

June 27, 1994

Executive Summary

Report of the Long Range Planning Disappearing Task Force

This plan looks ahead to the year 2010. The current Evergreen is recognizable in the future Evergreen. We believe that essential aspects of the college should be preserved and should continue to form the base of the college. We include as foundation elements, among others, the college's commitment to interdisciplinary, team taught, coordinated studies programs, to diversity in our demography, to combining theory with practice in our teaching, and to serving our local communities, the state and local tribes.

We will grow. Current rates of growth will bring us to 4000 students by the end of our planning horizon. We believe, given the population growth and the other needs in our area, that we may be called upon to grow to 5000 and/or it may be to our advantage to do so. The prospective level of state support will need to be a factor in determining the shape of future growth, whether in regular increments or in periodic large blocks, whether full- or part-time, day or evening.

Our curriculum and structure have not been thoroughly reviewed for a dozen years. We call on President Jervis to appoint a Long Range Curriculum DTF to complete this review during the next academic year. As part of this review, we are asking the committee to recommend how the academic and student affairs divisions can better work together, and particularly around student advising.

Urban South Puget Sound is moving to the border of the campus. We wish to maintain the campus in nearly its present form. This means that future development of classroom buildings should occur in or near the present core and should follow the general directions of the campus master plan. We need to become more accessible to neighboring communities. We need to make the campus more available as an environmental learning center for local schools. The case for maintaining the integrity of this campus in the face of growing population pressure is strengthened as more local citizens come to use and appreciate it.

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Resources are tight and we expect them to remain so. This means that, relative to our student numbers, staffing levels will not increase and may even continue to decline. We believe we are already efficient and further cuts will necessarily mean doing less with less. We need to devote effort to generating additional funds if we are to forestall further cuts. Attention should be directed to integrating fund raising more closely with instructional needs, to generating more net income from auxiliaries and to development work with alumni and other potential donors.

The emerging technologies have much to offer the college. We need to focus on technologies which support our educational mission. We do not believe the college can afford to be on the cutting edge of technology; we need to be selective and to consider choices carefully. Our graduates should be competent with a wide range of technologies and our choices in what we purchase and how we use the equipment should permit this to happen.

Evergreen is a community and it is important to an academic institution to maintain a sense of community. To improve our community requires effort on the part of the institution's leadership, but more so on the part of the individuals who comprise the community. This means we should seek to participate more in community-wide events, to understand and follow the social contract, and to learn to cooperate or at least to disagree civilly. With fewer staff doing more work, the college imposes demands on those employed here. Training should enjoy a high priority, and we should attempt to protect training funds in any future budget reductions.

In this plan we set out a vision for the future and indicate some steps which move us toward that future. The plan is incomplete. The steps we set out take us only a little of the way; we cannot foresee all of the influences on our future; and, in any event, the plan is only a broad outline. It requires the administration's developing a program for implementing it. We encourage the president to convene in a year or two a subset of our DTF, together with others, to review our proposals and the efforts to implement the plan. This kind of mid-course correction should be an ongoing part of the college's planning.