studies, immigration, among others.

4. This position would enhance important general educational goals such as theories of multiculturalism and diversity, learning across significant differences, analyzing important current social and economic issues, analyzing race, class and gender, field research, community studies, enhancing cultural studies with context and background from the social sciences connected to Latin@ studies.

Transition of New Hire into the College and Curriculum

5. Latin@ studies is in and of itself an interdisciplinary field that could easily be combined with the curricular interests of faculty from Sustainability and Justice, Political Economy, Creative and Critical Practices, and Culture Text and Language, among others. Specific examples of programs our faculty teach and would be interested in expanding to incorporate Latino/a and Chicano/a studies include programs focused on education, community development, food systems, political economy, law, literature, cultural landscapes, social movements, and Latin American studies, Gateways for Incarcerated Youth and many others. Various conversations have taken place in past and current programs (e.g., Local Knowledge, Political Economy and Social Movements, Who's Got What, Gateways,) and planning unit meetings (S&J, CTL among others) about how significant this addition would be to developing our curriculum to meet current needs and expand into an area of study that is currently crucial and will only grow in importance.

6. A person hired in this position might teach programs with such titles as: *Border Crossings* (a potential social sciences and cultural studies interdisciplinary program examining immigration, political economy, literature, visual arts, labor and identity); *Latin@s in the World System*, a potential political economy and geography interdisciplinary program focused on Latin@s in the global economy); *Movements and Migrations* (a program taught by Therese Saliba and Karen Gaul that could be expanded to include a focus on migration from Latin America); and *A Different Mirror* (a multicultural history of the U.S.), Political Economy and Social Movements (expanding to emphasize the role that Latin@s have played in the U.S. economy and in various social movements). Other possibilities include: a program focused on labor and public health, to be taught with our new public health hire; a program focused on regional and international food systems with an emphasis on labor and migration to be taught with our new Food Systems hire; or an expansion of the Local Knowledge program to include a broader emphasis on immigration. In addition, this person could play an important role in sponsoring internships and individual learning contracts such as those where Evergreen students are working with Latin@ immigrants in the public schools, through local literacy organizations such as CIELO and Sound Learning or through advocacy groups such as Imigrantes Unidos de Shelton.

7. Peter Bohmer, Jose Gomez, Grace Huerta, Alice Nelson, Tom Womeldorff, Anne Fischel, Anthony Zaragoza, Savvina Chowdury, Larry Mosqueda, Dylan Fischer, Michael Vavrus, Chico Herbison, Elizabeth Williamson, Therese Saliba, Steve Niva, Martha Rosemeyer, Frances Raines, Kristina Ackley, Greg Mullins, and Zoltán Grossman.

8. We do not believe that new infrastructure such as new spaces or equipment would be necessary for such a hire, but this hire would both help and then in turn continue to be helped by targeted recruitment of Latin@s and Chican@s. Such recruitment would best be served by an admissions position that specifically recruits and works to retain students of color generally and Latin@s and Chican@s specifically.

Position Title: Mathematics – Computer Science

Computer science as a field has seen extensive and growing use across our curriculum, currently in support of mathematics, the physical sciences, the arts, and humanities. Computer science is also a liberal art in its own right, a necessary skill for free-thinking citizens. The ability to understand technology, to wield it skillfully to solve human problems, to make ethical decisions regarding it, to consider philosophical issues of machine intelligence, and to encourage a principled system of independent human thought—these define a liberal art which should be democratized and spread as widely as possible, not relinquished to the control of others.

In light of this, The Evergreen State College seeks a broadly trained faculty member in mathematics with strong expertise in computer science and experience with applications of mathematics and computer science to other disciplines (including for example the physical sciences, music, visual arts, or linguistics). In addition, this candidate would be experienced in the teaching of computing and mathematics as they relate both theoretically and practically to the effective use of computers in the domain sciences.

The successful candidate would also have a strong interest in helping students develop conceptual understanding of how computing and mathematics relate to their discipline(s) and how to think in algorithmic and structural terms when using potentially powerful computer applications. Candidates with prior teaching experience integrating math and computing across disciplines are encouraged to apply. In particular, a mathematician is sought who has team-taught with faculty from other disciplines, including computer science, the physical sciences, visual arts, music, or linguistics. We also value applicants who have had experience teaching or working with students from underrepresented populations.

Evergreen faculty members regularly teach with colleagues from other disciplines in interdisciplinary programs, and the ability to bring numerical and computational approaches to solve problems in a variety of disciplines would be important. In addition to expertise in computing and one or more disciplines that use computing, interest in teaching math to introductory students in computer science or the natural sciences would be a plus.

Evergreen faculty members regularly teach at all levels from foundational to advanced programs. In addition to teaching lower division mathematics and computing within a domain discipline, the successful candidate will have opportunities to teach upper division topics in his or her area of specialization, and to work with undergraduate research students on special topics. Faculty members on teaching teams have significant direct contact with students and enjoy a high degree of freedom to determine the subject matter, pace, emphasis, classroom strategies and modes of evaluation in the programs they teach. To take advantage of this freedom, candidates should demonstrate a history of creative teaching techniques and a unique, personal vision for future possibilities, rather than sticking only with existing methods.

Minimum Qualifications:

Ph.D. in Mathematics or Computer Science

College level teaching experience in mathematics and computer science

Experience, or potential and desire, for using and teaching computer applications in one or more of the following disciplinary areas: physical science, music, visual arts, linguistics

Preferred Qualifications:

Interdisciplinary research and/or teaching

Demonstrated experience working with traditionally underrepresented students

Interest and ability to teach writing and the philosophy or sociology of computation.

Experience using computer applications in one or more of the following disciplinary areas: physical science,

music, visual arts, linguistics

1. What is the specific hole that this position is designed to fill? Evidence of a hole in the curriculum may consist of, but not be limited to, a field of study in which we have repeatedly hired visitors, a field of study needed to support a repeating program or series of repeating programs, and/or a field of study that we are currently only able to consistently teach at a beginning level but should in your opinion offer at either an intermediate or advanced level as well.

Many areas of study at Evergreen increasingly use computing, but students often learn such tools without a basic conceptual understanding of the underlying computational or mathematical structures that would foster 1) a responsible, correct, and ethical use of the technology and 2) a deep understanding not only of that particular tool, but of the general concepts that would enable learning other similar tools. In other words, students often treat technology learning as rote learning, and we believe this is ill advised, if not irresponsible.

This position is aimed at increasing student understanding of the power and limits of computation. It would enhance both math and computing (quantitative studies) across the curriculum, in a manner that transcends mere technical command of computer applications. A further goal is that our large number of students whose math background is either weak or distant find more access points for quantitative work, which would enable a broader range of further programs in math, sciences, or arts.

2. How would this position reinforce and support our current curriculum? Evidence for this might include supporting or expanding a current curricular pathway, expanding the options for students to take programs in the field of study represented by the position (i.e. expanding our capacity in a popular field of study) or expanding our capacity regarding a particular skill set (writing, quantitative methods, field research, etc.). Or it might address increased capacity for interdisciplinarity and/or for expertise and interest in teaching/pedagogy.

Most current faculty members with expertise in math or computing believe that students focusing in computer science need to master a fundamental principles and practices in computing before graduation, and so the curriculum needs to offer foundational material on a regular basis. As a result, those faculty are overloaded, and rarely have the opportunity to teach outside the area. This position would support our current curriculum by increasing the number of faculty with expertise in computing. This would allow faculty and students outside mathematics and computer science to gain breadth in those areas and bring students the ability to more deeply understand and responsibly use the computational power that is increasingly available to them, and even expected of them. It would also enable existing faculty in the area to teach more broadly.

The new hire would also add to our intermediate and advanced curriculum in applied mathematics and computer science through adding his/her area of expertise to our curriculum.

3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?

Currently our regular faculty in the Olympia Day curriculum who regularly teach computer science include Neal Nelson, Sherri Shulman, Paul Pham, Judy Cushing, and Richard Weiss. Of these, Neal, Judy and Richard have taught interdisciplinary programs outside computer science, but only rarely. This is due to the high demand in

computer science. Further, Richard is a visiting faculty, and the pressure on CS faculty to teach CS will be exacerbated if Richard's position is lost. Each of these faculty has taught with each other, but also with other Evergreen faculty across the curriculum when they can "get away", and are in demand to do so more often. For example, Judy and Richard have taught with linguistics and ecology faculty, Neal with physical sciences, Richard with Arun Chandra, Naima Lowe, and Arlen Speights.

4. How might this position advance general education goals across the curriculum?

This position is very much geared towards general education goals in quantitative reasoning across the curriculum, as learning computational methods is one way to enhance students' quantitative reasoning abilities. This includes both lower division students gaining breadth in their studies, and upper division students who will encounter interdivisional program work allowing them to apply computational methods to their studies in other fields.

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

Colleagues in a range of planning units, including Music, Linguistics, Physics, Climate Modeling, and Ecology have expressed interest in a computer scientist able to make connections to their disciplines.

6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?

The particular program would depend on the expertise of the new hire, but we would expect this person to be placed in a faculty team with colleagues who have expertise in areas relating to the hire's area of computing.

7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.

Current faculty colleagues who would look forward to welcoming and orienting the new hire include Paul Pham, Judy Cushing, Neal Nelson, Sherri Shulman, Krishna Choudary, Arun Chandra, Diego de Acosta, Naima Lowe, Neil Switz, Clarissa Dirks, Jim Neitzel, Brian Walter, Rachel Hastings, E. J. Zita, Lydia McKinstry.

8. Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?

The new hire will likely use regular classroom space and computing facilities in the ACC and the CAL. Besides possible software for computer classrooms, we do not foresee other specialized equipment or labs.

POSITION PROPOSAL

Native Programs at Evergreen

By Zoltan Grossman, in collaboration with Frederica Bowcutt, Anne Fischel, Frances Rains.

Position Title: Native Environmental Policy and Knowledge Systems

Evergreen seeks to appoint a full-time faculty member in Native Environmental Policy and Knowledge Systems. Applicants should have experience in working directly with Native governments and/or communities around environmental policy or knowledge systems, in the U.S., Canada, or other Pacific Rim states. Applicants should have a strong understanding of the impacts of environmental policies on Native communities, and the strengths of Tribal, First Nations, or Indigenous governments and communities in shaping and defining their own environmental values and sustainability policies. The faculty member in this position would not only focus on identifying the sources of environmental problems, but also solutions that contribute to both environmental resilience of Indigenous communities and decolonization of Native nations.

Applicants will possess broad interdisciplinary knowledge of the relationships between environmental and social sciences in Indigenous contexts, and awareness of the integration of Western Science and Native Science (or Traditional Ecological Knowledge). Applicants will be able to accept and synthesize scientific, social, cultural, and political themes in their teaching and research. They should be prepared to conduct advanced fieldwork with students, working with Native government agencies or Indigenous communities to meet their self-defined needs.

Candidates should have a strong interest in contributing to a curriculum that emphasizes connecting theory to practice, including community-based research and service learning. They should possess strong abilities to communicate with a public audience, such as media, media, film, storytelling, advocacy, mapping, health education, or the use of landscape as a text. College-level teaching experience, or pursuing innovative and engaging teaching strategies with a diverse range of students and/or community members is also a preferred asset.

Teaching at Evergreen offers unique opportunities and challenges, centered on specialized theme-drive programs, rather than in broad survey courses. Applicants are invited to address in their letters of application their vision of innovative approaches in teaching, research, and community engagement in an interdisciplinary, collaborative, and inquiry-based class. Evergreen organizes curriculum through interdisciplinary studies (rather than departments), so the candidate should show potential for working across disciplines in teaching with faculty colleagues. Faculty advise and mentor students and participate in Evergreen's system of shared governance.

Minimum Qualifications:

- * Ph.D. (or other relevant terminal degree), or Master's degree plus 7 years of experience.
- * Strong understanding of the impacts of environmental policies on Native communities, and the strengths of Tribal, First Nations, and Indigenous governments and communities in shaping and defining their own environmental values and policies.
- * At least 7 years of experience in working directly with Native governments (and/or living within Indigenous communities) around environmental policy or knowledge systems, in the U.S., Canada, or Pacific Rim countries.
- * Broad interdisciplinary knowledge of the relationships between environmental and social sciences in Indigenous contexts, and the integration of Western Science and Native Science (or Traditional Ecological Knowledge).
- * Commitment to interdisciplinary teaching and learning, particularly across significant differences.

Preferred Qualifications:

- * Strong abilities to communicate with a public audience through media, film, storytelling, advocacy, mapping, descriptive landscape-based pedagogy, etc.

* Strong interest in contributing to a curriculum that emphasizes connecting theory to practice, including community-based work.

* Experience in college-level teaching, or pursuing innovative and engaging teaching strategies with a diverse range of students and/or community members.

* Academic background or experience in the relationship between environmental health and human health in Native communities.

A. Support the Current Curriculum

1. *What is the specific hole that this position is designed to fill? Evidence of a hole in the curriculum may consist of, but not be limited to, a field of study in which we have repeatedly hired visitors, a field of study needed to support a repeating program or series of repeating programs, and/or a field of study that we are currently only able to consistently teach at a beginning level but should in your opinion offer at either an intermediate or advanced level as well.*

Most of Native environmental pedagogy we currently offer are at the beginning or intermediate levels, or form only part of a program centered on either Native or environmental themes. The new hire will be prepared to teach at an advanced, applied level. Due to retirements, the number of faculty in Native Programs has declined to alarmingly low levels, making the search for teaching partners and establishing tracks in the curriculum from beginning to advanced work more difficult. Also due to retirements, the Environmental Studies planning unit has forecast a troubling shortage in its faculty who can bridge the gap to the social sciences, according to Amy Cook. We risk becoming a faculty body without adequate overlap or synapses between environmental and social sciences, which would speak two different languages, and have different understanding of the sequences of the learning process. Native Studies helps to bridge that gap, because in Indigenous knowledge systems (and the lived experience of Native communities), there is little or no separation between the human and natural worlds, at a global or local scale.

2. *How would this position reinforce and support our current curriculum? Evidence for this might include supporting or expanding a current curricular pathway, expanding the options for students to take programs in the field of study represented by the position (i.e. expanding our capacity in a popular field of study) or expanding our capacity regarding a particular skill set (writing, quantitative methods, field research, etc.). Or it might address increased capacity for interdisciplinarity and/or for expertise and interest in teaching/pedagogy.*

The new hire would expand pathways, enhance capacity for interdisciplinarity and/or for expertise and interest in teaching/pedagogy. The Native Environmental hire bridges the fields covered in Native Programs, Sustainability and Justice, and Environmental Studies. We are asking these and other planning units to consider this hire at their January 15 meetings. All three of these fields at Evergreen have their own self-contained interdisciplinarity, as focusing on the interplay of natural sciences and social sciences, and more broadly the human and natural realms. We primarily see this position as enhancing a pathway from undergraduate programs in Native and environmental studies into the MES program, and to some extent into the Tribal MPA program. The purpose is to systematically expose students (particularly those on these pathways) to Indigenous protocols and knowledge systems, so they are able to work in respectful collaboration with Native communities and sovereign governments.

Our ideal candidate would be able to do applied upper-level work, to actually train students who would potentially work with tribes, or in collaboration with Native communities as allies or with tribal governments as liaisons from other agencies. The candidate would be able to conduct fieldwork and research with students, possibly working directly with tribal agencies and communities to meet their stated needs.

3. *How will the pedagogical interests, skills and experience that someone in this position would bring augment the interests, skills and experience already represented by current Evergreen faculty across the curriculum?*

Although several faculty members incorporate both Native and environmental themes into many of their programs, they also teach programs that do not touch on Native environmental topics. Native and non-Native students are often attracted to Evergreen by its commitment to environmental pedagogy, and are also intrigued by Native-themed programs, so classes with Native environmental themes tend to fill up quickly.

One of the goals of Native Programs at Evergreen is to identify upper-level work that would actually meet the research needs of tribes, and map out research/teaching programs in advance in collaboration with tribal governments. For example, a tribe may wish to study the potential impact of increased oil train and tanker traffic on its fish and shellfish industries and cultures, but lack the staff or funding to pursue a study. Our students could help conduct literature sources, interview scientific experts and tribal harvesters, compile testimony or a report, and be of service to the community. In this way, the considerable investment that Washington tribes have made in Evergreen (through the Longhouse, Reservation-based program, etc.) can be reciprocated.

4. *How might this position advance general education goals across the curriculum?*

Depending on the individual, we could see the Native Environmental hire being able to teach with other faculty in interdisciplinary fields such as cultural studies, environmental health, geography, public administration, or sustainability planning.

More broadly, new faculty in Native Programs, particularly in environmental areas, would help make Evergreen more inviting to Native governments and communities, and assist the recruitment of Native students to the Olympia campus, which has declined in recent years. Enlarging the weekday faculty in Native Programs also helps to fulfill the responsibility of our State institution to the tribal nations (under the 1989 Centennial Accord and 1999 New Millennium Agreement), to educate *non-Native* students on tribal cultures and sovereignty. Former Evergreen Regent Billy Frank, Jr., Chair of the Northwest Indian Fisheries Commission, has said that the tribes are concerned that State colleges help to train future environmental and natural resource staff to meet the distinct needs of tribal agencies. We have seen the success of MES graduate Maia Bellon, the new Native director of the Department of Ecology, and we want to structure our pathways to serve the needs of both Native and non-Native students who aspire to such positions, and can bring a knowledge of how to work in an Indigenous context.

C. Transition of New Hire Into the College and Curriculum

5. *What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?*

See answers to A3 and C6.

6. *What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?*

Depending on the year hired, this person could teach with (this is an abbreviated list):

- Frederica Bowcutt, in *Cultural Landscapes*
- Zoltan Grossman, in *Native Programs*
- Frances Rains, in *Native Programs*

7. *Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.*

Frances Rains, Kristina Ackley, Jose Gomez, Zoltan Grossman, Anne Fischel, Therese Saliba, Amy Cook, Yvonne Peterson, Lara Evans, Gail Tremblay, Karen Gaul, Lori Blewett, Savvina Chowdhury, Rob Cole, EJ Zita, Eric Stein, Jennifer Gerend, Chico Herbison, Grace Huerta, Laurie Meeker, Martha Rosemeyer, Martha Henderson, Frederica Bowcutt, Nancy Parkes, Steve Scheuerell, and others.

8. *Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?*

Not applicable.

Pacific Northwest Archaeology and Museum Studies

The Evergreen State College invites applicants for a tenure-track position in Pacific Northwest (PNW) Archaeology and Museum Studies. Applicants should have significant experience and expertise in the history, oral traditions, and material culture of one or more PNW tribes (preferably with one of the local Coast Salish nations: Squaxin Island, Nisqually, Skokomish, etc.), as well as training in museum studies and curatorial duties. Candidates must be able to teach students contemporary archaeological methods, theories, and material culture of these nations, and will integrate this knowledge with Indigenous intellectual traditions. Applicants will be able to accept and synthesize scientific, social, cultural, and political themes in their teaching and research. They should be prepared to conduct advanced fieldwork with students, working with Native government agencies or Indigenous communities to meet their community-defined needs. Fields of specialization may include PNW pre-colonization archaeology, native museum studies, and/or Native American Studies. The successful candidate will be expected to bring a critically informed approach to the complicated intersection of archaeology and anthropology with native cultural expectations and norms.

The Evergreen State College holds a strong tradition of cooperation and collaboration with local tribes. It is built on Squaxin land and has recently added a longhouse and cultural center to its campus. The curricular offerings in interdisciplinary programs focusing on the PNW are varied and often feature history, oral tradition, and culture of the indigenous NW tribes. The successful candidate will be expected to collaborate fully in these programs.

Candidates should hold a Ph.D. in Anthropology, Native Studies or a related field, or a Master's Degree of Museum Studies, with specialization in PNW history, by the time of appointment. The successful candidate must also exhibit exceptional enthusiasm for, and commitment to, undergraduate teaching, the development of a research or curatorial program that engages undergraduates, and interdisciplinary studies. The Evergreen State College organizes the majority of its curriculum into interdisciplinary, team taught coordinated studies programs centered on particular themes, and organizes its faculty into interdisciplinary planning units instead of traditional disciplinary departments. Applicants are invited to address in their letters of application their visions of innovative approaches to teaching across disciplines. Faculty are expected to teach students at a variety of experience levels and to develop curriculum to serve beginning, intermediate, and advanced students at the college. The college encourages applicants who have had experience working with students from diverse backgrounds and underrepresented populations to apply. Faculty at Evergreen are expected to advise and mentor students and participate in the college's system of shared governance.

The Evergreen State College acknowledges and honors the government-to-government relationships between the State of Washington and Washington tribal governments through the Centennial Accord and the New Millennium Agreement. In recognition of these agreements, we seek to cooperatively develop and enhance educational opportunities that meet the needs of all our citizens.

Minimum qualifications:

Ph.D. or MMS in hand by time of appointment

Teaching experience at the college level

Demonstrated potential for excellence in teaching in an interdisciplinary context

Commitment to working with students from diverse communities

Strong organizational skills

Excellent communication skills (both verbal and written)

Preferred qualifications:

Interdisciplinary experience in research or teaching

Research and teaching interests highlighting decolonization studies

Justification:

A. Support the Current Curriculum

1. What is the specific hole that this position is designed to fill?

In spite of Evergreen's campus being built on Squaxin land, and a thriving curriculum in PNW studies, neither archaeology nor museum studies is represented in the curriculum. Archaeology programs, when they have been offered, have always filled. Students clearly exhibit a strong interest in the history of the land they occupy, as well as critical ways of engaging with the study of the past.

2. How would this position reinforce and support our current curriculum?

This position will support the already existing curriculum in Native Studies offered at the college, including history, oral tradition, cultural studies, archaeology, gender studies, community-based research, service-learning, Indigenous arts, and Traditional Ecological Knowledge.

3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?

This faculty member's pedagogical interests and skills would dovetail with that of the Mediterranean archaeologist, as well as several anthropologists, in method, scope, and theory. The new hire would expand pathways, enhance capacity for interdisciplinarity and/or for expertise and interest in teaching/pedagogy. We see this position as enhancing a pathway from undergraduate programs into a planned graduate program in Indigenous Arts as well as the Tribal MPA program. The purpose is to systematically expose students (particularly those on these pathways) to Indigenous protocols and knowledge systems, so they are able to work in respectful collaboration with Native communities

and sovereign governments.

4. How might this position advance general education goals across the curriculum?

New faculty in Native Programs would help make Evergreen more inviting to Native governments and communities, and assist the recruitment of Native students to the Olympia campus, which has declined in recent years. Enlarging the weekday faculty in Native Programs also helps to fulfill the responsibility of our State institution to the tribal nations (under the 1989 Centennial Accord and 1999 New Millennium Agreement), to educate non-Native students on tribal cultures and sovereignty.

C. Transition of New Hire into the College and Curriculum

We have discussed the new hire as a potential teaching partner with all faculty in Native Programs and with the Classical Archaeologist.

Position Title: Pedagogical Innovator in Consciousness Studies

Evergreen seeks to appoint a full-time faculty member dedicated to pedagogical innovation in Consciousness Studies. The successful candidate's disciplinary training can be in any field, so long as the candidate can demonstrate his or her ability to translate passion for teaching into compelling programs that would likely be of high value and interest to undergraduate students of Consciousness attending an unconventional, public, liberal arts college.

Evergreen is pedagogically and structurally unusual. Faculty propose and create team-taught, multi-term, full-time programs that are generated entirely by the faculty who teach them. Because of this, the successful candidate must be interested in teaching their skills in collaboration with other members of the faculty, and in discovering and refining pedagogical methods that take advantage of the opportunities offered by Evergreen's unique academic structure. Evergreen values research, but our primary focus is on teaching. The successful candidate for this position must demonstrate an ability and willingness to balance pedagogy and individual research interests.

At Evergreen, teaching across significant differences is a core value. This implies that education is not delivered as a static, consumable good. The structure of our curriculum allows faculty to create programs in response to current topics, as well as to address traditional disciplinary materials. The commitment we have to working across significant differences in the classroom is mirrored by our hiring priorities; it is required that candidates not just have a tolerance for, but a sincere appreciation of human variability.

Through their participation in shared governance, faculty play a significant role in most aspects of how the college is run. In addition to teaching, faculty are expected to advise and mentor students and to serve on committees and in other roles, as needed.

Minimum Requirements:

- Ph.D. (or equivalent work) in at least one field relevant to the application

Preferred:

- Evidence of successful teaching in a multidisciplinary environment.
- Multicultural experience and perspective.

Answers to Questions:

B1. Because the Consciousness Studies hiring proposals prioritize an area of inquiry, rather than a particular disciplinary speciality, it is difficult to say precisely where it will interface. Candidates are required to have PhD level depth in at least one field, but we won't know the specific field(s) until we know see the applicants' files. The proposals are directed at an interdisciplinary scholar in Consciousness Studies and a pedagogical innovator in Consciousness Studies. As such, these people will interface with our existing curriculum in many useful and stimulating ways.

B2. These hires will independently enhance the Consciousness Studies, and broader Evergreen curriculum without requiring additional specific hires. Presently, Consciousness Studies programs are offered at all levels at differing times, but, due to the small number of faculty in the planning unit, we have difficulty offering programs at all levels simultaneously. Therefore, these hires will greatly increase the consistency of our offerings as well as the visibility of the curricular pathway.

B3. There are two principal routes to achieve interdisciplinarity. The first involves teams composed of scholars from multiple disciplines. The second involves hiring scholars interdisciplinary in their work. This proposal aims to do the latter in an age in which specialization in graduate work has accelerated dramatically. Given the contrast, we believe that such hires stand an excellent chance of adding depth and dimensionality to our faculty and curriculum.

B4. Both of the positions that the planning unit is seeking are designed to attract scholars whose interests are broad and who are interested in engaging in innovative pedagogy. These are the kind of faculty who adapt most easily to working with the greatest variety of students and other faculty. They would, therefore, be able to address general education goals more easily than many more narrowly focused hires that we have had to make in past years.

C5. Many members of Consciousness Studies have expressed strong interest in teaching with a colleague who met our description--Examples include Sarah Williams, Bret Weinstein, Terry Setter and Stephanie Kozick. We believe many members of other planning units would be similarly interested. Paul Pham, Heather Heying and Rachel Hastings have each expressed interest and support.

C6. Because our proposal does not specify a particular disciplinary speciality, it is again hard to be precise. We envision that many programs would be enhanced by a focus on human consciousness, and this proposal is crafted to find interdisciplinary scholars with that focus. Suggested program content and titles are present in both hiring descriptions.

C7. Consciousness Studies is populated by such people. Many others exist, distributed

across other planning units.

C8. This is very difficult to say given the range of scholars that might respond to this proposal. Most would probably need very little beyond standard teaching support, but someone within media use the TV studio, an animator might well need visualization equipment. We would not be likely to select candidates that require immediate significant investment in physical or staff resources in order to do their work (the college has learned that lesson!).

Position Title: Tenure-Track Faculty in Philosophy

Evergreen seeks qualified applicants for a tenure-track position in philosophy, with a focus on the 20th-and 21st centuries. We are looking for candidates whose work critically engages the projects of contemporary continental philosophy, with a preference for those candidates with an area of concentration or competencies in the critical philosophy of race, queer theory, or feminist and gender studies.

Teaching philosophy at Evergreen involves specific opportunities and challenges, as faculty teach primarily in theme-based interdisciplinary courses (“programs”) with colleagues in the arts, the social sciences, the sciences, and the humanities. At Evergreen, faculty on teaching teams work closely with students and enjoy a high degree of freedom to determine the subject matter, pace, emphasis, classroom strategies and modes of evaluation. We are looking for candidates with a strong commitment to undergraduate liberal arts education. Applicants are thus invited to address in their letters of application and teaching philosophies their vision of innovative approaches to teaching philosophical research, interpretation, and writing in an interdisciplinary, collaborative, and inquiry-based setting. The ideal candidate will show potential for working across disciplines, and we are especially interested in candidates whose research and teaching engages materials and interests outside of philosophy. Faculty at Evergreen also serve as mentors and participate in college governance, so letters are asked to address competencies and experience in these areas as well.

Minimum Qualifications:

Ph.D. in Philosophy (at time of appointment). Area(s) of specialization in 20th/21st century continental philosophy. Ability to teach major themes and questions from the 20th-century to the present.

Preferred Qualifications:

Concentration in Critical Philosophy of Race, Queer Theory, or Feminist/Gender Studies. Ability to teach from a broad historical range of general philosophical texts.

A. This proposal is intended to support the current curriculum, although it does include a shift in emphasis and intend to support more diversity in the field.

1. First, this proposal is made in part to address to the opening left by Charles Pailthorp’s retirement, to ensure a continued representation of philosophy in the daytime curriculum. The sense in which it also marks a shift is that the specific areas of specialization and concentration would provide needed contemporary expertise. The desired qualifications also speak to the need to de-center the study of philosophy and address contemporary concerns about its traditionally limited scope, perhaps thereby also opening possibilities for new interdisciplinary projects and drawing a broader pool of students with a wider set of interests into the study of philosophy. Such a hire would also meet the demands of many advanced students both within philosophy and provide support for advanced students in other areas (e.g., literature, social psychology, cultural studies) working on related social, cultural, and critical-theoretical questions.
2. Given the interdisciplinary nature of any of the preferred focus areas, this faculty member would be ideally suited to work with colleagues in the social sciences, creative writing, cultural studies, and the arts. A Ph.D. in philosophy also means that the candidate will be trained in logic, critical thinking, and argumentation, all of which contribute much more generally to our students’ capacities for thematic inquiry and research.

3. None of the philosophy faculty currently focuses primarily on either the contemporary moment or on the specific themes raised by recent work in post-colonialism, critical philosophy of race, queer theory, or contemporary feminist and gender studies. In addition to augmenting our current expertise in 18th- and 19th-century continental philosophy, and in the analytic and American traditions, this position would intersect with the work of many current Evergreen faculty members in other areas, and particularly that of members of Critical and Creative Practices.

4. In addition to drawing students into philosophy who are motivated primarily by the social and personal significance of their work at Evergreen, this position would help those students first drawn into philosophy by more abstract or systematic questions situate their work and so understand the social and personal significance of those questions. Given the training in argumentation and critical thinking, this position would also help support students in developing good questions, presenting cogent arguments, and writing academic essays. Philosophy also takes up the often-problematic relationship of theory to practice as one of its central concerns, and the “applied” (or “situated”) nature of the preferred areas of expertise guarantees that the successful candidate will be versed in that tension.

C. Transition of New Hire Into the College and Curriculum

5. Clearly, this person could successfully enter an inquiry arising in any field involving a specifically social or cultural component, as outlined above, but given that we’re asking the candidate to arrive prepared to teach in any area of contemporary continental theory, whether value theory, metaphysics, or epistemology, there are also significant possibilities for interesting partnerships in the sciences as well.

6. It is difficult to name just one, since the possibilities would be wide open and largely depend on the successful candidate’s particular ‘preferred’ specialization, but colleagues in the Critical and Creative Practices Planning Unit have expressed interests in this position, and there are many obvious partnering possibilities with colleagues in Culture, Text, and Language, as well as in Sustainability and Justice.

7. Colleagues in or near this field would include: our philosophy faculty Joe Tougas, Stephen Beck, and Kathleen Eamon, as well as our many colleagues taking up adjacent philosophical and social questions in contemporary theory (e.g., Greg Mullins, Miranda Mellis, Julia Zay, Shaw Osha, Naima Lowe, Laura Citrin, Chico Herbison, Steven Hendricks, Trevor Speller, to name just a few).

8. It is unlikely that this position would require any new infrastructure.

Position Title: Physics (Experimental)

The Evergreen State College seeks a broadly trained faculty member in Experimental Physics or a closely related field (Bio-, Geo-, or Applied Physics). The ideal candidate will have a broad background in experimental techniques, and a strong commitment to a core physics curriculum involving teaching both theory and lab classes at the introductory through advanced levels in an interdisciplinary environment. We are particularly interested in candidates who have significant experience with pedagogical techniques from current Physics Education Research.

Evergreen faculty members regularly team teach in interdisciplinary programs. An ability to, and interest in incorporating physical modeling and quantitative reasoning techniques in multidisciplinary settings is expected. Candidates with expertise in, among other fields, geophysics (including climate research), sustainability, biophysics, or the history and philosophy of science will find this interdisciplinary teaching environment to be of particular interest.

Faculty members regularly teach in all levels from foundational to advanced. In addition to regularly teaching lower division physics across disciplines, the successful candidate will have opportunities to teach upper division topics in the candidate's area of specialization. Faculty members on teaching teams have a significant amount of direct contact with students and enjoy a high degree of freedom to determine the pace, emphasis, classroom strategies and modes of evaluation in the programs that they teach.

Minimum Qualifications:

- Ph.D. in Physics or the related fields of Applied Physics, Biophysics, or Geophysics. Candidates from related fields must have qualifier-level graduate physics coursework in the core subjects of quantum and statistical mechanics, as well as electricity and magnetism.
- Candidate thesis work must be experimental.
- College level teaching experience

Preferred Qualifications:

- Significant experience (> 1 year) with current instructional methods from Physics Education Research
- Interdisciplinary research and/or teaching
- College level teaching experience (> 3 years)

1. What is the specific hole that this position is designed to fill? Evidence of a hole in the curriculum may consist of, but not be limited to, a field of study in which we have repeatedly hired visitors, a field of study needed to support a repeating program or series of repeating programs, and/or a field of study that we are currently only able to consistently teach at a beginning level but should in your opinion offer at either an intermediate or advanced level as well.

This position is intended to fill a significant hole in the physics instructional capacity at Evergreen. Currently visitors are hired on a regular basis to staff the physics portion of repeating programs (e.g. Introduction to Natural Science). In addition, current physics faculty have difficulty offering consistent curricular pathways for those interested in physics, and there is insufficient upper-division physics to allow for a proper concentration in the subject. Furthermore, current physics faculty have inadequate opportunity to teach in an interdisciplinary fashion outside the field without undercutting offering of core classes, despite regular hiring of visitors. The new hire would remove the need for such regular hiring of visitors, assure that in all regular programs physics is taught by faculty fully trained in the field, and allow longer-term building of both the physics curriculum and consistent offerings such that students can plan their Evergreen careers with knowledge that necessary courses will be offered in future years. Lastly, the new hire will both be able to do interdisciplinary teaching including physics, and to free current faculty to do more of the same, increasing the support for quantitative reasoning across the curriculum.

2. How would this position reinforce and support our current curriculum? Evidence for this might include supporting or expanding a current curricular pathway, expanding the options for students to take programs in the field of study represented by the position (i.e. expanding our capacity in a popular field of study) or expanding our capacity regarding a particular skill set (writing, quantitative methods, field research, etc.). Or it might address increased capacity for interdisciplinarity and/or for expertise and interest in teaching/pedagogy.

This position would support the current Evergreen curriculum by providing physics instruction by regular faculty in a number of repeating programs, allow for increased interdisciplinary teaching by existing physics faculty in areas of expertise (public health, sustainability, climate change) which dovetail with current Evergreen curriculum, and reinforce and expand the curricular pathways for students interests in physics and related fields (e.g. biophysics/bioengineering, directly related to the health sciences). In specific:

1. Current regular Olympia Daytime physics faculty include Neil Switz, Krishna Chowdary, E. J. Zita, and David McAvity. David will remain a Dean for several more years; E. J. Zita frequently teaches in an interdisciplinary manner outside of the physics core offerings; these factors leave two faculty to cover all core physics offerings, whereas 3 faculty are considered a minimum to offer a full curriculum at colleges less than half the size of Evergreen and with no interdisciplinary teaching. As a result, each choice to teach in an interdisciplinary manner outside the core physics curriculum currently creates a hole in that necessary curriculum. Presence of an additional physics faculty member would allow continuation and (on David's return from the Deanery) expansion of current interdisciplinary teaching by physics faculty while also allowing consistent teaching of physics in Evergreen courses by regular physics faculty.
2. Many of the offerings which a new hire would make possible (without said offering undercutting a core curricular pathway in physics) are explicitly interdisciplinary: Neil Switz would be freed to teach public health, biophysics, and media-related optics (photography, cinema) and electronics (sound); Krishna Chowdary has interdisciplinary teaching experience involving animation; E.J. Zita could reinforce her offerings in climate science and sustainability (especially if the hire were in geophysics, which would also dovetail nicely with the geology concentration already at Evergreen).
3. The position would allow reinforcement of the physics core curriculum including the regular offering of intermediate and advanced lab material (hence the specification of an experimental physicist with background to both staff and further develop such programs), as well as the expanded upper-division offerings necessary to meet minimum requirements for college graduates in a physics concentration.

The new hire would also add their interdisciplinary expertise (hard to specify since it depends on the hire), as well as be able to contribute to quantitative reasoning efforts across the curriculum based on physics inherent use of modeling and quantitative and symbolic methods.

3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?

In addition to providing an additional colleague within physics, which is currently understrength, the new position would bring experimental expertise to reinforce Neil Switz & Krishna Chowdary's efforts to build the intermediate and advanced physics lab offerings necessary to allow for a true physics concentration at Evergreen. Specific experience in current pedagogical techniques from Physics Education Research would add to that of Krishna Chowdary and provide a concentration in the approaches useful for reinforcing physics teaching at Evergreen. Beyond this, details would depend on the specific hire: e.g. a biophysics hire would reinforce both biology and the skillset of Neil Switz, allowing for collaborative research and program offerings, while a geophysics would add capacity to E. J. Zita's climate-based offerings and the geology expertise already

at Evergreen (e.g. in Abir Biswas). A hire with history or philosophy of science expertise would lend weight to many programs that offer elements of those subjects.

4. How might this position advance general education goals across the curriculum?

Evergreen already teaches many classes involving physics, but frequently not staffed with people trained in the discipline. Remediating this is important to strengthening Evergreen program offerings. In addition, the modeling capacity and quantitative/symbolic reasoning that is a core physics method is extremely well suited to reinforce quantitative reasoning across the curriculum. Lastly, the position would increase interdisciplinary offerings (e.g. in public health and sustainability) by freeing existing physics faculty to teach occasionally outside the field without requiring a visitor or abandonment of consistent core curricular offerings.

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

The Evergreen curriculum already involves physics in a number of interdisciplinary courses (Trajectories in Animation, Introduction to Natural Systems, Matter & Motion, Fire and Water, Energy Systems & Climate Change, Astronomy & Cosmologies, Science Seminar, Earth Dynamics: Climate, People, History, and others) and physics fits naturally in efforts to extend quantitative reasoning across other curricular areas. In addition, current physics faculty capable of teaching outside the core disciplinary offerings cannot do so due to insufficient staffing; a new hire would free them to teach in yet more interdisciplinary ways as well (e.g. Neil Switz has substantial public health and infectious disease background, and interests in issues of sustainability).

6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?

Matter & Motion or Introduction to Natural Studies. Both programs are offered annually, involve introductory physics (algebra-based in INS and calculus-based in M&M), and have multi-faculty teams appropriate for orienting and mentoring a new faculty hire.

7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.

Colleagues in the field who could mentor, welcome, and provide an inclusive environment for the new faculty member include Neil Switz and Krishna Chowdary, as well as E. J. Zita and David McAvity. Colleagues in directly related fields (who might teach with or collaborate with a new physics faculty member) include math faculty Rachel Hastings, Brian Walter, Vauhn Foster-Grahler.

8. Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?

The new hire is intended to allow filling current instructional needs, so no classroom space need beyond that already allocated to the science curriculum is anticipated. It is likely an experimental hire would need lab space in Lab I or II, likely of approximately “1-window” in the Evergreen measurement system. This space would be used by students doing Undergraduate Research in Scientific Inquiry (URSI) studies as well, making it a combination of research and instructional space.

Position Title: Political Economy

Description:

The Evergreen State College seeks a broadly trained, versatile faculty-colleague to teach political economy in a wide range of team-taught, interdisciplinary courses at all undergraduate levels. Strong candidates for this position will demonstrate their ability to do highly interdisciplinary and broadly historical work and to teach the historical development of capitalism from the vantage point of political science, heterodox economics, sociology, environmental studies, history, geography, anthropology, and/or other relevant social sciences. A strong background in critical approaches such as historical sociology, social history, world-systems analysis, critical anthropology, or political economy itself will be especially welcome.

Candidates should be grounded in at least one national, regional or historical setting, while also demonstrating the ability to analyze capitalism on a global scale. We are open to a variety of specializations, although a regional focus within the Global South or a focus on under-represented communities (e.g. border studies, migration studies) is preferred. Other specializations of particular interest include gender studies, social movements, food systems, and climate change. A strong background in, and interest in teaching, empirical methods and quantitative reasoning is also desired.

We are particularly interested in applicants who have experience working with students from diverse backgrounds and a demonstrated commitment to improving access to and success in higher education for under-represented groups.

Teaching political economy at Evergreen offers unique opportunities and challenges, as we teach primarily in theme-based, specialized seminars rather than in broad survey courses. Evergreen's coordinated studies programs are inquiry-based and thematically driven, and over the course of a career the successful candidate will team-teach with colleagues from the arts, social sciences, sciences, and humanities. Given these opportunities and challenges, applicants are invited to address in their letters of application their vision of innovative approaches to teaching historical methods of research, interpretation, and writing in an interdisciplinary, collaborative, and inquiry-based classroom.

Evergreen organizes its curriculum through interdisciplinary studies (rather than through departments and courses), so the ideal candidate would show the potential for working across disciplines with faculty colleagues. In addition to teaching, faculty are expected to advise and mentor students and participate in Evergreen's system of shared governance. Through their participation in shared governance, faculty play a significant role in most aspects of how the college is run.

Minimum Qualifications:

- Masters in a relevant field.
- Ability to do highly interdisciplinary and broadly historical work
- Ability to teach the historical development of capitalism at the global level.
- Grounding in at least one national, regional or historical setting

- College level teaching experience

Preferred Qualifications:

- Ph.D. preferred
- Experience working with students from diverse backgrounds and a demonstrated commitment to improving access to and success in higher education for under-represented groups
- Strong background in critical approaches such as historical sociology, social history, world-systems analysis, critical anthropology, or political economy itself
- Regional focus within the Global South or a focus on under-represented communities (e.g. border studies, migration studies)
- A strong background in, and interest in teaching, empirical methods and quantitative reasoning

Rationale, A1-4:

I. We seek a colleague to reinforce and support our current Political Economy curriculum. That curriculum is composed of both unique and repeating programs, mostly team taught, often interdivisional. This position would address several pressing needs at the college at this time:

- With the severe economic problems of unemployment, housing foreclosures, stagnant wages, economic insecurity, cutbacks in public services and dramatic increases in inequality in the United States and many other countries, there is a growing need for and interest in interrogating the foundations of our current economic system.
- At the same time, Political Economy at Evergreen is experiencing unusual attrition due to retirements, and in the very near future will not be able to maintain anything close to the robust curriculum of the past. Dan Leahy, Ken Dolbeare, Alan Nasser and Zahid Shariff have retired. Jeanne Hahn, Peter Bohmer, and Larry Mosqueda plan to retire in the next few years. Anthony Zaragoza will be based at the Tacoma campus and spending at least half of his time there. Political Economy has been a longstanding strength in the Evergreen curriculum, one for which the college is widely known, and we should not lose our capacity to maintain this area.
- Political Economy has been one of the areas at the College in which students have reliably found a repeating introductory program (*Political Economy and Social Movements* or *Political Economy and Social Change*), and a range of intermediate and advanced programs (some of which repeat as well: *Power in American Society*, *Alternatives to Capitalism*, *Marxist Theory*, *The Formation of the North American State*, *The Making of Global Capitalism*). For many years, students have been able to expect a robust sequence of introductory, intermediate, and advanced programs in Political Economy taught by faculty with a range of specializations (political science, economics, philosophy, public policy, American studies, sociology). The folks working on the Fields of Study initiative have identified Political Economy as one of the 10 curricular areas that function already as a field of study with curricular pathways. But our ability to preserve these pathways is at risk. Currently we are unable to offer on an annual basis Political Economy & Social Movements at introductory and advanced levels.
- Political Economy is by its very nature interdisciplinary and is an approach that incorporates the sociology of race, class, gender and sexuality into the study of economic history, politics and current issues in economics. It also enriches the study of literature, film, art and the performing arts (and vice versa) as well as study abroad programs. In addition, Evergreen has a vibrant history of cross-fertilization between political economy and environmental studies, political economy and community-based studies, as well as political economy and education. In this way, political economy can serve to prepare students interested in pursuing graduate programs in environmental studies, public policy, education, and international studies.
- Evergreen has successfully prepared political economy students for graduate programs in economics, political science, international relations, and political economy. To do this requires enough faculty to meet the needs of students seeking advanced study while also

serving a broader range of undergraduates. Recent and imminent retirements will make this impossible. Robert McChesney, John Bellamy Foster, Thomas Herndon and Tom Richardson are some Evergreen graduates in political economy who have gone on to enjoy success in this field.

- Political economy offers an exceptional opportunity to combine a wide range of methods and skills. In particular, most political economy programs emphasize quantitative reasoning; there are few opportunities outside the natural sciences for students to get this degree of exposure. But technical skills are introduced in political economy in the context of history, social theory and often direct engagement with the community.

II. Transition of New Hire into the College and Curriculum

(Responses to questions 5-8)

5. Political Economy faculty are currently engaged in teaching in numerous interdisciplinary and interdivisional teams, including with media studies faculty, with area studies faculty (e.g. programs on the Middle East, Caribbean, India and Latin America) with environmental studies faculty and with geography and urban studies faculty.

6 and 7. We foresee our new hire in PE working in teams that may comprise a combination of folks including, but not limited to: Lori Blewett, Peter Bohmer, Jon Davies, Peter Dorman, Anne Fischel, Jennifer Gerend, Zoltan Grossman, Paul McMillin, Laurie Meeker, Larry Mosqueda, Alice Nelson, Steve Niva, Frances Raines, Therese Saliba, Michael Vavrus, Sarah Williams, Tom Womoldorf, Anthony Zaragosa, Jeanne Hahn, and others. The introductory Political Economy program (usually titled Political Economy and Social Change/Movements), slated for Fall and Winter quarters, would be a good first year program for this faculty member.

8. This hire will not bring in a 'new field of study'; it will help maintain an existing field of study. No specific infrastructure beyond the most typical academic resources (like the library) and infrastructure to facilitate field trips, will be needed.

Position Title: Sociolinguistics or Linguistic Anthropology (Francophone studies)

The Evergreen State College seeks a broadly trained faculty member in Sociolinguistics or Linguistic Anthropology with a specialization in some area of the francophone world. Area of specialization is open, though we have a particular need in African studies. Other potential areas of specialization include (but are not limited to) language and gender, language and education, ethnography, discourse analysis, and cultural studies. Evergreen faculty regularly teach in coordinated studies programs, which are interdisciplinary, inquiry-based and thematically driven. Therefore in addition to disciplinary expertise, the successful candidate will have interdisciplinary interests that would lead to team-teaching collaborations connecting linguistics to such areas as history, literature, geography, sociology, anthropology, French language, philosophy, or other fields. The ability to teach French language in addition to linguistics in the context of a francophone studies program would be a plus.

Evergreen organizes its curriculum through interdisciplinary studies (rather than through departments and courses) so faculty regularly work together across disciplines. Applicants are invited to address in their letters of application their vision for innovative approaches to teaching about language in an interdisciplinary, inquiry-based context. In addition to teaching, faculty are expected to advise and mentor students and participate in Evergreen's system of shared governance. Through this work, faculty play a significant role in most aspects of how the college is run.

Minimum Qualifications:

- Ph.D. in Linguistics, Anthropology, or a closely related field.
- Area of expertise includes some aspect of francophone studies
- Ability to teach linguistics in connection with other fields of study
- College level teaching experience

Preferred Qualifications:

- Expertise in African studies
- Ability to teach French language

1. What is the specific hole that this position is designed to fill? Evidence of a hole in the curriculum may consist of, but not be limited to, a field of study in which we have repeatedly hired visitors, a field of study needed to support a repeating program or series of repeating programs, and/or a field of study that we are currently only able to consistently teach at a beginning level but should in your opinion offer at either an intermediate or advanced level as well.

This position is aimed primarily at filling the gaps in linguistics and French created by the 2013 retirement of Susan Fiksdal. Although French language and study abroad is popular among students, a dwindling number of faculty are able to support this field (see Question 3 below). Susan's role as a linguist was also in high demand, as her expertise in sociolinguistics made her an excellent fit for introducing the focused study of language and culture into a broad variety of humanities and social science programs. We have widened the potential applicant pool by including linguistic anthropology as an alternative degree area since these fields are closely allied and inherently interdisciplinary. Overall, students consistently find the study of the nature of language and its role in society and culture to be highly relevant and compelling areas of inquiry. Losing Susan leaves a significant gap in these areas, which we hope to fill.

2. How would this position reinforce and support our current curriculum? Evidence for this might include supporting or expanding a current curricular pathway, expanding the options for students to take programs in the field of study represented by the position (i.e. expanding our capacity in a popular field of study) or expanding our capacity regarding a particular skill set (writing, quantitative methods, field research, etc.). Or it might address increased capacity for interdisciplinarity and/or for expertise and interest in teaching/pedagogy.

This position allows us to preserve our francophone studies curriculum while adding diversity based on the successful candidate's area of expertise. If we are successful in finding a candidate whose expertise encompasses an area of African studies (a preferred qualification in the description) then the position will contribute to addressing a significant longstanding dearth of African studies in our curriculum. Even based on the minimum requirements, the candidate will address the gap left by Susan's departure in areas such as language and power, and language in society, which are at the heart of sociolinguistics. Other skills a candidate with the required expertise will bring will include teaching writing, qualitative research methods, and field research methods. A sociolinguist is likely to also bring quantitative methods in social sciences, and a linguistic anthropologist will likely have ethnographic skills.

3. How might the pedagogical interests, skills and experience that someone in this position would bring augment those already represented by current Evergreen faculty across the curriculum?

In our French curriculum, Susan's departure leaves only Stacey Davis (French history) and Marianne Bailey (francophone literature) among full-time faculty members whose expertise in French allows them to anchor the popular repeating francophone studies program (The Dark Romantics), which is offered every two years with a study abroad to France. (Judith Gabrielle also regularly supports French language studies within EWS.) In linguistics, although Diego de Acosta (Spanish) and Rachel Hastings (math) also teach in this field part of the time, their areas of expertise in linguistics (historical linguistics and syntax respectively) and their teaching commitments in their primary fields do not allow for anything like the consistency or depth of study in sociolinguistics that Susan provided. Furthermore, our current Oly-daytime anthropologists (Eric Stein, Karen Gaul, and Rita Pougiales) cover complementary but non-linguistic areas of anthropology.

4. How might this position advance general education goals across the curriculum?

This position will contribute to Gen Ed goals in language studies, writing, and qualitative research. It will also help achieve our goal of interdivisionality; even traditional schools have difficulty classifying linguistics within any one division, and sociolinguistics (along with linguistic anthropology) has a firm base in both the humanities and social sciences.

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? How have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

Linguistics and Anthropology are natural fits in a broad range of language and culture programs. While the repeating francophone studies curriculum is the most obvious initial placement, the new hire could be expected to add a dimension of linguistic analysis to other programs which place emphasis on languages. Faculty in CTL have expressed interest in such a hire, as have Brian Walter and Rachel Hastings from CCP and SI.

6. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?

The new hire would likely teach in The Dark Romantics in 15-16. This well-established, team-taught program has both the flexibility and stability to accommodate and support a new hire in francophone studies.

7. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field? These colleagues would include people who could familiarize the new faculty with the opportunities at Evergreen for any specialized equipment, space, field opportunities etc. that the new faculty might need for teaching or professional development.

Current faculty colleagues who would look forward to welcoming and orienting the new hire include linguists Diego de Acosta and Rachel Hastings, francophone studies faculty Stacey Davis and Marianne Bailey, and anthropologist Eric Stein. All members of this group have expertise in closely allied fields to that of the new hire.

8. Briefly, what infrastructure will be necessary for instruction in this new field of study (i.e. special equipment, special spaces, language support, etc.)? Is that infrastructure already in place? If so, can it support another user?

A key piece of infrastructure is already in place in the form of the language lab. Depending on the particular regional and linguistic interests of the hire, it is possible that new software should be acquired by the lab, but the existing space and equipment should be adequate to the needs of the enhanced curriculum.

Hiring Proposal in SOCIOLOGY

1. Position Title and Description

Position title: SOCIOLOGY

The Evergreen State College seeks a broadly trained sociologist to teach in interdisciplinary, team-taught programs at all undergraduate levels. The successful candidate will have substantive knowledge of and experience with teaching in at least two of the following areas: education, medical sociology, and race and ethnic relations. Preferred qualifications include experience successfully teaching quantitative methodology, evidence of a strong commitment to sociological practice in community organizations working for social justice, and the ability to prepare students to conduct research useful to community groups.

Evergreen organizes its curriculum through coordinated interdisciplinary studies, rather than through departments and courses. Students enroll in team-taught interdisciplinary “programs” full time, often for multiple quarters. Faculty on teaching teams enjoy a high degree of freedom to determine the subject matter, emphases, pace, classroom strategies and modes of evaluation in these programs. In some years, faculty teach students working close to their own discipline at a variety of experience levels; in other years they join faculty from diverse disciplines to develop a theme-based curriculum, sometimes for first-year students, or for advanced students, or for all levels. In keeping with this teaching and learning model, ideal candidates for this position will demonstrate an enthusiasm for and skill in teaching and a willingness to collaborate with other faculty across a wide spectrum of disciplines in engaging, interdisciplinary programs that might focus on inequality and social justice, health and human development, race in contemporary education, popular culture and social change, environmental justice, or other themes. We also encourage applicants who have had experience working with students from underrepresented populations.

In addition to teaching, faculty are expected to advise and mentor students and participate in Evergreen’s system of shared governance. Through their participation in shared governance, faculty play a significant role in most aspects of how the college is run.

Minimum qualifications:

- Ph.D. in Sociology
- College level teaching experience
- Substantive knowledge of and experience with teaching at least two of the following: education, medical sociology, and race and ethnic relations

Preferred Qualifications:

- Interdisciplinary college level teaching experience
- Experience successfully teaching quantitative methodology
- Evidence of a strong commitment to sociological practice in community organizations working for social justice
- Demonstrated ability to prepare students to conduct research useful to community groups
- Experience teaching and/or working with students from underrepresented populations.

2. Criteria

Supports the current curriculum

a. What is the specific hole that this position is designed to fill?

The sociological lens offers a particular set of theories and methodologies that are central to a liberal arts education but are underrepresented at Evergreen. Race and ethnicity, education, and health are fundamental, interrelated sites of inequality, and are also high-interest subjects at our college. A Ph.D.-level candidate will have the most comprehensive training in current sociological theory and methodology. This level of training is essential if the college is to maintain high professional and disciplinary standards. Evergreen Olympia campus currently employs two faculty with Ph.D.s in sociology, Lin Nelson and Toska Olson. Dr. Nelson's teaching focuses on environmental studies and Dr. Olson's teaching focuses on gender and sexuality. A sociologist of race/ethnicity, education, and/or health will complement these thematic foci. It is significant to note that Dr. Nelson will be retiring at the end of the 2013-2014 academic year, leaving only one Ph.D.-level sociologist on the Olympia campus. Additional sociology faculty are needed to provide a comprehensive view of the discipline; to provide enough faculty to deliver a predictable pathway for students from beginning to advanced levels of study; and to allow for faculty rotation through programs, leaves, and other positions within the college without compromising students' access to sociology programs.

The Provost indicated that Evergreen has room to improve its promotion of quantitative modes of inquiry, noting that only 77% of undergraduate transcripts met the expected criteria for this area ("Year Three Self-Evaluation Report," Sept. 1, 2013). In addition, the report calls for "Efforts to strengthen the connection between theory and practice, expand opportunities that encourage community engagement, and promote intellectual and civic responsibility" (30). Hiring a quantitative sociologist with strengths in applied work in communities will allow us to better meet these core themes of the institution's mission while also providing students with training in the high-demand areas of education, health, and race and ethnic relations. In addition, the hire will help promote Evergreen's mission, as articulated in our six expectations, to foster students who are able to "participate collaboratively and responsibly in our diverse society."

b. How would this position reinforce and support our current curriculum?

There is strong student interest in the social sciences at Evergreen. According to the Office of Institutional Research and Assessment (2012), social science was the most popular intended field of study among transfer students and the second-most popular field for first-time, first-year students. Building our social science program is, therefore, essential to college recruitment and retention. In addition, sociology has wide-ranging, cross-divisional applicability in our curriculum. During 2011-2012, programs from every planning unit across the college reported including social science as a field of study in their program (Office of Institutional Research and Assessment End-of-Program Review). Sociology was the field mentioned most often in these surveys, with 37.7% of programs reporting the use of this discipline. The widespread inclusion of sociology in the curriculum indicates pervasive recognition of the discipline's value among the faculty, even though the majority of those awarding credit in the field are not trained in sociology. Another sociologist on campus is essential to help us maintain the integrity of the discipline while continuing to allow a variety of programs to include work in sociology.

Programs such as "Health and Human Development" and "So You Want to Be a Teacher" have repeatedly appeared in the curriculum due to high student interest, as have many programs that include

race and ethnicity as an element of their studies. A new colleague with these particular qualifications will enable Evergreen to meet students' high demand for programs that will prepare them for careers in teaching and health-related fields, while also educating students about how race and ethnicity condition people's experiences in these institutions and throughout society. Finally, this sociologist will aid our ability to support applied social justice and service learning work as well as Community-Based Research, allowing us to join the growing network of academic-community collaborations that focus on strengthening the knowledge base in communities through the creation of innovative and participatory research approaches.

c. How might the pedagogical interests, skills, and experience that someone in this position would bring augment that already represented by current Evergreen faculty across the curriculum?

Evergreen is currently unable to provide any comprehensive educational pathway in sociology. This challenge will be even greater after Dr. Nelson retires. An additional sociologist on the faculty will allow Evergreen to cover more of the discipline's substantive areas and will make it possible for more students to study sociology at all levels of their education. In addition, the successful candidate will complement faculty who specialize in cultural studies, education, social justice, stratification, diversity, community studies, collective behavior, political economy, social movements, social psychology, anthropology, and the health sciences. A sociologist with expertise in quantitative reasoning is especially needed to provide methodological breadth to programs with current faculty who specialize in ethnography, archival research, and textual studies.

d. How might this position advance general education across the curriculum?

We recognize the value this position offers to the college because of the need to support the basic foundations of a liberal arts education. The sociological perspective is central to general education in that it examines how people are organized in societies and how patterns exist in social relationships, social interactions, and cultures. In addition, the successful candidate will support students' education in quantitative reasoning, academic research and writing, critical thinking, and social justice, as these are all major features of Ph.D.-level sociological training. A quantitatively-trained sociologist will help the college uphold its commitment to offering a well-rounded and comprehensive education to its students, and will strengthen our curriculum's ability to embody the principles of interdisciplinary liberal arts education as outlined in Evergreen's Strategic Plan (update, 2007) and the expectations of an Evergreen graduate.

Evergreen's Strategic Plan recognizes the importance of preparing students to be "responsible global citizens who can act locally in communities and support the practices of democracy, social justice, and sustainability" (7). A sociologist who specializes in education, health, and/or race and ethnic relations with a strong applied background is an essential resource for a college interested in this important work. By working in the community and with our existing Public Service Centers, the sociologist will also help our institution meet its "commitment to public service and reciprocal [community] partnerships" (7). This will also help students and Evergreen participate collaboratively and responsibly in our diverse society.

Transition of new hire into the college and curriculum

- e. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have? Have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?**

A new colleague in sociology of education, health, and/or race and ethnic relations will make important contributions to interdisciplinary teaching in a variety of arenas. The successful candidate will find a place in regularly-running programs addressing popular education (e.g., Gateways), cultural studies, political economy, community studies, performing arts in cultural context, sustainability, foundations of health sciences, media studies, social justice, public health, education, and social and human services. Faculty in CTL who currently emphasize qualitative studies have expressed the desire to work with a quantitative sociologist. In addition, a new hire who focuses on race/ethnicity would be a welcome colleague for faculty such as Chico Herbison and Catalina Ocampo, as well as for the Native American studies and cultural studies faculty more generally.

- f. What multi-faculty team/program(s) do you foresee that the person hired for this position would be teaching during their first year?**

Our new colleague may find a home in “Place and Displacement” with Eric Stein and Anthony Tindill. In addition, the new sociologist would fit well within an emerging interdisciplinary program thematically organized around social justice, political economy, public health, education, sustainability, power and inequality, community studies, American studies, anthropology, history, and literature and the arts.

- g. Who among the current faculty would provide the person hired for this position with academic colleagues in or near their field?**

Toska Olson, Laura Citrin, and Eric Stein will be key support people for this new colleague. Depending on the sociologist’s thematic emphasis (education, health, or race/ethnicity), that list might also include Chico Herbison, Grace Huerta, Leslie Flemmer, Stacey Davis, Sam Schragger, Nancy Anderson, Nancy Koppelman, Tom Womeldorf, Greg Mullins, and Anthony Zaragoza.

- h. What infrastructure will be necessary for instruction in this new field of study?**

No additional infrastructure is required for this position. Continued support of the CCBLA will be necessary and extremely beneficial.

Theatre Hire – Description and Justification

Description: This continuing position is for an MFA or PhD, preferred, or MA with exceptional and extensive academic and practical experience, who has expertise in the history, theory, and practice of design for theatre, dance, and media arts (for example film, video, and animation) . In addition, applicant should be able to teach Puppet and Object Theatre, in the social-activist tradition of Bread and Puppet Theatre (<http://breadandpuppet.org/>), and non-western shadow puppetry. Other areas of interest might include the history, theory, and practice of Feminist, Postcolonial, and Transgender Performance. At the same time, the candidate should possess sufficient knowledge and background as an experienced practitioner of directing, acting, or performance art. The candidate should be able to work in a highly collaborative and interdisciplinary manner with a wide variety of faculty across numerous disciplinary areas including history, psychology, political science, literature, and cultural studies. Faculty should be able to teach students with a broad spectrum of interests and a wide range of abilities.

A. Support the Current Curriculum:

In addition to providing the essential balance to our present faculty by bringing the history, theory, and practice of performance design into the curriculum of the performing arts, this position expands our work into the media and visual arts while supporting and enhancing the interdisciplinary curriculum of the college. At present we have no faculty teaching in this fundamental area, and our current technical director, Matt Lawrence, who would welcome the opportunity to collaborate with faculty whose background would support and expand our work with students.

A candidate with knowledge in the history, theory and practice of performance design would be able to work across the curriculum in a highly interdisciplinary manner. For example, their knowledge of the history of costume and clothing would be very applicable in the areas of history and cultural studies, and in particular gender, postcolonial, and feminist studies. Our new colleague's knowledge of the domicile, and its geographic specificities and continuing evolution, could be fundamental in a program about environmental design. In the past decade, there has been a concerted effort to move the practice of performance design into the Green. In the area of cultural studies, there is substantial transgender student population on campus, who have shown an increasing interest in the interdisciplinary area of transgender studies.

The teaching of Puppet and Object Theatre, in the tradition of Bread and Puppet Theatre, which self-describes as "Cheap Art and Political Theatre", crosses over into the disciplines of political and social science and supports an arts as social-activism curriculum. Shadow Puppetry has long been a mode of performance in non-western cultures and adds a diverse cultural element to the college. The concept of the "shadow" self is present in many disciplines, particularly

psychology and literature and would allow students to explore their “shadows” now only in a theoretical but concrete manner, putting theory into practice.

Shadow Puppetry is an extremely low resource, using paper, scissors, a light, and a curtain as its primary modes of artistic expression. All resources we presently possess. Shadow puppetry is also highly appropriate in a liberal arts tradition because it allows even the shiest of students, regardless of their physical abilities, to participate somatically and develop their imagination by speaking and moving through another object behind a curtain.

In addition, when Theatre faculty collaborate and educate in an interdisciplinary manner across a wide variety of disciplines, they bring knowledge, skills, and experience in physical movement, spatial awareness, mind-body coordination and integration, and use of the human voice including articulation and projection. From a literary framework, we teach the performance, staging, and adaptation of stories across vast geographies and histories, and cultural and contextual knowledge, including oral traditions and folklore. We also teach collaboration, mental, physical, and personal discipline, improvisation, creativity, and the awareness that a “play” is not only a subject for intellectual and academic exploration but a living entity meant to be performed and seen by an audience.

Theatre faculty also contribute to the general curriculum by teaching critical thinking and writing. It is one of the liberal arts' most important responsibilities. Writing skills are fundamental to the regular practice of a performance curriculum, including critique, historical performance research and play analysis, the writing reviews of performances and films, and writing about the social, political, and economic issues that emerge from the study of theatre and dramatic literature.

In the area of quantitative reasoning the theatre studies allows students to develop a complex and pragmatic budget for a production, which includes create lighting, set, costume, and prop designs. The study and practice of performance design requires the student to solve significant quantitative problems with the use of mathematics and science in order to change theory, the designs on paper, into practice, the final production. There are also the additional quantitative business practices associated with a performance such as box office, publicity, and advertising.

B. Transition of New Hire into the College and Curriculum

Our new colleague would collaborate with faculty in psychology, political and social science, literature, and cultural studies to develop programs to integrate the arts across the curriculum in a historical, theoretical, and pragmatic manner. In addition, this colleague would collaborate and support our staff and expand the educational opportunities for our students.

Our current performing arts faculty will provide support for this theatre hire. We are united and committed in our enthusiasm for a long-lasting collaborative relationship with our new colleague. We, collectively, understand the College's resources, performance facilities, rehearsal spaces, technical capabilities, including the new dance studio, scene, costume, and prop shop. Because we do public productions, we can also mentor our colleague in the logistics of publicity, local marketing, and community outreach.

No new infrastructure or resources are needed for this position. Our existing infrastructure includes a black box theatre, a recital hall, two newly renovated rehearsal performance labs, a dance studio, design lab/critique room, a small rehearsal and performance space in Sem 2 and the CCAM, Center for Creative and Applied Media. We also possess all the necessary equipment to teach Puppet and Object Theatre and Shadow Puppetry. Because we currently have only two faculty in the essential area of theatre arts; we have ample room to support a third colleague. In addition, the COM building recently reopened, after an extensive remodel, and we have more space for the performing arts than ever before; this new infrastructure is an excellent invitation and holds tremendous promise for our new colleague.

Theatre in Theory and Practice

Description and Justification

Description:

Evergreen seeks to appoint a full-time faculty member in theatre who can teach foundational work in theatre studies. The successful candidate is expected to both teach the theoretical aspects of theatre arts and guide students through the practical experiences of theatrical production. The candidate should be serious about establishing an interactive and creative curricular pathway in theatre within a liberal arts education.

The candidate should demonstrate knowledge and expertise in several of the following areas: acting, directing, playwriting, theatre design, dramatic literature, theatre history and theory. The candidate should provide evidence of commitment to working with the fundamentals of theatre in his/her areas of teaching. The candidate should be familiar with traditional and experimental theatre in the West, and demonstrate a solid familiarity with at least one other form of cultural performance besides Western theatre.

The minimum requirement for the successful candidate is the MFA in theatre with practical experience in academic, community or commercial theatres. The candidate is expected to teach beginning, intermediate and advanced levels within a progressive theatre curricular structure in close collaboration with other performing arts faculty in theatre, music and dance, and should be capable of working with faculty in other areas of the College, including, but not limited to, media arts, visual arts, classical studies, literature, social and physical sciences, and cultural studies. Given these opportunities and challenges, applicants are invited to address in their letters of application their vision of innovative approaches to teaching theatre in an interdisciplinary, collaborative and experiential classroom.

A. Support the Current Curriculum:

1. What is the specific hole that this position is designed to fill?

We have lost three full-time faculty from the theatre division in the past ten years: Sandie Nisbet, Doranne Crable, and Ariel Goldberger. We now have only two: Walter Grodzik and Rose Jang. Walter specializes in experimental performance besides teaching traditional Western theatre occasionally, and Rose has to split her commitment between theatre and China studies which is equally short-staffed. We currently have no one whose primary focus is the fundamentals of theatre, especially the foundation of Western theatre in both theory and practice. With these losses in theatre, we are no longer able to teach the Introduction to the Performing Arts program, which normally would have drawn from faculty in music, theatre, and dance. It is particularly difficult, if not impossible, to establish a coherent curricular pathway for theatre studies with only two faculty, which

should incorporate beginning, intermediate and advanced levels within a two-to-three-year bracket period.

2. How would this position reinforce and support our current curriculum?

As stated, with only two faculty, it is simply impossible to generate a theatre curriculum for the students on any long-term basis. With this theatre hire, the theatre faculty, along with the whole performing arts faculty team, can start planning a consistent theatre curriculum installed with full-time sequential programs in beginning, intermediate, and advanced levels. Most importantly, with a passion and skill set in teaching foundational work in theatre arts, this new theatre faculty can provide important fundamental and contextual knowledge within the discipline of theatre as well as linking the fundamental knowledge of theatre with other disciplines across curriculum. A well-rounded theatre faculty will bring enormous benefits to the College as a whole. His/her joining in full-time interdisciplinary programs will ultimately provide students with the connection of theatre with other fields or disciplines, whether that connection is manifested in the historical, cultural or sociological contexts.

3. How might this person augment the faculty in terms of pedagogical interests, skills, and experience?

When theatre faculty teach across the curriculum, they bring skills and experience in physical movement, use of the voice, performance, staging and adaptation of stories, cultural knowledge, performance theory, literature, contextual knowledge, spatial awareness, body-mind coordination, budgeting, oral traditions, folklore, turning theory into practice, discipline, critique skills, collaboration, improvisation, creativity, and understanding that there is more to a “text” than what is written on the page.

4. How might this position advance Gen Ed goals across the curriculum?

Theatre faculty teach skills in writing (critiquing, script writing, writing reviews, writing about the issues that emerge from the stories), quantitative reasoning (creating a sophisticated and attainable budget for a production, and developing a theatre design that includes lighting, scene design, costume fitting, and other quantitative problems), political studies through social commentary, cultural studies through understanding contexts for performance, and literature to generate discussion.

C. Transition of New Hire into the College and Curriculum

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for the position would have? How have faculty in your planning unit or elsewhere at the College already stated interest in developing interdisciplinary programs with a faculty hired for this position?

We envision that our new colleague in theatre would join with faculty in literature and cultural studies to develop a CORE program based on identity in 20th century American

life. We also imagine that this colleague would work in a newly-revived Introduction to the Performing Arts program with dance and music faculty, and would rotate into that program periodically as need arises. Finally, we hope that this colleague will create an upper division program that would cover an essential Western tradition, such as ancient Greece (Aeschylus, Sophocles, Euripides, and others), the Renaissance (Shakespeare and his contemporaries), the Realists (Ibsen, Shaw and Chekhov), and into the early 20th century (Miller, Williams, O'Neill). There are endless possibilities of collaboration with this new faculty within the area and across disciplines.

6. What multi-faculty team/programs do you foresee that the person hired for this position would be teaching during their first year?

We expect that our new colleague will teach in an introductory program; either CORE or sophomore-level fundamentals in the performing arts, with the support of area colleagues who may serve as mentors and guides.

7. Who among the current faculty would provide the person hired for the position with academic colleagues in or near their field?

Our current performing arts faculty will serve that function. We are united in our support and committed in our enthusiasm for a long-lasting collaborative relationship with our new colleague. We, collectively, understand the College's resources, theatre facilities, rehearsal spaces, technical capabilities (including the new dance studio, costume shop, scene shop, and prop shop). Because we do public productions, we can also mentor our colleague in the logistics of local marketing, community outreach, and publicity.

8. What infrastructure will be necessary for instruction in this new field of study?

This theatre hire will be the recipient of the College's investment of infrastructure with the remodel of Comm building and current staff support. Our existing infrastructure includes a black box theatre, a recital hall, several performance labs, a dance studio, design lab/critique room, and – in another building – a rehearsal/performance space. Because we have only two faculty in this crucial area of the performing arts, we have ample room to support a third colleague in theatre. Because the Comm building has just opened up after an extensive remodel, we have even more space for the performing arts than we have ever had; the infrastructure is just as it should be for our new colleague.

It is imperative that the College maintain its support for the interdisciplinary, coordinated studies program design and pedagogy for the theatre curriculum. It is also essential to connect work in theatre with other areas of the existing curriculum at the College. The only way that we can fulfill our disciplinary and interdisciplinary commitments to the College is to add one more full-time faculty line in theatre within the next two years.

Position Title: Transgender Studies

Evergreen seeks to appoint a full-time faculty member to teach transgender studies. The successful candidate will team teach with colleagues in many areas of inquiry, including in women and gender studies, queer studies, queer theory, and critical race studies, and will have a record of accomplishment in intersectional work in these areas. Applications are solicited from scholars working in any area of visual, textual or performing arts, history, literature, philosophy, Native Studies, law, language, economics, public policy, politics, sociology, cultural studies, health, or studies of embodiment, the environment, empire, technology, media, surveillance, state security, or disability. A terminal degree in the area of training is expected (PhD, MFA, JD, etc.) as is teaching experience in gender and sexuality studies.

Evergreen organizes its curriculum through interdisciplinary studies (rather than through departments and courses). As the college has no departments, the successful candidate could find an intellectual home in virtually any area of the arts, humanities, social sciences, or sciences. Traditional disciplinary preparation matters less for this position than does the ability of the candidate to teach a broad range of students for whom transgender studies may form part of either their general education or their self-designed specialization. Preference given to candidates with knowledge of and experience working in trans* communities expansively defined (i.e., inclusive of gender queers, gender variance, transgender, third gender, two-spirit, etc.). Preference given to candidates whose teaching and research is post-national, for example by virtue of being comparative across societies or by challenging Euro-modern narratives of nation, identity, and subjectivity.

Minimum Qualifications:

1. Terminal degree in area of training (PhD, MFA, JD, etc.)
2. Teaching experience in gender and sexuality studies.
3. A record of intersectional work in women and gender studies, queer studies, queer theory, and critical race studies. "Work" in this sense is inclusive of teaching, research, and/or community engagement.

Preferred Qualifications:

1. Teaching experience specifically in transgender studies
2. Knowledge of and experience working in trans* communities expansively defined.
3. Teaching and research characterized as post-national.

Transgender studies has been taught at the College in summer session by Talcott Broadhead and in the regular academic year as a portion of a variety of programs taught, for example, by Greg Mullins, Cael Keegan and Red Tremmel. Luminaries including Susan Stryker, Leslie Feinberg, and Kate Bornstein have made several high-profile visits to campus. Thus, transgender studies is not new to the curriculum, but for the purposes of this proposal we will answer questions B and C because it is an initiative to hire on a continuing basis a colleague trained specifically in transgender studies.

B. 1 Transgender studies is the cutting edge not only of gender and sexuality studies but also of new and exciting work in many areas including media, law, health, technology, cultural studies broadly, and critiques of state security. The fact that we are living the transgender moment is evident in popular media; in the activism, lived experience, and intellectual pursuits of our students; and in academia. The field-defining first and second volumes of *The Transgender Studies Reader* are in print, graduate programs everywhere are adding transgender to their gender and sexuality programs, and Duke University Press now publishes *Transgender Studies Quarterly*. In announcing its new PhD program in transgender studies the University of Arizona offers this definition of the field:

“Transgender studies concerns itself with the variability and contingency of gender, sexuality, identity, and embodiment across time, space, languages, and cultures. It pays particular attention to the socio-political, legal, and economic consequences of noncompliance with gender norms; to the histories and social organization of minoritized transgender lives and communities; to forms of cultural production that represent or express gender variance; to the medicalization of identity and the depathologization of bodily difference; and to the emergence of novel forms of embodied subjectivity within contemporary techno-cultural environments.”

The person hired would likely form teams with Greg Mullins, Toska Olson, Frances Rains Julie Russo, Laura Citrin, Naima Lowe, Therese Saliba and others who teach women and gender studies and queer studies. It is crucial to remember that transgender studies does not equal these fields. Transgender studies borrows some concepts and paradigms from feminist and queer studies, just as it also builds upon work in political economy, cultural studies, media studies and so forth. However, transgender studies is its own field of inquiry and offers trenchant and generative critiques of some assumptions and practices of women and gender studies and queer theory. Thus, deep expertise and training in transgender studies would be new to Evergreen, and at the same time would bridge readily with programs with high student demand. Depending on the expertise of the successful candidate, transgender studies also bridges with health studies, technology studies, political economy, and the long list named in the above description.

B. 2 Is a single hire in this area sufficient to support the curriculum? Yes, because it is closely enough allied to existing programs in gender and sexuality studies that we have the breadth of faculty to meet student demand for both lower-division and upper-division programs.

B.3 Any expert in transgender studies that we hire will augment the knowledge,

pedagogy, and skills of our faculty who work in women's studies and queer studies. In addition, depending on the person's artistic or scholarly expertise, the college will benefit from new knowledge and skills in any of a number of areas from law to policy to health sciences to performing arts.

B.4 A large number of our students seek careers in education, health and human services, arts, and culture. All of these students need to have a general education that provides them the ability to understand why binary gender systems are changing so rapidly. They also need the knowledge, language, and diversity skills to work respectfully with people of all genders.

C.5 Specific opportunities for interdisciplinary teaching: Faculty in CTL, CCP, SPBC, and S&J have expressed interest in this hire. It is difficult to predict exactly which programs will form given that we are proposing a hire that could come from any of the major "divisions" of human knowledge (science, art, social science, humanities). Someone trained in endocrinology will offer expertise distinct from that offered by a performing artist. Examples of specific programs that are likely to form with an expert in transgender studies include "Performing Gender," "Queer Moments," "Gender and Power in Cultural Context" and "Bodies in Motion."

C.6 Potential multi-faculty programs for the person's first teaching year: A lower-division program with Greg Mullins and the new history hire on the history of the body, or a lower-division program with Toska Olson, Brian Walter and Steve Hendricks on performance, power, and embodiment.

C.7 Potential mentors: Faculty who teach gender and sexuality studies, including Toska Olson, Julie Russo, Frances Rains, Greg Mullins, Naima Lowe, Therese Saliba, and Laura Citrin.

C.8 Infrastructure concerns: We might receive a few applications from scientists or artists for whom lab or studio space or equipment might be a concern. It is highly likely that the majority of applications will come from people trained in humanities and social sciences as those are growth areas in the field. Infrastructure cost is not an overriding concern for these applicants.

Faculty Hiring Proposal

1. Position Title and Description

Position Title: Faculty of Writing & Literature

The Evergreen State College invites applicants for an anticipated full-time, continuing position as a Member of the Faculty in Writing & Literature beginning Fall 2015.

Other minimum requirements: PhD in English; evidence of excellence in interdisciplinary teaching; significant publication record

+ *What pedagogical interests, skills, and experience should the person hired for this position be able to demonstrate?*

Desired qualifications: a) PhD in English b) evidence of teaching excellence in college-level, interdisciplinary writing and literature courses; c) commitment to scholarly research and creative work; d) significant managerial and pedagogical experience with editorial and publication work, and e) expertise in teaching poetics and rhetoric.

Substantial involvement in the college's shared governance service will be expected of the successful candidate. Because Evergreen courses are generally full-time and team-taught, the successful candidate will demonstrate experience and skill at collaboration across disciplines in addition to knowledge of and experience in developing innovative pedagogy in the literary arts. Though faculty are expected to remain active and engaged scholars, workload and faculty development at Evergreen lean considerably toward student needs. The successful candidate will therefore be student-focused and capable of integrating research interests with curriculum development.

+ *How will these augment the interests, skills, and experience already represented by current Evergreen faculty, including EWS faculty?*

The ideal candidate will come to Evergreen prepared to engage in an array of activities that support excellence in student writing in the humanities and sciences. They should be prepared to lend their expertise to fostering the success of The Evergreen State College Press; improving writing across the curriculum; supporting faculty development through shared governance; engaging in close mentorship of students interested in graduate study in the humanities; fostering collaboration between the humanities and the sciences; and engaging in other forms of faculty governance and service.

2. Criteria: Supports the Current Curriculum

1. *What is the specific hole that this position is designed to fill?*

Critical writing; literary criticism and theory; poetics and rhetoric; publication and editorial expertise; innovative compositional pedagogy in an interdisciplinary context; and teaching formal and theoretical analysis of texts.

2. *How would this position reinforce and support our current curriculum?*

Hiring someone with the skills to teach writing and reading with an interdisciplinary approach will improve student's critical writing and reasoning skills, aid in retention, and

nourish all faculty by helping to strengthen the quality of student writing and innovative writing pedagogy at Evergreen.

3. How might the pedagogical interests, skills, and experience that someone in this position would bring augment that already represented by current Evergreen faculty across the curriculum?

The kind of hire this proposal encourages would be a generalist capable of bringing rigorous critical writing and literature pedagogy into *any* program. College graduates should be able to communicate effectively. Students should be able to comprehend, analyze, interpret and evaluate various texts; write and speak effectively and correctly; and listen actively to what instructors and peers are saying. Communicating effectively is not the exclusive domain of the English and writing faculty, but without such faculty a culture of excellence in writing and discourse cannot be cultivated and prioritized to the extent needed and valued by the college. Although it is the responsibility of all instructors to inculcate effective communication skills throughout the curriculum, we need experts in the arts of writing and rhetoric to help foster a culture of excellent writing.

4. How might this position advance general education across the curriculum?

General education should emphasize study in breadth and encourage students to explore the ways interdisciplinary inquiry can shed light on broader issues in their own lives and help them to render service to humanity. Writing is the art that bridges the disciplines. The hire this proposal envisions will help foster the open understanding of literatures and cultures in English and help promote original work and research on new questions of history, criticism, theory, and analysis of teaching practices of reading and writing that challenge and illuminate the ongoing creation of knowledge in all fields.

Transition of New Hire into the College and Curriculum

5. What specific opportunities for interdisciplinary teaching do you envision that a person hired for this position would have?

Many multi-quarter team-taught programs would benefit from having an expert in teaching critical writing and reading on their team. We predict that there will be an abundance of opportunities for interdisciplinary teaching for a hire with expertise in writing and literature, poetics and rhetoric, editing and publishing, and innovative, interdisciplinary writing pedagogy.

Have faculty in your planning unit or elsewhere at the college already stated interest in developing interdisciplinary programs with a faculty hired for this position?

Yes.