

## FINAL REPORT OF THE STRATEGIC PLANNING COUNCIL

August 7, 1986

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### ORGANIZATION OF THE REPORT

The substance of this report is composed of ten strategic statements, each followed by a short rationale and then by a series of proposals for implementation. The strategic statements are preceded by a mission statement and a set of "guiding principles".

The Planning Council's judgments about priorities and costs are indicated by asterisks and plus signs, according to the following format:

- \* = Proposals which either continue an activity already in place or those judged worthy of immediate implementation.
- \*\* = Proposals requiring more discussion.
- \*\*\* = Proposals which do not seem implementable within the next year and which are targeted for discussion beyond 1987-88.
- + = Proposals requiring significant funds for implementation. The plus sign appears in conjunction with the asterisks to clarify the nature of a proposal.

### MISSION STATEMENT

The Evergreen State College aspires to be the best college of arts and sciences in the country, offering students of Washington State an education which is both high quality and simultaneously the most effective preparation for the world of the future.

The Washington State of the future for which we prepare our students will be one of complexity, of rapid change and technological innovation, and of multi-cultural populations. The economy of the state, undergoing structural changes already, will be dependent on service industries, and on an international economy.

Our fundamental mission is to assist students in learning how to learn, and how to continue developing their skills in this new world. We approach our task with the

tools of a traditional college, viz. the disciplines of the humanities, arts, the natural sciences and the social sciences. Evergreen transforms those disciplines, however, into teaching and learning experiences which mirror the world of the twenty-first century:

- \* in interdisciplinary learning communities which immerse students in complexity and in diversity of perspectives, and which foster development of the skills of cooperation, communication and integration;
- \* in internships and applied projects which bridge theory and practice;
- \* in small classes and narrative grading which require, even at the beginning level, active involvement of students;
- \* in independent study options and self-evaluations where students take responsibility for their own learning; and
- \* in a campus environment which celebrates diversity as a resource for learning.

Evergreen strives to produce graduates who are distinguished by their ability to communicate, by their self-reliance as learners and researchers, by their ability to conceptualize and to solve problems, by their comfort with diversity and complexity, and by their commitment to personal integrity and the public good.

#### The Pursuit of Excellence

The College was created at a time when the relevance and effectiveness of all of higher education was being questioned. Evergreen chose then and chooses today, when higher education has again been called to task, to experiment with various modes of instruction consciously designed to improve the quality of teaching and learning. Evergreen's commitment to the pursuit of excellence in higher education through experiment is joined to a commitment to an on-going evaluation of teaching strategies and student outcomes to assess effectiveness.

#### Student Recruitment

The College actively recruits for students capable of high quality academic work. That is our first concern. In view of its willingness to experiment with alternative structures for teaching and learning, the College has a special interest in those students who have not been well-served by traditional education. Among them are the older student and the creative student whose talents were manifested, for instance, more in community work or on the high school newspaper than in the classroom.

## Service Area

Evergreen welcomes the opportunity to offer a high quality arts and sciences education, principally at the undergraduate level, to students throughout the state of Washington. The College recognizes a special responsibility to the residents of Southwest Washington. A majority of Evergreen's students have been drawn from the more densely populated counties surrounding the Puget Sound Basin including King county. This same area is forecast to experience substantial population growth in the future, increasing the need for services of a four-year public institution. Resources and responsiveness of the College will be focussed on this large and growing segment of our service area's population.

## Relationship to State Government

Evergreen's location in the state capital provides the institution with a special opportunity to work closely with state government. Resources and academic programs, particularly at the graduate level, will take special advantage of this opportunity.

## Commitment to Public Service

Evergreen welcomes the opportunity to provide public service to Southwest Washington. Within its public service mission, the College intends to escalate its service to state government. It is also in a unique position to be an active participant in the national effort to improve public education. Beyond these two distinct public service responsibilities, the College will explore additional strategies to increase its responsiveness to the community and region within which it is located.

## Guiding Principles

Several principles have guided the deliberations of the Planning Council. They are listed below.

1. Building Upon Strengths. Inherent in the strategic planning process is the ecological notion of finding one's niche: what is genuinely distinctive about the College? What are its unique strengths? What unique opportunities does its location present? Though not ignoring (as will be seen) the non-unique strengths which are shared by all colleges aspiring to excellence, throughout the report we are attempting to build upon strengths and to concentrate efforts on those things which we do well.

2. Size and Quality. The authors of this report accept the growth of the College as a given. However, aware of the interdependence of size and quality, we have attended

throughout not only to the potential loss of quality and effectiveness in larger-scaled units, but quality of life which might flow in some cases from larger units or from reaching critical mass in certain areas. We have approached the questions of growth and ideal size not with ideological blinders, but empirically: where will growth and enlarged size be beneficial and where will it be harmful?

3. Principled Change. The College has achieved state-wide and national prominence and now faces over-enrollment. It would be tempting for the College to rest on its laurels. We have rejected this alternative for three reasons: (1) it is part of our mission and our identity to be experimental and adventurous; (2) while distinguished, we are by no means without significant problems which need to be addressed; and (3) the rapidly changing world and the changing needs of the state of Washington require of us an adaptive response. The choice for the Planning Council has not been one of change or no change; but rather of change which preserves what is best in what we have accomplished and which enables us to continue to be an innovative and responsive institution.

4. Confidence to Experiment. The effort of building and winning support for a new and innovative college has come at a significant expense. In the confidence which flows from our widely celebrated success, we are now more able to assess the expense, and less fearful that any attempt to incorporate additional values into the College would threaten our primary role as a teaching institution. Throughout the report, we raise options which could not have been raised ten years ago. It is our success which enables us to do so.

5. Realistic Aspirations. Prominent features of the external environment include the stressed economic condition of the state and the demands on the state budget with which higher education competes. It would be irresponsible of us as a state agency were we not to seek ways of operating in a more cost-effective fashion. It would be unrealistic to suppose that all of the problems and opportunities we identify will be addressed through cost savings or massive infusions of money from the state. We judge it would be a mistake, however, were we to suppose that new and important ideas could not be funded or that we should operate, in a time when new ideas are as needed as ever, with a ceiling on our aspiration. We also judge that we have not exhausted our own inventiveness.

## STRATEGIC STATEMENTS

### I. RECRUITMENT AREA & POLICY

Strategic Statement: Area: The Evergreen State College provides an opportunity for students in the state of Washington interested in high quality liberal arts and sciences education, and recognizes a special responsibility to residents of the thirteen counties defined as Southwest Washington by the Legislature and to state government.

Policy: The College seeks a student body which is both: (1) diverse in its representation of cultures, ages, previous educational experiences, and socio-economic backgrounds, (2) well-informed of the role and capabilities of the institution, and (3) capable of academic achievement.

Rationale: Recruitment Area: The College offers a high quality education that should be available to interested students throughout the state of Washington. While welcoming the opportunity to serve a state-wide audience, the College recognizes Southwest Washington as the area of the state for which our service obligation is greatest.

Rationale: Recruitment Policy: A diverse student body provides an opportunity for exposure to the variety in age, race, and socio-economic background that we believe will be a prominent characteristic of the twenty-first century. Because of its alternative approach to education and commitment to close student/faculty contact, the College serves many students well whose previous experience in traditional educational settings has been unsuccessful. The College has a commitment to continue providing some access to promising students who would be denied enrollment at many 4-year institutions according to traditional admissions criteria.

In particular, Evergreen's commitment to an alternative liberal arts and sciences education and, in general, the resource base of a small college, make it impossible to meet all the educational needs of prospective students in our service area. It is in the best interest of the College and the residents of its service area for the institution to communicate clearly with prospective students to achieve the best fit possible between the role, mission, and capabilities of the the College and the expectations of its student body.

### Proposals:

- \* 1. Continue an aggressive recruitment effort to attract students who in the judgment of our Admissions staff will



benefit from an Evergreen education with primary attention to Southwest Washington. [VP Martin]

\*+ 2. Increase recruiting efforts in the culturally diverse areas of Southwest Washington. [VP Martin]

\* 3. Develop further the cooperative articulation of our curriculum with community colleges in Southwest Washington to facilitate transfer of students. [VP Hill]

\*+ 4. Increase funding of the non-faculty resources necessary for high quality graduate study in the MPA and MES programs each of which takes special advantage of our location in the Pacific Northwest and the State Capital. [President]

\*+ 5. Expand weekend offerings targeted for "place-bound" adults within commuting distance of our Olympia campus. [President]

\* 6. Work with the Higher Education Coordinating Board, the citizens of Vancouver and the Southwest Washington Joint Center for Education to determine the best ways to meet the educational needs of working adults in the Vancouver area. [President]

\* 7. Continue to develop scholarship and tuition waiver programs to assist low-income students. [All VP's]

\*\* 8. Consider financial need in the award of Evergreen Foundation merit scholarships. [VP Washburn]

\* 9. Ensure that the images and narrative describing academic and social life at the College are clear and accurate. [VP Washburn]

\* 10. Establish an admissions policy that allows for enrollment of some students whose academic performance does not meet traditional standards but shows academic potential. [President, VP's Hill and Martin]

\* 11. Highlight in recruitment activities and our catalog Evergreen's desire to serve physically challenged students. [VP's Martin and Washburn]

\*\* 12. Before February 1987, a task force, consulting with appropriate bodies, will devise criteria for admissions procedures consistent with this strategic statement, and publish that information in the next College catalog. [President, All VP's]

## II. COMMUNITY SERVICE

Strategic Statement: We will strengthen and explicitly define our community service function to include three foci: public education in the state of Washington, community development, and public service to tribal, state and local government. Community service, as delivered by The Evergreen State College, will be provided primarily through our undergraduate and graduate curricular offerings, and in cooperation with other state institutions and agencies. Southwest Washington and multi-cultural urban settings will be given priority for public service activities.

Rationale: Evergreen is a state institution of higher education and, as such, has a community service responsibility; we value this opportunity to serve. Community service activities provided within academic offerings enable us to bridge theory and practice and to give students a "hands-on" component to their education by exposing them to real life community problems and issues.

Evergreen has typically had extraordinary success in providing community service through projects in academic programs and through internships. Most recently, this success has expanded to include cooperative efforts with other educational institutions in the state. Evergreen has the added advantage of location on the border between two distinct regions: Southwest Washington and the Puget Sound Basin. Community service needs within these two regions can provide a rich variety of opportunities for students and faculty.

### Proposals:

\* 1. Continue TESC support for cooperative programs addressing issues of quality and improvement in our public school system, among them the high school-focused program of the National Faculty of the Humanities, Arts, and Sciences, the "Writing Across the Curriculum" projects with high schools and community colleges, the activities of the TESC-based Washington State Center for Improvement of the Quality of Undergraduate Education, high school-TESC faculty exchanges, the joint effort with Western Washington University to reconceive teaching certification in the state, and Title II programs with local high schools. [VP Hill]

\*+ 2. Establish a Center, similar to the former Center for Community Development, to coordinate external service requests with academic programs, develop project opportunities as resources permit in communities and multi-cultural urban areas, and provide training in community development for TESC faculty, students, and staff.  
[President]

\*\*+ 3. Continue to integrate learning opportunities with service needs by providing internships and community project work in programs and individual contracts across the curriculum. [VP Hill]

\*+ 4. Continue to support the Washington State Institute for Public Policy and seek expanded funding to involve more faculty and graduate students from across the state in public service, and involve more public administrators with faculty and students on the Evergreen campus. [President]

\* 5. Encourage sponsored research awards with a public service focus. [VP Hill]

\*+ 6. Increase internship opportunities in the three specified community service areas. [VP Hill]

\*+ 7. Provide adequate support and seek public service support dollars for transportation, supplies, equipment, and computer support so that faculty and students at the graduate and undergraduate levels can address public service needs in government and communities. [President]

\* 8. Continue to encourage that "beyond-teaching-obligations" of faculty in graduate programs be directed toward public service. Both graduate programs will develop a plan to assist faculty in their efforts to identify opportunities for public service. [VP Hill]

\* 9. Continue to encourage graduate students of the MPA and MBS programs to undertake research and thesis work in areas that directly benefit the state of Washington and particularly the communities of Southwest Washington. [VP Hill]

\*+ 10. If full external funding can be secured, explore the creation of a center at Evergreen to assist trade union members in Washington state with their training needs. [President]

\*\*+ 11. Investigate avenues for public-service oriented cooperation between the Institute for Public Policy and the undergraduate-focused successor to the Center for Community Development. [VP Hill]

\*+ 12. Continue the Speakers Bureau and other mechanisms for sharing campus expertise with the surrounding community. [VP Washburn]



### III. STAGED GROWTH

Strategic Statement: Evergreen looks forward to staged growth as intellectually stimulating and as an opportunity for expanding services. The direction and rate of growth must match the resources and strengths of the College and must preserve both program quality and the effectiveness of interactions with the campus community.

Rationale: In the past, our small size, excellent resource base, and the energy of invention allowed for the development of an extremely high quality program. Growth must not endanger the beauties of the system that has evolved. Growth at Evergreen must be staged and planned in recognition of many existing problems and concerns as well as many opportunities and strengths. Therefore, each increment of growth should be attached to specific resources allocated to assure that present services and curricular offerings are sufficiently funded and that new community members and new programs can be added smoothly with sufficient support services.

#### Proposals:

A. Growth in general will adhere to the following principles:

- \*+ 1. Anticipated growth will be tracked throughout the system to identify not only direct teaching costs, but also support services needs specific to the type of student added and the type of program added. For example, some types of students would need housing, others would not; some would need more advising, some would need more library services. [VP Hill]
- \* 2. Additional funding for necessary resources will be identified and secured in advance of implementing growth in order to ensure the delivery of high quality educational services. [President]
- \* 3. Greater community continuity will be pursued by attempting to recruit students who will attend the College longer than two years. [VP Martin]
- \*+ 4. Student advising, counseling and orientation will be strengthened to improve the quality of life and educational experience of students. [VP's Hill and Martin]
- \*+ 5. Orientation and enculturation for new faculty and staff will be expanded to assure that adding comparatively large numbers of new community members does not cause confusion throughout the system. [All VP's]

\*\* 6. New scheduling models will be investigated to accommodate growth, since we have space for only about 200 more FTE within our current peak class times.  
[VP's Hill and Washburn]

B. The curriculum at Evergreen will develop according to the following principles:

\* 1. In all curricular initiatives, the College will emphasize the centrality of the traditional disciplines of a liberal education: the humanities, arts, sciences and social sciences. [VP Hill]

\*+ 2. Genuine quality and excellence in the curriculum will be pursued by increasing depth, and by developing specific areas which are central to our mission to their full strength rather than by spreading resources thinly over all areas. We must address the immediate need for hiring to support stressed areas such as expressive arts, and other areas which have obvious growth potential such as health and human services, environmental studies, teacher certification, and management. [President and VP Hill]

\*\* 3. Full-strength support will include the ability to provide advanced studies in areas which are central to our mission. [President and VP Hill]

\*+ 4. All graduates programs will be funded and staffed at levels and in ways which acknowledge their distinctive roles, and recognize their centrality to the institution's mission. New graduate programs will be developed only on a firm undergraduate base. [President and VP Hill]

\*+ 5. All programs will embody to the maximum degree possible the values, aspirations, and practices articulated in this plan which encourage and foster excellence.  
[VP Hill]

\*+ 6. New curricular initiatives will be based on new developments in knowledge and/or with reference to our role and mission in the state. Our current judgment is that a Weekend College serving the needs of "place-bound" adults and an interdisciplinary program on "Pacific Rim Studies" are new initiatives for which funding should be sought in the next biennium. (A program on "Communications," for which there is considerable support among students and faculty, needs further discussion in view of the widely disparate conceptions of the program.) [President and VP Hill]

\* 7. Establish growth-linked service plateaus which are connected to the development of excellence in particular areas: between 2600 and 2800 FTE for instance, we will develop specific existing areas. This approach would specify

the order in which hiring would occur and would determine the start-up of new programs. [VP Hill]

\*\* 8. Assess both of the College's off-campus programs in view of limited state resources, enrollment pressures on the Olympia campus, legislative and institutional concerns about off-campus programs, and the Higher Education Coordinating Board's new responsibility for off-campus programs. This study will be conducted in cooperation with the Higher Education Coordinating Board and the state legislature who have ultimate authority for determining service delivery. [President and VP Hill]

#### IV. CURRICULUM RECONCEPTION AND RECONFIGURATION

Strategic Statement: Reconceive the curriculum and develop a new model of curricular planning and faculty assignment that meets the following needs: 1) predictability and continuity in offerings; 2) the ability to respond quickly to exciting new ideas generated by students and/or faculty; 3) academic progress of students from introductory to advanced and graduate-level study; 4) improved teaching performance of faculty members who benefit from increased opportunities to do research and/or creative work; 5) significantly increased opportunities for students to do independent study; and 6) the centrality of Core Programs.

Rationale: Our curriculum has often been driven by external forces-- low enrollment, obligations to serve state government or the region, and so on. Thus, as needs have changed over the past fifteen years, the emphases in our curriculum have shifted back and forth. At times we've offered too much or too little introductory or advanced work, and we've tended to be inconsistent in our presentation of intermediate-level offerings that prepare students for truly advanced study. At times students have arrived on campus to find that the studies promised in our catalog were unavailable or vastly different from their descriptions, partly at least a result of the long time-span between curricular planning and implementation. Some faculty members have found themselves "locked in," teaching the same subject or in the same mode year after year, and faculty teaching loads have sometimes gotten badly out of balance, leaving holes in the curriculum. All the way along, too few faculty members have been able to benefit from varieties of service or chances to do creative work and/or research.

Two significant additional factors suggest that now might be a good time to rethink how we structure our academic offerings, how we arrive at what they will be and how we determine who will teach them. Those are the facts that 1) we're growing (and seem likely to continue to do so) to a

point at which we're beginning to reach a kind of critical mass in our faculty; and 2) students tend to be staying at the College longer and needing more intermediate and advanced work.

We advance the following proposals as suggestions, as mechanisms, for approaching our curriculum, designing it and staffing it in order to meet the goals set forth above.

#### Proposals:

A. Develop a curriculum that is predictable, continuous and flexible to assure the academic development of students from introductory to advanced and graduate-level study.

\*\* 1. Agree upon a general conception of our curriculum; what shape we want it to have. [VP Hill]

\*\*\* 2. Having agreed to shape our curriculum in a certain way, we should restructure it to fit that conception. Certain principles, to which we already adhere, should guide our thinking. Included among those principles are: [VP Hill]

a. Planning/staffing of Core Programs first.

b. Providing students with prerequisites for advanced-level work by planning/staffing intermediate offerings of several sorts-- programs, group contracts, and courses.

c. Designing advanced work built clearly upon the foundation of Core and intermediate offerings.

d. Limiting individual contracts to advanced-level work, but making them and other individualized forms of study more available.

e. Involving students directly and regularly in curricular initiatives and program planning.

f. Devoting media equipment, computers, lab spaces and art studios to program/group work first, and to individual/specialized work second.

In the judgment of the Planning Council, at least the following items should also be addressed in a restructuring of the curriculum:

a. "Underbuilding" the curriculum (to leave some faculty to staff newly emerging programs, to increase the size of popular programs and to sponsor individual contracts).

b. Carefully considering the use of large lecture courses as intermediate offerings and as places where the curriculum could "bulge," in order to enable a lower student/faculty ratio in other areas. (These should be interdisciplinary, planned between faculty groupings, and of service to a variety of programs where possible.)

c. Increasing part-time offerings and internships.

d. Evaluating courses with simple credit/no-credit judgments and/or very brief narratives.

e. Deciding whether or not to convert to a semester system.

f. Publishing a catalog containing complete and accurate descriptions of the "underbuilt" curriculum, to be followed by a very small supplement containing new offerings in the spring before the academic fair.

B. Reconfigure curricular planning and faculty assignment units to assure adequate coverage of offerings, to take best advantage of faculty expertise and to allow the maximum in opportunities for faculty development through research and/or creative work.

\*\* 1. Arrange the faculty into larger, more complex planning and assignment units than we now possess. [VP Hill]

\*\* 2. Develop a long-term plan under which faculty members obligate themselves to serve the needs of the curriculum and are rewarded by assurances of being able to concentrate on research or creative work at reasonable intervals. This could be a system of flexible 3-5 year plans including features like sabbaticals, exchanges, assistance in obtaining grants, professional travel, and other forms of personal and professional support in acknowledgement of good service to the curriculum and the College. [VP Hill]

\*\*\* 3. Any such reconfigured planning and faculty assignment model should be guided by the following principles:  
[VP Hill]

a. The expectation that faculty members would commit themselves to a particular planning unit, but that they would move through units and curricular modes with some regularity.

b. Cross-unit planning and faculty assignments, which academic deans will facilitate by supplying data, avoiding last-minute changes, etc.

c. Providing predictable opportunities for



faculty members to construct their teaching assignments around their research and creative work.

d. Involving more students and staff members directly in curricular development.

e. Increasing the faculty FTE's assigned to individual contracts.

As new models for curricular planning and faculty assignment are discussed, the following items should be addressed:

a. Hiring junior-level faculty members for the next several years, and orienting them well to the College and assigning them to experienced teams.

b. Reconsidering the standard three-year contract for all faculty members (as some longer-term and some shorter-term contracts might better fit our institutional and personal needs).

c. Funding more sponsored research/creative work by faculty.

d. Exploring early retirement and part-time teaching options for faculty members.

## V. NATURE OF COMMUNITY

Strategic Statement: Organize the College to address neglected college-wide needs in ways which simultaneously preserve the vitality of small, diverse communities.

Rationale: The major source of the vitality of at least the academic sector of the College has been the comparative autonomy and diversity of our small-scale learning communities. That comparative autonomy has often resulted in privatized (or non-interacting) modes of experience, an avoidance of fruitful intellectual conflict, and an exclusion of many sectors of the campus from both the intellectual and social life of the College.

The growth of the College has the potential of undermining not only the fragile sense of community, but also the effectiveness of our teaching, the quality of our work, and the sense of inclusion. The sense of community at the institution has derived from four sources: from smallness, from the excitement and energy of building something new, from the atmosphere of besiegement which made all of our differences seem less important than our common fate, and from a resource base which (though inadequate) made it

unnecessary to ask, "What is more important than what?". All four conditions have changed and the energy which flowed from them is diminished.

#### Proposals:

\* 1. Preserve small-scale learning communities, based in the laboratory, the studio, the seminar, and the field, as the central mode of instruction. [VP Hill]

\*\*\* 2. Explore cluster colleges or similar modes of decentralized academic administration to accommodate increased enrollment. [VP Hill]

\* 3. Continue to involve campus constituencies in decision-making in order to ensure effective delivery of service. [President, all VP's]

\*\*\* 4. Develop inter-constituency and inter-program events of an academic and non-academic sort to supplement constituency-based and program-based efforts. [President]

\* 5. Hold regular all-campus events. [President]

\*+ 6. Adopt an institutional agenda for the open and honest exploration of our differences. [VP Hill]

\*+ 7. Seek legislative funding for a facility capable of hosting large meetings/functions for campus/off-campus groups. [President]

## VI. DIVERSITY

Strategic Statement: The College will increase its efforts to make diversity a resource by focusing curricular and extracurricular attention on understanding and learning from differences rather than just tolerating them.

Rationale: Diversity is one of the defining characteristics of the emerging world of the twenty-first century. In several cases, e.g., the diversity of disciplinary perspectives and of male and female perspectives, the College has been relatively successful. In other cases, notably differing cultural and sub-cultural perspectives, the College has fallen short of its aspirations.

#### Proposals:

\*+ 1. Increase efforts to incorporate as much variety as possible in race and ethnicity, gender, socio-economic class, lifestyle, and cultural values into the faculty, staff and students of The Evergreen State College.  
[President, All VP's]

**\*\* 2. Create curricular opportunities for college-wide forums which will honestly explore our cultural, intellectual and pedagogical differences. [VP Hill]**

**\*\*+ 3. Make an institutional commitment to elevate the importance of the ability to communicate across cultures to a level equal to the ability to integrate disciplinary perspectives or to write clearly. [VP Hill]**

**\*+ 4. Develop internships in multi-cultural urban settings in the state of Washington. [VP Hill]**

**\*+ 5. Determine means by which the students and faculty of the Tacoma program can interact frequently with the students and faculty on the Olympia campus in both Tacoma and Olympia. [VP Hill]**

**\* 6. Determine means by which the rich diversity of our faculty and staff can pervade the institution. [VP Hill]**

**\*\*+ 7. Make a definitive determination by the end of the Spring Quarter, 1987, of the feasibility of funding one or another version of the Longhouse from non-state funds. If it is not feasible, determine some other means of enhancing the Native American academic resources on this campus. [President]**

**\*\*+ 8. Expand and subsidize student and faculty exchanges, especially those which enable our faculty to spend a substantial period in another culture or sub-culture, and those which enrich our teaching teams with faculty with special contributions to make to our goals. [President]**

**\*\* 9. Work with the faculty and the staff to determine expectations and to assess each member's ability to contribute to the institutional goal of diversity. [All VP's]**

**\*\*+ 10. Continue support for the teacher certification program, which is preparing students to teach in multi-cultural and small school district settings. [President and VP Hill]**

**\*\*+ 11. Develop "Semester Abroad" programs in the countries of Asia and Latin America. [President and VP Hill]**

**\*\*+ 12. Develop a rich array of language programs geared for full-time and part-time students. [President and VP Hill]**

**\*\*+ 13. Develop programs in "Pacific Rim Studies" (including Latin America). [President and VP Hill]**

**\* 14. Continue support for the presence and programs of**

the EF Language Institute and explore ways to increase interaction between EF students and Evergreen students.  
[President and All VP's]

\*\*\* 15. When the number of students warrants the expenditure, develop support for the academic needs of Evergreen students needing ESL instruction. [VP Hill]

\* 16. Expand support for funding of training in intercultural communications (so-called "intercultural literacy funds"), re-conceived along lines more consistent with this strategic statement. [VP Hill]

## VII. QUALITY OF LIFE

Strategic Statement: The dedicated people who constitute the Evergreen community are our most important resource. Students, faculty, staff and alumni require invigoration through: (1) improved governance and communication; (2) professional and personal development programs, including health and recreation services; and (3) periodic needs assessments followed by appropriate responses.

Rationale: All persons should participate in the decisions which affect them. Quality of life and work will be enhanced to the extent that the institution can respond to its members as whole individuals.

### Proposals:

#### A. All Campus Constituents

\* 1. The first priority for the Recreation and Athletics unit is to provide health and recreation programs for students, staff, and faculty, including building such programs into the curriculum. The budget and staff responsibilities for intercollegiate athletics should be shifted to reflect this high priority. Intercollegiate participation should, however, remain an opportunity for Evergreen students whose level of interest and ability will be well-served by that participation. [VP Martin]

\*\*\* 2. Expand on-campus child care for all campus constituents. [President and VP Martin]

\*\* 3. Continue to reserve sufficient time during the week for meetings to facilitate effective and participatory decision-making. [President and All VP's]

## B. Students

**\*\* 1.** Instruct the Vice-President for Student Affairs to work with students to establish an accessible, efficient, participatory student governance system by December 15, 1986. [VP Martin]

**\*\*\* 2.** Develop strategies to increase effective student participation in decision-making. [VP's Hill and Martin]

**\* 3.** Establish as a high priority of the administration of the College that it provide timely, accurate, complete information to support responsible independent decision-making by students. [President and All VP's]

**\*\*\* 4.** Seek funding for enhancement of non-curricular and academic support services. Among the most serious needs are the following: health centers, hours of service in the library and computer center, word processing, counseling, advising, advocacy/mediation, housing, child care, and financial aid. [President]

**\*+ 5.** Support the special needs of a diverse student body, including the needs of the physically challenged. [President and All VP's]

## C. Faculty

**\*+ 1.** Seek funding for professional support and development comparable to that available in our peer institutions. [President]

**\*\*\* 2.** Develop a system that encourages flexible 3-5 year plans for faculty members that will include features like sabbaticals, service and teaching assignments, assistance in obtaining grants, professional travel, and other forms of personal and professional support. Although at some points in a 3-5-year cycle certain faculty members might have a lighter teaching load, work loads should be balanced among faculty and equitable over the entire cycle. [VP Hill]

**\* 3.** Adapt the current faculty evaluation system to address the developmental needs of faculty in various stages of their careers while simultaneously assuring collegial reviews which guarantee high quality performance in the classroom. [VP Hill]

**\*\*\* 4.** Seek legislative and external funding for necessary levels of staff support. [President]

**\*\*\* 5.** Provide access to health and recreation programs. [VP's Hill and Martin]



\*\*\* 6. Devise teaching options and assistance in financial planning appropriate to the needs of faculty in their senior years. [VP Hill]

#### D. Staff

\*\* 1. In order to maximize opportunities for professional development, service to the public, and participation in governance, where appropriate, organize current work units into larger ones that increase the breadth and depth of staff training. [All VP's]

\*\*+ 2. Provide supervisor training which will lead supervisors to a) recognize the importance of enrichment for their employees, and b) creatively pursue organizational changes which will enable enrichment. [President]

\*+ 3. Seek immediate funding to provide some additional opportunities for the professional development of the staff and over time build that fund to levels appropriate to our resources and aspirations. [President]

\*\* 4. Legitimize staff participation in campus decision-making, consistent with workload. [President]

\*\*+ 5. Legitimize staff involvement in governance by including contribution to campus governance in evaluation criteria. [All VP's]

\*\*+ 6. Establish a staff organization made up of representatives elected from small units of 10-15 people for discussion of cross-unit and campus-wide issues. [All VP's]

\*\*+ 7. Provide staff access to health and recreation programs. [All VP's]

#### E. Alumni

\*\*+ 1. Organize and serve regional networks in selected locations throughout the country. [VP Washburn]

\*\*\* 2. Conduct Fall training for regional representatives/organizers. [VP Washburn]

\*\*+ 3. Conduct summer institutes on campus and eventually elsewhere for alumni. [VP Washburn]

\*\*+ 4. Organize program and activity-specific (CRC, KAOS, CPJ) reunions. [VP Washburn]

\*\* 5. Increase frequency of communications between Evergreen and alumni. [VP Washburn]

\*\*\* 6. Promote opportunities for alumni to work with prospective and current students in:  
[VP Washburn]

- a. alumni consultations with prospective students in their home towns;
- b. alumni counseling for first-year students.

\*\*\*\* 7. Organize domestic and, eventually, foreign travel opportunities for alumni. [VP Washburn]

\*\*\* 8. Evaluate current and develop additional services for alumni. [VP Washburn]

#### F. The Larger Evergreen Community

\* 1. Continue campus activities such as Super Saturday, Tribute to Japan, and Cinco de Mayo which attract the surrounding community to the Evergreen campus. [VP Washburn]

\* 2. Foster the many community groups such as the Friends groups and ECCO which support the Evergreen experience. [VP Washburn]

\* 3. Continue to encourage volunteers from the community to assist us in providing Evergreen services.  
[VP's Hill and Washburn]

\* 4. Develop ways to make the College more accessible to community members wishing to volunteer.  
[VP's Hill and Washburn]

#### VIII. EVALUATION

Strategic Statement: Develop an evaluation system which provides us with systematic evidence about the effects of an Evergreen education and which challenges us to remain committed to student outcomes which are consistently excellent.

Rationale: Evergreen's approach to education is designed to help students develop a set of skills and abilities. They include, to mention a few: analytic skills, writing, an ability to work with others, and content skills. Our collective sense is that we succeed. But, we need to subject our impressions to documentation because such documentation will assist us in refining our programs, as well as informing others of their effectiveness. Documented knowledge of the effectiveness of our teaching strategies will help the State Legislature and the Higher Education Coordinating Board, both of which are increasingly concerned about educational outcomes, to understand the sources of effectiveness in our style of education. For ourselves, we need continually to

sort out those practices that are most effective and those new directions that we should develop.

Proposals:

\*+ A. Seek planning funds to develop an evaluation system that will:

[President]

1. Determine the effects of our programs on our alumni (our outcomes measure).

2. Generate information that compares them with alumni from similar colleges and universities.

3. Develop a component to the system that will examine our processes for their effects on our current students as well as alumni.

4. Continue to cooperate with the Outcome Assessment project of the Washington State Center for the Improvement of the Quality of Undergraduate Education.  
[VP Hill]

5. Continue high quality program reviews involving the institutional Curriculum Review Team, external visitors and cooperation with the Higher Education Coordinating Board.  
[VP Hill]

6. Develop a faculty and administrative exchange program with Alverno College, the institution which has developed the most expertise in the evaluation of liberal education. [VP Hill]

IX. FINANCING HIGH QUALITY PUBLIC EDUCATION

Strategic Statement: With a view to maintaining and enhancing the quality of our educational services, we will pursue financial strategies on three fronts: (1) seek all available efficiencies, (2) urge recognition and greater support from the legislature for the costs of a high quality education, and (3) mount an aggressive campaign to raise outside funds.

Rationale: We are a public institution in a state that faces many demands on its resources. It is prudent to diversify our approaches to funding while pursuing full Legislative support at appropriate levels for a demonstrably high quality product.

Proposals:

Cost-efficiencies:

\* 1. Establish a participatory planning process which can identify, at the unit level, the interplay of unit cost reduction and staff increases appropriate to each stage of planned growth. [All VP's]

\* 2. Establish goals for the amount of unit cost reduction advisable in each area as growth is achieved, with recognition of the disparate way budget cuts have been suffered in the recent past. Determine which high costs are directly a reflection of small size and which could be reduced by growth. [All VP's]

\* 3. Continue to seek cost-reducing efficiencies, and other operational improvements. [VP Hill]

a. Hire more junior level faculty and use the savings to increase the number of academic and administrative support staff.

b. Consider an option of part-time employment for retirement age faculty members.

c. Make greater use of late afternoon and early morning classes to accommodate growth of our student body.

d. Study a change to the semester system.

e. Evaluate unit cost in off-campus programs.

f. Determine implication of part-time study in light of the greater cost of service to part-time students. [with VP's Martin and Washburn]

g. Investigate less time-consuming methods of student evaluation where appropriate.

h. Investigate less expensive forms of transcript-keeping and transmission. [with VP Martin]

\* 4. Continue cost-sharing and program assignments with South Puget Sound Community College, University of Washington, and Western Washington State University. [VP Hill]

### Justifying Cost of High Quality:

- \* 1. Determine which costs are the result of Evergreen's core values, and defend those costs or increase them.  
[VP Hill]

Examples of expensive, but essential, aspects of Evergreen are:

- a. narrative evaluations
- b. recruiting and retaining a diverse student body
- c. experiential, hands-on learning in addition to theoretical learning
- d. public service
- e. low student/faculty ratios as the primary context for instruction
- f. personal and professional development for faculty and staff
- g. state-of-the-art equipment to support educational endeavors
- h. representation of constituencies in governance
- i. high quality library service

### Fundraising:

- \*+ 1. Capitalize on the favorable national publicity of the College to raise a multi-million dollar endowment of unrestricted funds. A feasibility study should be undertaken in the Fall. Our judgment is that a desirable annual yield would be approximately \$4 million dollars per year. Priorities for dispensing these funds will be set by the details of this and future strategic plans.  
[President and VP Washburn]

## X. THE CONTINUING PLANNING PROCESS

Strategic Statement: The strategic planning process will continue in a collegial model and in concert with existing and future governance bodies.

Rationale: There will be a continuing need for a planning effort in order to implement recommendations made in this initial endeavor and to identify new directions and goals through time that are in keeping with our values and aspirations. A collegial, collaborative model is best for Evergreen because of our values as outlined in the Values and Aspirations Subcommittee Report.

### Proposals:

- \* 1. The President should seek advice from the current Planning Council and community-at-large about the future role



and membership of the Planning Council. Existing and future governance bodies will be responsible for recommending membership and guaranteeing communication. A structure for a continuing strategic planning process and Planning Council should be in place by October 15, 1986. [President]

\* 2. The Planning Council, in consultation with appropriate governance bodies and affected constituencies, will recommend which proposals can be acted on in the short term and which ones shall be discussed further. [VP Hill]

\* 3. The Planning Council, using a consultative process as above, will recommend priorities for action on proposals held over and will also set the pace of implementation. [VP Hill]

\* 4. These recommendations will be forwarded for approval to the President and Board of Trustees. [VP Hill]

\* 5. Governance hours will remain the primary time for strategic planning work; all meetings will continue to be open. [President]