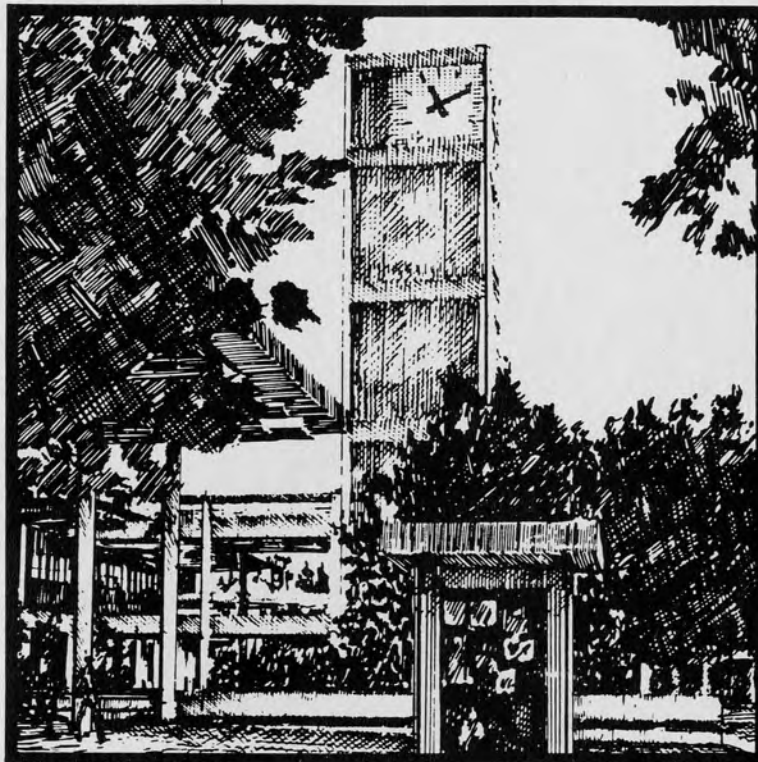


Constancy and Change

A Self-Study Report



**Prepared by The Evergreen State College
for the Northwest Association of Schools and Colleges
Commission on Colleges**

August 1989

CONSTANCY AND CHANGE AT EVERGREEN

A SELF-STUDY REPORT TO THE NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

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P R E F A C E

As Evergreen nears the anniversary of its 20th year of teaching, it is appropriate to review its progress over a period that has witnessed considerable enrollment growth, and national and local recognition for the college's innovative contributions to education.

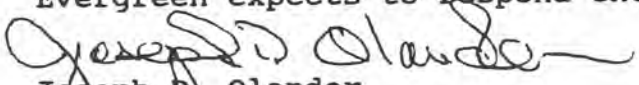
In 1971, Evergreen opened its doors as a clearly experimental institution. The group of faculty who founded the college created a new style of teaching and learning, designed to be free of artificial barriers traditional to higher education. Today, we are no longer experimental and are considered a leader in effective educational reforms.

Evergreen continues to respond to the fast changing needs of today's world, with emphasis placed on teaching our students to become life-long learners. We've made the creation of a multicultural campus a top priority, with emphasis on recruiting faculty, students and staff of color, so our learning environment will better reflect the world. The college also began offering master's level degree programs of statewide significance based on our special resources.

Innovation is still the cornerstone of Evergreen's existence. However, we remain committed to the building blocks of the college's curriculum: interdisciplinary learning communities with team teaching; internships and applied projects that bridge theory and practice; small classes and narrative grading; and independent study options and self-evaluations.

As America continues to evaluate the effectiveness of its educational systems, Evergreen hopes to further its role as a model of innovation. The college will also continue to provide alternatives to those not well served by traditional modes of education, and to those returning to education after a long absence.

To all the challenges we face, both new and long-standing, Evergreen expects to respond enthusiastically.


Joseph D. Olander
President

I. INTRODUCTION

CONSTANCY AND CHANGE AT EVERGREEN

This report has been conceived and carried out as a candid institutional self-study, an honest attempt to assess where The Evergreen State College (TESC) is and where it is going. The self-study comes at an opportune time, in the midst of several significant changes in the external and internal environment of the college, and three years after the institution's first effort at strategic planning.

Readers of this report will sense as firm and enduring a commitment to the values and aspirations of the institution as existed at the founding of the institution. Those values and aspirations have guided Evergreen through the many changes of the past. They continue to guide the institution through the increasingly rapid changes of the present.

The changes which Evergreen is undergoing are numerous. It might be helpful to the readers of this report for us to enumerate in this introduction what strike us as the most significant changes:

A. RECOGNITION AND MATURATION

Evergreen has matured from an educational experiment struggling for students and for survival (staving off closure-motions from the state legislature as late as the spring of 1983), to a college of nationally and locally applauded educational success that anticipated by almost twenty years the severe critiques of higher education which surfaced in the mid- and late-eighties. In that movement, the college experienced dramatic increases in in-state applications which, coupled with recognition of its success, enabled it to choose among alternative futures, and a demand for the exportation of its educational structures and insights, leading to expansion of public-service activities and to escalated involvement with statewide and national debates on education.

B. RAPID GROWTH OF THE COLLEGE

In the 1982-1983 academic year, the college enrolled 2611 students, 78% of whom were enrolled full time. In the 1990-91 academic year, the college anticipates enrolling 3300 students, with more than 90% expected to be full time students. In this eight-year period, the size of the faculty will have grown from 129 to 173. The rapid growth of the college, challenging to some and unsettling to others, has brought into existence a strategic planning process whose results pervade the pages which follow. It has also brought into existence a mounting concern for the adequacy of structures of governance and communication which are philosophically founded in the expectation of fullest possible participation.

C. CHANGE IN THE STUDENT BODY

As characterized in the pages which follow, the student body is younger and is retained to a much greater degree. Those changes have necessitated far greater attention to orientation and advanced-level study of various kinds.

D. FACULTY DEVELOPMENT

Evolving with the sense of the success (or at least the maturity) of the experiment at Evergreen, has come recognition of a need on the part of the faculty for more opportunities to reflect upon, evaluate, and crystallize what they have learned in this unique teaching environment. Spoken of in the self-study as the need for "ongoing time," faculty development opportunities have now taken center stage as the institution enters the nineties. Regarded by many at the outset as the Achilles heel of the experiment, the rhythm and workload of the faculty must be re-conceived if the intellectual and pedagogical vitality of the institution is to continue.

E. MULTICULTURALISM AND DIVERSITY

The college has recently embraced multiculturalism and diversity, essential and unavoidable characteristics of the emerging world, as educational resources and as building blocks of the college's educational environment of roughly comparable importance to interdisciplinarity. As detailed in the self-study, as of 1988 36.3% of the college's faculty were women and 16.3% of the college's faculty were persons of color; 15.5% of the staff were persons of color. Concern for the understanding of significant differences pervades the institution.

F. STATEWIDE COORDINATION

In 1985 the state legislature created a Higher Education Coordinating (HEC) Board, a half-way step between the virtually advisory Council of Post Secondary Education of years past and a board of regents for all of higher education. Three major decisions of the HEC Board in the past two years impacted Evergreen significantly: the acceptance and expansion of our status as an alternative to the traditional approaches to higher education; a demand (reflecting legislative sentiment) for assessment of educational outcomes; and a decision to locate a branch campus of the University of Washington in Tacoma, an area currently served by Evergreen and from which many of our students are recruited.

G. FISCAL REALISM

The state of Washington, perhaps understandably in view of its overall economic situation, is ranked extremely low in studies which compare support for higher education. While supportive of TESC in many crucial

ways, it is not able to underwrite those dimensions of the experiment (e.g. more frequent opportunities for faculty sabbaticals, or a library adequate to a multicultural world, or a lower student-faculty ratio, or a physically beautiful and reflection-inducing environment) which depart from the usual expectations for public education. As the legitimate concern of the legislature to lower the costs of education at Evergreen has been implemented, the effort to sustain a high quality, individually responsive education have become more strained. The college has responded with inventive cost-cutting measures and with a major capital fund project, "The Campaign for Evergreen."

We are grateful to the Northwest Association of Schools and Colleges for offering us the opportunity to depart from the canon of studies designed for traditional institutions thereby enabling us to engage in a self-study truly helpful to us. We wish, as well, to acknowledge the hard work of the contributors to the self-study. Their names are listed below.

Sarah Pedersen, Dean of Library Services, Coordinator of the Self-Study; Matthew Smith, Dean, Coordinator of the Educational Program section (with faculty members Charles Teske, Rob Cole, Ralph Murphy, Ernestine Kimbro); Betty Ruth Estes, Director of Academic Advising; Gail Martin, Vice President for Student Affairs; Ken Winkley, Vice President for Finance and Administration; Judy McKenzie, Coordinator of Prior Learning from Experience Program; Patty Marks, Secretary-Student Advising Center; Wendy Freeman, Director of Career Development; Steve Hunter, Director of Institutional Research and Planning; Ernest "Stone" Thomas, Dean of Student Development; April West-Baker, Director of First People's Advising Service; Arnaldo Rodriguez, Dean of Enrollment Services; Shary Smith, Director of Counseling Services; Georgette Chun, Director of Financial Aid; Denis Synder, Food Services and Bookstore Director; Jeannie Chandler, Director of Housing; Kathy Ybarra, Director of Student Activities; Ron Cheatham, Director of Recreation and Athletics; Pete Steilberg, Assistant Director of Recreation and Athletics; Gary Russell, Chief of Security; Larry Stenberg, Director of Alumni and Community Relations; Ken Jacob, Director of Facilities; Kathleen Garcia, Executive Assistant to the President; Karen Wynkoop, Associate Vice President for Academic Budget and Financial Planning; Cheryl Thurston, Administrative Secretary to the Dean of Library Services; Sue Hirst, Administrative Secretary to the Vice President for Academic Affairs and Provost; Dorothy Saunders, Research Analyst for Institutional Research and Planning.



Patrick J. Hill
Vice President for Academic Affairs and Provost

II. INSTITUTIONAL MISSION AND OBJECTIVES

Attached is a copy of the role-and-mission statement of The Evergreen State College (Appendix A). The statement, highlighting as it does an approach to liberal education for undergraduates characterized by interdisciplinary and collaborative learning communities; narrative evaluations and self-evaluations; the bridging of theory and practice; the use of cultural diversity as a learning resource; and self-reliant learning, may be among the most unusual role-and-mission statements in the nation, if not in the history of American higher education.

The statement was approved by the Higher Education Coordinating Board of the state of Washington on March 16, 1989, and by the Board of Trustees of The Evergreen State College on April 12, 1989. The statement had been developed collegially in the strategic planning process of 1987-88. The statement was communicated in that process to the entire community of the campus, and is routinely shared in orientation materials with new faculty and staff.

The current role-and-mission statement is directly continuous with previous role-and-mission statements of the college, and is fundamentally rooted in both the seventeen years of the college's history and in its animating values and aspirations. The new statement does effect three significant clarifications of the institution's mission, namely the focus on preparing students for the complex and diverse world of the future; the statewide (or, more pointedly, the "non-regional") character of our mission; and the demarginalization of the public-service dimension that had previously been localized in our two graduate programs.

The consistency of the statement with current programming has been and is assured in two ways. First, the statement grows out of and is to a significant degree, descriptive of the institution's brief but successful history. Secondly, the statement and its elaboration in the institution's Strategic Plan functions on an ongoing basis to provide general direction for the college's setting of priorities, annual agendas, and budget requests. Somewhat localized with the president and the provost, but significantly disseminated through the institution, the statement functions as a set of principles or reference points undergirding short- and long-term decision-making.

A. ANALYSIS AND APPRAISAL

Strategic planning is an ongoing interactive process in which both programs and (obviously to a lesser extent) the role-and-mission statement are modified. The vitality of that process is perhaps best communicated by the following: 1) the January 1989 "Strategic Plan Update" (available to reviewers during their visit) which details the programmatic impact of the role-and-mission statement and the guiding principles which flowed from it; and 2) the fact that the institution's

Planning Council will be consulting with the entire campus in the fall of 1989 to determine what changes need to be made in the plan to assure continued usefulness.

To a very large extent, the role-and-mission statement articulates the values and aspirations which have held the college together in an exciting educational experiment for close to twenty years; and to that degree, the statement is supported, applauded, and enthusiastically communicated in all of the college's publications. However, the implications of the statement, i.e. its full meaning, will become clear only as several years pass and decisions are taken in its light. For the moment, it appears that the role-and-mission statement is as supported as any college's role-and-mission statement has been.

Assessing attainment of our mission and objectives is an effort which began in earnest in 1987 and is now a significant institutional commitment. Initiated by the Strategic Plan itself (in the interest of convincing others of the efficacy of our approach to liberal education), stimulated by a dialogue with Alverno College, and spurred on by the interest of the state's Higher Education Coordinating Board, the institution is now pursuing more than a dozen approaches to evaluation of outcomes. Results of several of these studies are peppered throughout this self-study. Described at more length in Appendix B to this section, the range of activities include a focus on alumni, transcript analysis, writing and computational skills, program reviews, etc. In the next few months, the year-old "Assessment Study Group" will generate opportunities for more faculty and students to become involved with the assessment effort. A large percentage of the campus has, over the past two years, come to see that assessment can genuinely improve our teaching and learning.

HIGHER EDUCATION COORDINATING BOARD

ROLE AND MISSION STATEMENT
FOR THE EVERGREEN STATE COLLEGE

The Evergreen State College was established in 1971 and is located in Olympia. It is a statewide liberal arts institution providing high quality teaching and learning in preparation for the world of the future.

Purpose

The role of the institution is to provide high quality undergraduate education to appropriately prepared students by offering a unique curriculum of liberal arts and sciences characterized by interdisciplinary studies. This is done through close faculty-student contact at all levels of the curriculum, and collaborative teaching and learning activities. The institution also provides selected master's level degree programs of statewide significance based on the College's special resources and has two distinct public-service responsibilities: service to state government, and statewide efforts to improve the quality of public education.

While Evergreen seeks to maintain the basic strengths of all of its programs, several are identified as deserving special emphasis. These programs are: Collaborative Interdisciplinary Approach to Learning and Teaching; Undergraduate Liberal Arts Education; and Public Service.

Evergreen's fundamental mission is to assist students in learning how to learn and how to continue developing their skills in a world of increasing diversity, interdependence, and moral complexity. The highest priority is placed on the quality of undergraduate instruction.

Evergreen approaches that task with the tools of a traditional college: the disciplines of the humanities, arts, the natural sciences and the social sciences. However, those disciplines are transformed at Evergreen into teaching and learning experiences characterized by:

- o 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;
- o internships and applied projects which bridge theory and practice;
- o small classes and narrative grading which require, even at the beginning level, active involvement of students;
- o independent study options and self-evaluations where students take responsibility for their own learning; and
- o 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.

Evergreen's commitment to the pursuit of excellence in higher education through experiment and innovation in teaching and learning is joined with a commitment to ongoing assessment and evaluation of the effectiveness of teaching strategies and student outcomes.

Programs

While the institution engages in research, community service, and professional activities compatible with the teaching character of the institution, it is also responsive to the state's needs, particularly those of state government, for applied research or research that contributes significantly to scholarly knowledge and intellectual vitality.

Constituencies

The Evergreen State College actively recruits students statewide who are capable of high quality academic work. In many cases, these are students who have not been well-served by traditional education. Among this type of student, are the older student and the creative student whose talents are often manifest outside the traditional classroom.

Evergreen will continue to offer high quality arts and sciences education, principally at the undergraduate level, to students throughout the State of Washington. Its 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.

ADOPTED - 3/16/89

II. MISSION AND OBJECTIVES

APPENDIX B

ASSESSMENT: CONTEXT AND STRATEGIES

The State Mandate

The state of Washington has mandated a statewide assessment program for public higher education. The state's Higher Education Coordinating Board was charged by the legislature to develop a "Master Plan" for higher education. Assessment of student outcomes figures prominently in that plan.

Consistent with national trends, initial thinking by both the legislature and the Higher Education Coordinating Board focused on standardized testing at all institutions. Again consistent with national trends, that focus was greeted with considerable reservation by the public institutions in the state. Because of Evergreen's quite distinctive - and nontraditional - approach to undergraduate education, the prospect of standardized testing received a particularly chilly welcome from our faculty and students.

Evergreen's Response

At the same time, the state's need, and right, to understand more about education at Evergreen was readily accepted by our faculty. A study group was formed to develop a response to the state's interest in assessing student outcomes. The study group, under direction of the full faculty, is treating the state's interest in accountability as an opportunity to discuss and explain teaching and learning; first on campus, and then to an external audience. The task is to describe teaching and learning at Evergreen in ways that are meaningful to the faculty and students at the college and to develop a framework for presenting that work publicly. The study group determined that before a search for appropriate measures of student performance could begin a description of what is central to the educational experience at Evergreen must be in place.

The study group was charged to "describe what it is we do at Evergreen" and to think about ways to convey that description and its effect on students to an external audience. The group concluded that the most meaningful description of "what we do" flows from descriptions of what individual faculty members do. Members of the study group found it very difficult to discuss teaching and learning at the aggregate level of "what goes on at Evergreen." They could speak about, and were engaged by the task of describing, their individual experiences as teachers and what was central among their teaching objectives. It also dawned on us that, as a group, the faculty hadn't talked about teaching -- beyond the necessarily quite general descriptions developed for catalog copy, strategic plans and accreditation -- for a long time. We concluded that until we created an opportunity to talk about our craft to each other, we were a long way from describing it to an external audience. A search was begun for a method to properly represent

what is done at Evergreen, first to one another, then to those on the outside. Teaching and learning occurs at the level of individual students and faculty working together. It seemed appropriate to look there for a description of what we do. We decided to collect stories. We began by inviting individual faculty members to talk about teaching -- specifically, what it is they do here with students -- and videotaped their stories.

Three major lines of inquiry are being pursued currently: (1) the videotaping project described above which attempts to capture from individual faculty, students and alumni a description of what in their experience is central to teaching and learning at Evergreen; (2) content analysis of Evergreen's narrative transcripts to determine if a common teaching and learning experience emerges from the text of our central evaluation document; and (3) survey work involving alumni and employers.

Ethnographic Research

As preliminary work in these three areas has been reviewed by the study group, interest in another line of inquiry has emerged. We would like to design an ethnographic study that could tie the three legs of our existing research together and provide a measure of external validation. Briefly, we would like to invite a team of cultural anthropologists to campus to observe and report on the teaching and learning culture at Evergreen apparent to them. This external assessment of what animates the educational experience at Evergreen would serve as a measurement against which to compare the results of what we say occurs at Evergreen (videotapes), what appears in a formal document intended to describe an undergraduate education at Evergreen for external audiences (narrative transcripts), and what our current students and alumni tell us (survey work). It is possible, in fact probable, that expert observers not connected with the college will note fundamental characteristics which we overlook because we are too close to the subject. It is possible that expert observers will discover that "the emperor has no clothes" with regard to some characteristics we will put forth in an internally generated study. Last, correspondence between the findings of expert external observers and our own findings will serve to validate our work.

Cooperative Research Projects

Recently, Evergreen has participated in two innovative research projects. The projects themselves, and ongoing collaboration with researchers at other institutions which grew out of participation in the projects, have helped us refine our conceptualization of an approach to assessment and self-study.

The first project was funded by the U.S. Department of Education (Contract # OERI-R-86-0016) and coordinated by Iowa State University. This "Differential Coursework Patterns Project" attempts to determine the effects associated with different patterns of college coursework on the general learned abilities of students. Six institutions participated: Evergreen, Stanford, Mills College, Ithaca College, Georgia State University and Clayton State College. This research was attractive to Evergreen because of its attempt to relate student outcome measures in a direct way to the curriculum through

transcript analysis. While this research was not designed to take full advantage of the information contained in Evergreen's narrative transcript, it sparked an interest among the research team at Iowa State in pursuing content analysis of Evergreen's transcript. Continuing discussions with the project leader gave shape to the transcript analysis effort at Evergreen described earlier.

The second study involved the Center for the Study of Higher Education at Pennsylvania State University. This research consisted of an ethnographic study on seven campuses to describe academic decision-making processes. While this research did not have the focus we envision for the proposed project, it did introduce us to the possibilities for an ethnographic study on our campus. Subsequent to the Penn State study, we engaged in discussion with the director of the center to refine further the use of videotape records, narrative transcripts, survey data and ethnographers.

III. EDUCATIONAL PROGRAMS

In the years since our last accreditation report the role and mission of the college, its place in higher education, the nature of the student body, and the academic program have continuously evolved. While such evolution has been implicit in the college's self descriptions from the beginning, the scope of such changes and their implications for the future become clearer as we reflect on the our current situation and the prospects we confront in the coming years. This chapter is designed to provide the reader with an overview of our present situation and understanding of the dynamics of the evolution of the college's academic division. It is structured around five foci which form the core of our academic mission and method: interdisciplinary study, personal engagement in learning, the linking of theoretical perspectives and practice, cooperative learning, and teaching across significant differences. The first half of the chapter provides a background for interpreting the ways in which the five foci above have been implemented. We will first discuss the evolving mission of the college, the changes in the student body, and the nature and rationale of our five foci. Part two will provide an overview of the curriculum. The third section of the chapter will attempt to provide a sense of the process through which students and faculty work as they develop, teach and learn in coordinated studies programs. The final piece of the chapter will examine the five foci directly to see how pervasive they are in the curriculum, how they function in the curriculum, and the outcomes of teaching around these foci for students and faculty.

A. AN OVERVIEW OF EVERGREEN

1. An Evolving Mission. For many years the college has understood its mission as producing a more democratic, and responsive version of liberal arts education than that available in traditional higher education. This vision has entailed innovations of structure, interdisciplinary work, evaluation, and student responsibility. In the past few years we have experienced a growing confidence in the value of our efforts which has been echoed by external acclaim and popularity. At the same time there is a growing sense on campus that what we are doing is too narrowly framed. We have had at our core the commonly accepted notion that "college study" amounts to a four-year curriculum in which students should receive a grounding in Western culture and attain personal intellectual coherence. Yet, today American society is increasingly diverse, polyglot, and complex and our student body mirrors this. Diversity of background is coupled with a diverse and highly interdependent future as economically, socially and environmentally, the world is brought into increasing interaction. Further, because we feel that our students need not only understand the world, but also to act as agents of change within it, we must more intelligently link our intellectual experience with the practice of living in and influencing this politically and culturally complex society. A new understanding of our role and mission has evolved in this context.

Learning in such a world must be ongoing, multifaceted, and responsive to diversity. The college must be a place where

substantive intellectual and public issues can be explored in the context of teaching. We strive to create an education where students will have the capacity to know and define their own goals, values and skills; where students and faculty have the capacity to recognize the interrelation and social context of knowledge and action; where students can value and recognize the importance of cooperation and individual work and choose to act appropriately; and where they can accept and value a diversity of understandings. Finally, students must have the skills and capacities to take part in both the social/political dialogue of the community and the specialized dialogue of the academy.

There is a growing sense at Evergreen that we are leaders in the engagement of pedagogical and intellectual issues which have challenged higher education in the past several years. As a result, we are becoming much more self-conscious of our pedagogy and assessment. We have significantly increased the funds available for faculty travel and institutionally sponsored research in response to a growing faculty need to join disciplinary and interdisciplinary debates and developments. The integrated, multidisciplinary perspective provided by the coordinated studies mode of instruction allows significant controversies within and outside higher education to become exemplified directly in our teaching. We feel we are uniquely suited to deal with the question of how an excellent, powerful, and empowering general education can be created for the late 20th and early 21st century. These changes are reflected formally in the role-and-mission statement recently adopted for the college in the Higher Education Coordinating Board's master plan, where it is explicitly recognized that "We are a statewide liberal arts institution providing high quality teaching and learning in preparation for the world of the future.... 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 shift in the college's mission from serving the needs of southwest Washington to an explicit recognition of non-traditional, diverse, future-oriented education provides a new context and challenge for the college. The growing national recognition among its peers and popularity with potential students has allowed the college to plan and organize its offering with statewide and national constituencies in mind.

2. **A Changing Student Body.** In the past ten years the student body of Evergreen has changed in a number of important ways. Changes in student body size, composition, and retention affect the nature of the curriculum we design and offer. The student body has grown from 2322 headcount in 1979 to 3250 in the 1988-89 school year. The legislature authorized for 3050 FTE in the coming year. Between 1983 and 1988 the number of students entering TESC directly from high school has risen 174% and the proportion of students in Core (entry level) programs has risen as a result. The students are younger. Between 1983 and 1988 the number of students in the 17-22 year bracket is up by 64.7% while those in the 23-29 year

bracket have declined by 22.6% in a period when the average age of college populations nationally has risen. There has also been a reduction in the number and proportion of transfer students. Even more important than these changes, which reflect in large part the increasing recognition of TESC as an effective, high quality, alternative form of higher education, is the experience of the student body once on campus. The retention rate has risen steadily from 55.2% to 74.4% for new degree-seeking undergraduates from 1982 to 1988. This increase in retention, when coupled with a much higher proportion of admissions direct from high school, has lead to a student body which experiences three and four years of TESC education versus the earlier pattern of one or two years. Finally, the TESC student body is gradually becoming more ethnically diverse. These changes add up to a student body which puts a different set of demands on the faculty for advanced work, for multicultural teaching, and for academic excellence.

See Table I (page 14).

3. **The Five Foci of Evergreen Education.** While the Evergreen educational experience can be understood as different for every student and every faculty member, there are five consistent foci which will help to structure an interpretation of that experience. These five foci are drawn from our 1986 internal strategic planning documents and reflect the core of the academic commitment of the college. They are interdisciplinary study, personal engagement in learning, cooperative learning, the connection of theoretical perspectives to practice, and learning across significant differences. These foci should be understood as descriptions of our thinking about what constitutes a "high quality arts and sciences education."¹ These foci capture most, but not all, of what we do at Evergreen. Further, many activities can be understood as contributing to more than one focus, thus they are not simple catalogs of activities, but lenses through which to view the variety of experiences which constitute the Evergreen curriculum. What follows is an overview of the nature and rationale for these foci; a later section of the chapter will discuss the curriculum through each of these lenses.

- a. **Interdisciplinary Study.** Evergreen has always identified itself and been identified with providing an interdisciplinary curriculum. The word interdisciplinary has been used to cover a multiplicity of practices. Three models of interdisciplinary study need to be defined. Many actual programs borrow elements of two or more of these models. The

¹ This phrase and the five foci are a part of an internal document called the "Report of the Values and Aspirations Sub-Committee" written as a part of a strategic planning effort at the college. It is important to understand that these five foci are in support of the highly undefined but central ideal of a "high quality arts and sciences education combining theory and practice." While each of the foci are, of course, desirable in themselves they are not complete descriptors of the curriculum, nor taken together the equivalent of that more amorphous ideal.

THE EVERGREEN STATE COLLEGE: COMPONENTS OF FALL QUARTER STUDENT BODY 1983-1988

<u>Fall Quarter</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>% Difference 1983-1988</u>
Head Count Enrollment	2717	2826	2980	2965	3055	3250	+ 19.6%
FTE Enrollment	2473	2513	2761	2838	2955	3210	+ 29.8%
Undergrad - Head Count	2654	2721	2841	2831	2901	3090	+ 16.4%
% Total Head Count	98%	96%	95%	95%	95%	95%	
Undergrad - FTE	2424	2421	2642	2725	2833	3077	+ 26.9%
% Total FTE	98%	96%	96%	96%	96%	96%	
Full-time	2162	2179	2405	2529	2622	2885	+ 33.4%
% Total Head Count	80%	77%	81%	85%	86%	89%	
Part-time	555	647	575	436	433	365	- 34.2%
% Total Head Count	20%	23%	19%	15%	14%	11%	
3rd World Enrollment	281	281	283	286	283	353	+ 25.6%
% Total Head Count	10%	10%	9%	10%	9%	11%	
Black	120	104	102	93	91	118	- 1.7%
Native American	56	61	67	59	45	54	- 3.6%
Hispanic	38	45	47	52	51	59	+ 55.3%
Asian	67	71	67	82	96	122	+ 82.1%
Age Distribution							
17-22	1008	1034	1115	1238	1406	1660	+ 64.7%
23-29	811	802	778	718	670	628	- 22.6%
30+	883	980	1081	1003	976	958	+ 8.5%
not indicated	15	10	6	6	3	4	- 73.3%
18 or younger	170	198	263	318	355	415	+144.1%
19	165	179	213	254	329	365	+121.2%
20	199	210	199	240	302	342	+ 71.9%
21	247	235	233	231	251	325	+ 31.5%
22	227	212	207	187	169	213	- 6.2%

FALL-TO-FALL RETENTION RATES OF NEW DEGREE-SEEKING UNDERGRADUATES

<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>
55.1%	55.2%	55.2%	61.5%	60.1%	64.6%	66.6%	72.5%	74.4%

FALL-TO-FALL RETENTION RATES OF FRESHMEN

<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>
57.4%	55.6%	55.1%	62.6%	62.7%	62.8%	69.6%	75.3%	74.9%

first involves those studies which move among or between several conventional academic disciplines; the fields of inquiry represented are those of conventional departments at other colleges. The second mode involves studies which draw upon several conventional academic disciplines combining their information and techniques in order to solve complex problems, to treat themes larger and more complex than those which lie within the competence of individual disciplines, or to mount projects which require the collaboration of disciplines. A third model of interdisciplinarity involves studies which go beyond conventional disciplines toward the opening of new fields of inquiry, either not yet treated by conventional academic sub-units or not effectively explored via the traditional mechanism of disciplines.

Interdisciplinary work of whatever kind has been central to Evergreen because it is seen to accomplish three major tasks. First, it provides an integrated understanding of the information presented so that students can begin to see how connections between various parts of their learning are made. Second, interdisciplinary work forces students to move beyond a simple model of truth or falsehood by making apparent the existence of divergent disciplinary truths about the same issue; students begin to contextualize their knowledge. Finally, we have stressed interdisciplinary work because it empowers our students by more accurately reflecting the way issues occur in the real world. Issues in the social and natural world are not often discretely separated and amenable to isolated analysis; instead they require an analysis that draws upon a variety of perspectives, especially if analysis is seen as a step toward responsible action.

It is important to note that interdisciplinary study is not the equivalent of team teaching or collaborative work. Team teaching may or may not involve a variety of different disciplines. Thus two faculty members in English teaching a joint program on Chaucer and Shakespeare do not constitute an interdisciplinary study. Conversely, interdisciplinary work does not require team teaching. A single faculty member may draw upon training, materials, or background from a variety of disciplines to illuminate an issue or theme in his or her teaching.

- b. **Personal Engagement in Learning.** Personal engagement in learning designates a whole range of issues surrounding the relation of the student to his or her work at Evergreen. At the core of these issues is student empowerment by which students develop a capacity to judge, speak, and act on the basis of their own reasoned beliefs, understandings, and commitments. Students at Evergreen are required to make their own choices about their educational objectives and their courses of study. This empowerment and self-consciousness about ends is enhanced by full-time (16-credit) study in one program, the lack of major requirements for graduation, and the realities of an evaluation system which requires students

and faculty to judge and be judged on the basis of their unique experience and accomplishments. The intensity demanded by the structure of many Evergreen programs creates a situation where students feel responsibly engaged not simply in a dyadic relation with the teacher, but in a community of learners within the program. The reality of this community obscures distinctions between social life and school work and creates an arena within which students are compelled to engage in active creation, expression, and development of their ideas both individually and collectively. The Evergreen faculty has worked extraordinarily hard to develop and maintain the structures that reinforce student engagement, because it is understood that such engagement is central to creative and socially responsible learning and action.

- c. **Linking Theoretical Perspectives with Practice.** Linking theory and practice is a central piece of Evergreen's rhetoric and method. In its most general sense this focus refers to the opportunities provided within a student's career at Evergreen for working out theoretical understandings via applications. In its most direct form this focus encompasses such activities as internships and community projects or studies undertaken by groups of students within programs. When the world of practice is understood as that of research or artistic expression, Evergreen programs frequently combine the practice of a discipline with a study of its theory. At a more distant yet still relevant level, most programs of study raise seriously the question of implications of theory for social and political realities. Thus, a science program will include, as an integral part of its study of physics, a discussion of the development of scientific thought and its ethical and political ramifications. In an important sense interdisciplinary study itself often forces students to examine the consequence of various theoretical practices, (such as neo-classical economics and Marxist economics) for one another. This connection of theory to practice at multiple levels reflects Evergreen's fundamental commitment to a vision of education that emphasizes effective participation in citizenship. Engaging in a dialectic between theory and practice is understood as strengthening both theory and practice to provide students choices in understanding the world. Like interdisciplinary study, the linking of theory and practice helps students place their growing knowledge in a more complex and realistic context.
- d. **Collaborative/Cooperative Work.** A capacity for sharing and creating work within a context of respect for individuals and their diversity of perspectives, abilities and experiences, is a central motif in nearly all Evergreen studies. The emphasis on cooperation within the context of community is pervasive at the college. Cooperation is modeled for students in a rotating governance structure and by program teaching teams. It is supported in the classroom by the fact of narrative, non-competitive evaluations, and by the prevalence of seminars and discussions as central elements in most learning

experiences. Beyond the seminar most programs require one or more of the following activities: collaborative group projects; shared critiques of writing and artistic work; the use of innovative laboratory experiences; and the use of workshop learning structures which require small-group writing and discussion. Thus the community, the teaching structure, the classroom experiences and the evaluation process are all designed to support collaborative work.

The faculty's basic understanding is that cooperative and collaborative behavior is more conducive to the creation and acquisition of useful knowledge than is competition. We recognize that a significant proportion of what people learn in college is learned in the process of explaining, discussing and creating understandings with others. In most institutions this learning occurs in the dorms, beyond the ken of faculty support and intervention. By stressing cooperation, by supporting the idea that collaboration allows more complex and often more diverse lessons to be learned, Evergreen brings that effective learning within the context of teaching. Finally, Evergreen stresses collaboration because we are convinced that it more accurately reflects the world of personal life, work, and social action than does a model based on isolated competition. Training for isolation is training for ineffectiveness.

- e. **Teaching across Significant Differences.** Teaching across significant differences is a central theme of the college's commitment to helping prepare students to live in an increasingly diverse world. The college is committed to admissions, faculty hiring, and staffing policies which bring to the campus a wide diversity of people in terms of a variety of cultural, experiential and ethnic characteristics. The development of a capacity to recognize differences, to communicate and cooperate across them, and to respect their legitimacy is fundamental. In the past several years we have made important strides in communicating across gender differences. We have begun a process of rethinking our curriculum in terms of cultural diversity. We have made serious commitments to faculty hiring practices which increase our capacity to celebrate diversity. We have engaged in serious self study of several areas of the curriculum which relate to multicultural and international issues. Still, we are currently more diverse on some dimensions than others, more capable of communicating across some boundaries than others. We need to develop our capacity to celebrate and elucidate differences of gender, ethnicity, class, and race if we are to be successful. As we have begun to explore this focus and to expand our understanding of this focus, it has become increasingly clear that by facing the issue of teaching across differences we confront dramatically the complex context of differences of power, of value, and the necessary indeterminacy of any particular understanding. This focus challenges us to take issues of social justice seriously. The delivery of education for an intercultural society is seen by

the college as the major intellectual challenge of the present, a challenge which will rival interdisciplinary studies as the primary definition of what we are about. We have only begun to address this challenge.

B. THE CURRICULUM

Theory and practice, interdisciplinary study, personal engagement, cooperation, and significant differences are all embodied in the practice of the curriculum. What follows is a sketch of the structural organization and major programmatic emphases of the curriculum. It is meant to provide the reader with a basic understanding of the goals, program offerings, and design of the curriculum.² As will become clear in this overview, the curriculum at Evergreen is a continuously evolving entity. Not only is the curriculum formally reorganized every year, but the organizational structures which generate program level offerings have evolved. These variations reflect changes in faculty interest, changes in student demand, and the emergence of new programmatic areas. Yet within these transformations a great deal of year-to-year continuity, and a great deal of structural continuity, exist.

Before proceeding to discuss the curriculum it is essential to make clear the basic structure of Evergreen education. In nearly all instances students take only one program, group contract, individual contract or internship in any given quarter and faculty teach in only one program or group contract. Thus a student who is enrolled in a program taught by five faculty will work full-time in that program with 110 other students and the faculty will have their full teaching assignment in that program. The phrase full-time study refers to this condition: that the whole of the faculty's time and the whole of the student's time in any one quarter is devoted to a single enterprise.

Additionally, the academic program involves a series of unique structures with their own terminology. The following glossary of terms may help elucidate the descriptions which follow:

Specialty Area	An interdisciplinary grouping of Evergreen faculty, all of whom are interested in a specific set of disciplines or issues. Faculty plan and implement a coherent, predictable curriculum for intermediate and advanced undergraduate study within specialty areas.
Convener	The administrative link between the academic deans and the faculty of a specialty area. This person,

²Unlike conventional accreditation documents this report does not contain detailed reviews of the programmatic strengths and weaknesses of the curriculum. We have carried out a series of such reviews for our own internal use and as reports to the Washington State Higher Education Coordinating Board in the years since 1986. These reports cover the details required in the Accreditation Handbook and will be available to the Visitation Team during their stay on campus.

elected by members of the specialty area, has no formal authority. The main responsibilities are building curriculum and staffing programs. The job is done without monetary compensation or release from teaching load.

Coordinated Study Program	An academic program with a faculty team of two to five and 40 to 100 students. Primarily full-time and one or more quarters in length, coordinated studies focus on interdisciplinary study and research of a particular theme or topic.
Coordinator	The administrative head of a coordinated study program who is a regular member of the teaching team.
Core Program	Introductory programs designed for first-year college students, which are sometimes appropriate for transfer and returning students as well. Core programs are coordinated studies for beginners; they emphasize studying in several disciplines and improving skills such as college-level reading, writing and research.
Covenant	A written agreement/contract among members of a teaching team which specifies the ground rules for operating a program, such as goals, responsibilities, expectations, grievance procedures, etc.
Internship	Learning on the job in business and public agencies with guidance of a field supervisor, and supported by academic activities with a faculty sponsor. The emphasis is on practical experience.
Paid Professional Leave	Sabbatical leave.
Sponsored Research	Legislative monies available since 1985 to support short-term scholarly research. Granted on competitive merit basis.
DTF	Disappearing Task Force. An ad hoc committee consisting of faculty, staff, student and other constituency representatives as appropriate to the issue at hand. The primary policy-recommending vehicle at Evergreen.

1. Core Programs. At the heart of the college are Core programs. Formerly labeled Basic programs these programs serve as most students' introduction to Evergreen. Nearly all freshman students and approximately 15 percent of transfer students are enrolled in these programs. Over the past three years we have offered between eight and ten programs, staffed at a 22 to one ratio, with between

institution, learning is a function of discipline-specific inquiry, norms and categories of knowledge, all of which is mediated through academic departments, at Evergreen there is a concerted attempt to contextualize inquiry without the intervening norms, expectations and self-contained purposes of the several academic disciplines.

For example, instead of the conventional institution's tendency to present a great work of literature or philosophy as a more or less interesting illustration of the discipline of English or philosophy, our faculty tends to believe that the starting point in undergraduate education ought to be the hypothesis that assorted discipline-specific perspectives, methods of analysis, interpretive strategies, modes of inquiry and canons of evidence ought to be brought to bear upon important common subject matter. This approach enshrines primary sources over secondary sources, complete texts over excerpts and fragments, and laboratory and field work over pre-digested investigations. Students experience learning as a prolonged and often startling inquiry into the materials out of which textbooks are made: namely, conclusions about, and appreciation of, books, art, traditions of thought and action, and the phenomena of the natural and human worlds. The freshness of learning in the students' experience is paralleled by a similar quality in the faculty's work with students in the course of a Core program, particularly a year-long program. There are two mechanisms that promote the liveliness and immediacy of the faculty's interaction: one, the composition of most Core program faculty teams (and, hence, the disciplinary mix) varies from year-to-year; two, new programs are regularly being designed through the annual collegewide curricular planning process.

Conceptually, then, Core programs contribute to fundamental educational goals because they specifically address the most important obstacle to serious learning today: the multitude of voices arising from academic specialization which override the few serious efforts to find a common understanding. The Core program attempts to bring into the academic foreground major conflicts and major agreements concerning the meaning of the past, the shape of the present and the prospects for the future. Indeed they "teach the conflicts" not only within the academy, but within the society.

Conceptual boldness and comparative curricular coherence are only the most striking features of coordinated study in Core programs when the observers are professional academics. To young students, what is most immediate are new patterns of social interaction around learning. In a Core program student attention is focused on one complex thing. So, too, students quickly observe, is the faculty's attention focused on one thing, the work of the program, rather than being divided among, say, three teaching assignments. Classes are small. Seminars, workshops and other small discussion classes encourage cooperation and concentrated inquiry. Though most Core programs provide regular lectures by faculty members, lecture classes rarely exceed 100 students; typically, the entire faculty team is present in the lecture audience, another rather novel feature as seen from a student's perspective. Core programs depend upon lecturing as a mode of instruction far less than do

After several years of operation and debate about curriculum, the Long Range Curriculum Planning DTF of 1976 recommended the establishment of planning subgroups, called "specialty areas," which were to set up more predictable, better sequenced year-to-year program patterns. These patterns were to be interdisciplinary. Various steps were taken to guard against the specialty areas taking on the traditional roles of departments: the specialty areas did not have budgets or hiring authority; each faculty member was asked to affiliate with two, not just one; and place was saved in the curriculum for "annual programs," offerings which were worth doing but did not fit into specialty area plans.

After five years, the 1976 plan was reviewed by a second major Long Range Curriculum DTF. It was a time of serious and conflicting political pressures. Declining enrollments threatened to give major leverage to those legislators with long-simmering discontents with Evergreen. A series of skirmishes forestalled drastic legislative action, but not without great internal strain and anxiety. The first report of the 1982 Long Range Curriculum DTF which dramatically redefined the specialty areas was shelved in the face of strong faculty opposition. The faculty then adopted a proposal which did not change the subject matter of the areas significantly but which tried to formalized and tighten specialty areas and make them more responsive to perceived student need for clear routes to post-college work. Faculty were asked to choose a single specialty area to affiliate with; the role of specialty area convener became more formalized; a Council of Conveners was created. The "annuals" portion of the curriculum was dropped; some space was still held in the curriculum for programs which did not fit into specialty areas, but the previous open invitation was now confined to specified topics (community development, language and culture, etc.), and the relevant faculty planning groups given the title of centers (as in Language and Culture Center). Centers are distinguished from specialty areas in that they are generally smaller groups dedicated to offering the chance to work with certain significant ideas, skills, or experiences which for some reason do not fit naturally into the specialty area curricula.

In the 1989-90 curriculum seven specialty areas and three centers are used to structure the undergraduate curriculum. The extent to which these areas and centers provide sequenced structured work varies greatly from area to area. Some, such as Environmental Studies and the Science Technology and Health area, present well-developed sequences and patterns of development. Other areas offer strong intermediate work, such as Political Economy and Social Change, but have a much less well developed sequence of advanced work. Some areas and centers offer work which is essentially open to all students who have finished taking a Core program.

There are three other modes where advanced work occurs which overlap with, but often fall outside of, specialty area offerings. These are individual contracts, internship study, and a growing number of advanced interdivisional coordinated studies programs. The latter have emerged in response to concerns at the college that

our advanced work was becoming too narrowly conceived and too dependent on disciplinary definitions.

The issue of the structuring of advanced work at the college has become more pressing as we have a larger and larger cohort of students who come to Evergreen for a full four years of undergraduate instruction. In 1989-90 the college will be conducting a series of discussions about the organization of the curriculum. These discussions will focus on issues of faculty affiliation with specialty areas, the creation of alternative models of curricular models which might support faculty research interests, and questions surrounding establishing clearer patterns of expectations for student work at various levels. It should be clear from this discussion that while specialty areas have served the college well in helping to create a more stable and predictable curriculum which helps guide students, it is not a structure which works equally well in all areas, nor one which is always determinate with respect to the actual curriculum offered. Instead it is a mechanism for allowing some stability in the curriculum while allowing for a fair degree of reorganization of our offerings based on emergent faculty and student interests.

In addition to the undergraduate program there are two small graduate programs offered at Evergreen, a Masters in Public Administration and a Masters in Environmental Studies. The MPA program begun in 1980 is a two-year program with approximately 35 students in each entering class. The MES program, begun in 1984, is also a two-year program with 25 to 35 students in each class. Both programs are organized in such a way that they are accessible for part-time audiences and are designed in some large measure to serve public administrators and managers in state and local government. Both programs, but particularly MES, have significant interaction with the undergraduate curriculum and the faculty in these programs are expected to rotate into the undergraduate curriculum on a regular basis. Both programs offer rather specialized advanced course work, but have core offerings modeled on the interdisciplinary programs in the undergraduate curriculum and conceive of their overall mission in terms continuous with the undergraduate curricular emphasis on general education.

The college supports an ongoing program located in Tacoma for returning adult learners. This program is staffed by five to six faculty and operates a wide ranging curriculum, part of which is offered in the evenings to support the needs of adult students. The program provides significant opportunities for students to build college-level skills and provides access to higher education for a group of students who would be excluded from participation on the main campus because of logistical obstacles such as work schedules, child care, and travel.

Table II provides an overview of the distribution of student credit hours by specialty area in the fall quarter of 1987 and 1988. This distribution reflects the relative stability of some area offerings and the variability of others. Variation is exaggerated by these statistics as program offerings often draw faculty and reflect

themes relevant to more than one area of the curriculum. This fact is not visible in this data.

Table II
Enrollment by Specialty Area 1987, 1988
(excluding individual contracts and course work)

Specialty Area	1987		1988	
	Credit Hours	Percent Total	Credit Hours	Percent Total
Core	7,432	19.5%	9,774	23.8%
Applied Social Theory	576	1.5%	654	1.6%
Teacher Education	1,776	4.7%	1,885	4.6%
Environmental Studies	2,067	5.4%	2,414	5.9%
Expressive Arts	3,286	8.6%	4,870	11.9%
Humanities	3,904	10.2%	1,880	4.6%
Language and Culture Center	1,012	2.7%	1,376	3.4%
Management and the Public Interest	1,874	4.9%	1,946	4.7%
Native American Studies	1,424	3.7%	2,638	6.4%
Political Economy and Social Change	2,788	7.3%	2,356	5.7%
Center for the Study of Science & Human Values	1,008	2.6%	692	1.7%
Science, Technology and Health	7,157	18.8%	6,375	15.5%
Graduate Programs	916	2.4%	984	2.4%
Off Campus	2,940	7.7%	3,205	7.8%
Total	38,160	100.0%	41,049	100.0%

Before proceeding to describe the various specialty areas, it would be helpful to describe how students use the curriculum at the

college. While the areas provide a more or less structured set of pathways through the curriculum, there are no formal college-wide requirements for students and no majors or major requirements. Thus while pathways are defined, it is only through the creation of prerequisites for certain advanced programs or contracts that students are obliged to conform to any particular pathway. Indeed, many, if not most, students see the curriculum as a free field of choices and create from the offerings of several areas the particular path and connections they desire. They often supplement or link these offerings through the use of internships or individual contracts. Thus, readers of area descriptions should not necessarily anticipate that students will uniformly participate in any particular sequence of programmatic offerings.

The following area descriptions are meant to provide an overview of the major work offered and issues dealt with in the various specialty areas. They provide a relatively concise description of programmatic offerings of the area and serve as a background for our analysis of the five foci of Evergreen's education.

- a. **Applied Social Theory.** The Applied Social Theory Area includes the Teacher Education Program and a number of other programs which are characterized by a close linkage of theory and practice. The area has consistently provided a location for one program in Mass Communications with two or three faculty and has offered a variety of other programs over the years. The Mass Communications program has had a number of variant themes but in 1988-89 and 1989-90 the program has linked mass communications and popular culture. The program has provided an important location for students interested in journalism and media to develop skills in writing and media analysis. The other topic the area has offered consistently has been gender studies. This has taken the form of "History of the Family," seminars on gender and class, and in the 1988-89 school year a major program in conjunction with Expressive Arts on gender images. In addition the area has offered occasional programs in Latin American studies, Spanish, and theories of education. The eclectic collection of program offerings has not provided a consistent center for program offerings and as a result each program is a freestanding offering which is usually combined with programs from other areas to create an individually designed curriculum.

For the past ten years the college has offered a full-time six-quarter professional Teacher Education Program. For the first six years of the program we collaborated with the University of Puget Sound in assuring certification. In order to provide a curriculum more closely aligned with the nature and spirit of the rest of Evergreen, the college chose to collaborate with Western Washington University beginning in the 1985-86 school year. The program is designed as a coordinated study, it integrates work in philosophy of education, human development, group dynamics and social interaction, the historical and cultural context of education

and the implications of these for the actual practice of day-to-day teaching.

The Teacher Education program is two academic years long, with a new cycle beginning each year in September. Students may enter in their junior or senior year (a minimum of 90 quarter hours of acceptable work is required), or under post-baccalaureate status. A primary endorsement subject area (in the case of secondary candidates) or two supporting endorsement subject areas (in the case of elementary candidates) must be all but complete upon entering the program. Those lacking a bachelor's degree will be awarded one by Evergreen with successful completion of sufficient work in the program; certification will be awarded through the Washington State Office of the Superintendent of Public Instruction upon successful program completion and joint recommendation by Western and Evergreen. Secondary Certification is offered with primary endorsements in the following areas: English, mathematics, physics, science with concentrations in chemistry, physics or biology, and social studies. Elementary certification is offered with supporting endorsements in art, biology, chemistry, economics, English, foreign language, history, secondary mathematics, physics, and political science.

The program interrelates theory and practice by including two full quarters of student teaching in addition to substantial field experiences within three other quarters. The curriculum is distinguished by its central commitment to a developmental viewpoint (as exemplified by thinkers like Dewey, Erikson, Montessori and Piaget), a concern for understanding democracy and education in the contemporary world, and a mastery of method built upon intelligence and initiative.

The components of the curriculum are organized in a two-year sequence of coordinated studies around central themes or questions, and are investigated by an interdisciplinary team of faculty and a cohort of full-time students in a "community of inquiry." Each team of faculty plans a schedule that includes lecture sessions, workshops, field trips, independent study time, and discussion groups. Team teaching and the generally full-time nature of the coordinated studies approach remove traditional course constraints, facilitating a flexible, intensive schedule and creating a climate in which active and interactive learning may occur.

Competition among students is de-emphasized and student contribution into both curriculum design and program governance is highly valued and fostered. A major emphasis is placed on building student skills in reading, writing, speaking and interacting with others. The requirement to be an informed, active member of book seminars and to write cogent, reflective papers, provides an unusual challenge to the college student. The intensive, two-year-long, team-

taught format enables close faculty monitoring and support of individual student development.

The Teacher Education program is currently offered at the Bachelor of Arts level in conjunction with Western. Two possible major changes in the administrative structure of the program are under discussion. The first is the establishment of an independent program operating at the BA level within two to three years. Negotiations are currently under way regarding our arrangements with Western and some change of status is the likely outcome of those negotiations. Such a change would require some additional hiring to support the program adequately, but no major programmatic changes. A second somewhat more important change involves establishing the program as a Masters in Teaching program (MIT). This change would involve somewhat more hiring and would require some modification of the program. Modifications would center primarily on strengthening the expectations and pressures on student work, and would not necessarily require a redesign of the basic model.

Assessing the area in the past few years, the faculty have recognized that while the Teacher Education program has flourished and the Mass Communications program has continued to serve a well identified student need, the area as a whole has not offered a consistent program, and the faculty has not become a cohesive planning and program development group. The area faculty have voted to disband as a specialty area and while it is clear that Teachers Education and some program in Mass Communications will continue in the future, it has not yet been determined what specialty area they will be aligned with. Faculty in the area are likely to be associated with a variety of other current specialty areas, particularly Political Economy, and the Language and Culture Center. In addition faculty from this area are likely to be associated with the redefinition of some specialty areas which will arise out of the International Studies Report, discussed below. Thus the area will disappear from the curriculum, although most of the central curricular elements will continue.

- b. **Environmental Studies.** The Environmental Studies specialty area provides a wide range of perspectives on the interaction of human and natural systems. It focuses on both the nature of natural systems and the nature of human use of those systems. To varying degrees programs also focus on the ways in which natural systems can be managed harmoniously with human cultures. The area focuses on developing strong understandings of natural environments and processes. It examines the interactions within and between these environments and human built environments. It examines the nature of the economic, political, and cultural values which shape human interaction with nature and offers applied work in a wide range of study and managerial activities. Students in Environmental Studies can participate in a number of pathways within the area, including field biology and natural history,

marine studies, ecological agriculture, and environmental assessment and design.

The area offers a number of entry points and strongly recommends that students interested in particular aspects of environmental issues take appropriate work in other specialty areas, for instance, students interested in the political and economic determinates of environmental policy are urged to take the "Political Economy and Social Change" program. Environmental Studies faculty are very active in Core programs and many of the offerings in the area are joint offerings with other areas.

The major introductory program in the area is "Habitats." This program provides an overview of major environmental issues as the context for learning a wide range of disciplinary skills and understandings. Thus the program teaches introductory statistics, geography, ecology, field studies, and chemistry and provides some historical context for the disciplines as well as the environmental issues under discussion. Students taking this program are expected to develop skills in the various components of the program, and through work on a major spring quarter applied group project to begin to develop an understanding of how such skills are empowering in the political/bureaucratic/scientific process.

The area typically offers significant work in field biology and natural history. This work is carried out in group contracts such as mammalogy, or ornithology, or in small programs such as "Nature of Natural History" and "Field Natural History." There are significant opportunities for students to do advanced field research as special projects both as internships with public and private agencies and through individual contracts. These programs do not typically have prerequisites except for an introductory biology course.

Marine studies offerings include a wide variety of group contract offerings and small programs. The area attempts to provide a year of college work in marine studies. The major focus is on marine biology and to a somewhat lesser extent oceanography. The area often includes marine topics within the context of the "Habitats" program. It also offers opportunities for marine field studies both locally in the South Puget Sound and in Hawaii through "Landscapes and Biogeography" and the "Natural History of Hawaii".

The ecological agriculture program is among the most exciting programs offered at Evergreen. It provides a year-long course of study in agriculture, agricultural development and policy, agroecology, entomology, and chemistry, integrated around the operation of an organic farm experiment station. The program is usually taken by junior or senior students and students wishing additional work in the topic may also become involved in internships, further work in political economy, or additional work in natural history. The work in this program

is both applied and theoretical and offers students a very practical link between scientific understandings and applications. Equally important is the connection that the program provides between social theory and policy and applications. Students read widely in the development literature with a particular emphasis on the role of women and the social/cultural structuring of agricultural development. In recent years we have been able to offer this program as a two-faculty program which has allowed a broader scope including a variety of additional topics.

Finally the environmental studies area has offered some work in environmental design, planning, and assessment. The nature of this work varies considerably from year to year in its scope and orientation. In conjunction with the Science Technology and Health area, Environmental Studies offers the "Energy Systems" group contract which deals with the design of energy systems for homes, energy policy issues and the physics and mechanics of design. In the 1990-91 school year two major policy/design programs will be offered, "Environments, Regions and Governance" and "Sustainable Community Systems." Both programs deal with issues of environmental policy, design and analysis. In 1989-90 the area will offer "Tribal Resource Development" which provides interesting integrations of environmental perspectives into historical and policy issues. Much of the work carried out in this track is offered in conjunction with such areas as Native American Studies, Political Economy and Social Change, and Humanities.

In reviewing the area the faculty and external reviewers have noted a number of issues which need to be dealt with by the Environmental Studies area. The first is the relationship with the Masters of Environmental Studies program. The questions here relate directly to the second major issue, the provision of advanced work. Both questions center on the allocation of limited faculty resources. While there are links between the programs since some undergraduates register for graduate courses, the difference in clientele, programmatic focus, and structure preclude effective full-time cooperation for advanced work in the area. Better mechanisms are needed to share the relative sophistication of some undergraduate work with graduates and vice versa. Questions of maintaining consistent staffing in area offerings and making sure that we have greater clarity about the nature and quality of what we label advanced work offered is important. We offer considerable advanced work in individual contracts and in some internships, but have not found many effective ways to provide sophisticated advanced environmental sciences study to small groups of undergraduates. We have, in the past, had better success in providing advanced work in policy and planning, and do provide some opportunities in the "Ecological Agriculture" program.

A second complex of issues has to do with rethinking the relationship of the three major areas of study: environmental

policy, environmental sciences, and natural history. While all three have legitimate contributions to make to an undergraduate curriculum, the relationships among the three and the ways in which they are used by students in constructing their curriculum need refinement. Most of the components of an effective curriculum are present either within this area or in conjunction with Science, Technology and Health, and the Political Economy and Social Change area. Yet students often need further help in constructing sequences of programs which produce sophisticated, advanced understandings. To remedy this the area needs greater agreement on the organization of its offerings and perhaps better advising.

- c. **Expressive Arts.** The Expressive Arts area is one of the most complex areas of the college's curriculum. It is organized around the idea of providing an inter-arts collaborative approach to the teaching and learning of art. There is a fundamental emphasis on the learning of skills and the development of creativity in nearly all offerings of the area. Incorporating as it does a wide variety of arts and a concomitant number of artistic skills and techniques, the area of necessity offers a structure of programs, group contracts, and course work which is significantly more specialized and fragmented than those in other areas of the college. A consistent issue in the arts has been the difficulty of ensuring consistent, well-done introductory work in various media while at the same time developing significant collaborations among the arts or among the arts and other areas of the curriculum.

The area makes a strong attempt to introduce sophomore-level students to the arts through a two- or three-quarter program with two or three faculty. These offerings tend to be structured around a major program in performance and music and a series of introductions to studio arts. In addition, the area consistently provides, at the sophomore/junior level, an introductory program in film and video. Beyond that the area offers a wide variety of studio arts, music group contracts, photography, writing, and theater contracts. The intent of these contracts, which vary in length from a quarter to a full year, is to provide at least an intermediate level of study of the techniques, skills, and traditions of the specific arts. The area also offers inter-arts programs such as "Structure of Chaos" or the "Rites of Spring" which deal with relations between the arts, and the arts and the rest of the culture. In addition the area offers a number of interdisciplinary programs often in conjunction with the humanities and occasionally with the sciences. These programs, including such titles as "The Artistic Imagination," and "Patterns: Commonalities Between Art, Music, and Science," offer opportunities for advanced students in the arts to reflect on their disciplines from a broader perspective not usually available in the course of arts education.

The Expressive Arts area is in extraordinarily high demand at Evergreen. Student demand for programs and individual work in the arts has tended to run far ahead of the capacity of the area to provide faculty support. The area has been the recipient of a significant number of new hires in the past two years as a result of an earlier program review. The area gained or replaced people in film and video (2), print making, photography, and theater (2), and acquired some support in dance and music. Despite these additions and the restoration of some important staff support the area is typically hard-pressed to meet student demand. These limitations have made it difficult for the area to support as strongly as it would like the possibility of seniors doing advanced senior projects. Expressive Arts is the only undergraduate area which has made any formal provision for such projects, in part because the demands on equipment, facilities and staff as well as faculty require that the demand for such projects be closely monitored. In an additional attempt to deal with the variety of student needs the area has been a forerunner in developing group contracts organized by students and supervised by a faculty member. These Student Originated Studies (SOS) groups attempt to provide the benefits of individual contracts in the context of group work.

As should be clear from the above, the area is hard-working and ambitious. Its difficulties are those of high demand and sequential skills development in the context of doing collaborative work.

- d. **Humanities.** As a result of program reviews in 1986-87 the Humanities area is no longer organized as a specialty area. Instead, a faculty member acting as secretary to a group of faculty interested in offering contracts and/or programs in the humanities serves to represent the interests of those faculty at meetings of conveners of specialty areas. The formal disappearance of the area has not meant the disappearance of important teaching in the humanities, but does signal that the specialty area model has been inappropriate to this area's orientation. Each year there are a wide variety of programs and group contracts taught by faculty whose interests and background put them within the range of disciplines typically included in the humanities. This faculty typically has a very large share of the assignments in the Core programs, in the Language and Culture Center, in the Center for the Study of Science and Human Values, and in a number of advanced interdivisional offerings. The area faculty are committed to using their disciplinary understandings to further discussion of five fundamental themes: the nature and value of written, visual, and oral texts; connections between language, thought, value, and behavior; conceptions of the nature of a person or people; relationships between a person or people and other men and women, private and public institutions and the gods; and attempts to imagine and make new relationships and new societies. In the 1989-90 school year in addition to offering

group contract work on English poetry, modern English and Irish literature, American studies, and Descartes, the area faculty will be teaching in an arts programs in the Expressive Arts ("Seeing What's There" and "The Artistic Imagination"), teaching with Political Economy in "Tale of World Cities," teaching with the Science and Human Values faculty in "The Human Condition: Time, Place, Value," and teaching in over half of the Core Programs. In the 1990-91 school year the faculty in this group will be involved in a similar array of Core programs and will be offering two major coordinated studies programs, "Shakespeare and the Age of Elizabeth" and in conjunction with Political Economy, "Modern Worlds." In addition the area will offer seven one- to three-quarter group contracts. Thus while the humanities have been reorganized from an institutional perspective, intellectually they are playing a role in the curriculum that is as large as or even larger than their previous part. The capacity of the area faculty to find productive connections and positions in the interdisciplinary structure of Evergreen has been one of the essential elements in the success of coordinated studies at the college.

The humanities programs do not form a continuous sequence of programs offered on a regular basis, yet they do provide a very powerful integration of the theories, understandings, and perspectives available from the humanities in the curriculum as a whole. Their shortcoming, like the shortcoming of many areas, is difficulty offering the kind of advanced disciplinary training that is available in departmentally organized curricula.

- e. **Language and Culture Center.** The Language and Culture Center provides the basic format for language instruction at the college and coordinates three different sorts of instruction at the college. At the heart of its offerings are a series of year-long coordinated studies programs combining intensive study of a language with study of the culture. These programs usually offer opportunities for foreign travel. These programs are offered regularly on a two- or three-year cycle. In addition, the center coordinates, through a cooperative arrangement with South Puget Sound Community College, a series of evening courses in languages. Finally, center faculty regularly sponsor individual contracts and foreign travel opportunities for individual students. In addition the center serves as advisor to students participating in overseas exchanges and screens students from Evergreen who want to take course work at the Jackson School for International Studies at the University of Washington.

The actual offerings in the area of language and culture studies at Evergreen during the period under review can be divided into two main groups: year-long area programs or group contracts, staffed by one or two regular faculty and traditional language courses taught mostly by adjunct faculty. The basic concept of all programs or group contracts has been,

and still is, the same as that of all Evergreen coordinated studies programs. They are interdisciplinary as much as the competence and background of the individual faculty permit; they have a central dominant theme or emphasis on a special cultural period; and each contains a language component, mostly a beginners course, sometimes a course on the intermediate level. These components are open to outside students. All of the programs and contracts aim at familiarizing the students with, and sensitizing them to, the culture and language of a specific country and its civilization. The teaching methodology varies from program to program, but practically all emphasize the study of language in a cultural context and collaborative learning through seminars. Writing, basic research skills, linguistic proficiency and cultural literacy are developed as extensively as the time limits and resources permit. In general, programs taught by two faculty offer a richer and more comprehensive mix of disciplines, and a stronger language component than group contracts taught by a single faculty.

The format of the programs and group contracts may differ in length according to their specific objectives. Programs which emphasize linguistic proficiency and/or include study/travel abroad may be combined with intensive language courses before the actual program begins in fall quarter. Practically all programs are designed for students with at least one year of college experience, and they often serve as entry programs for students interested in humanities.

The earliest and most established program "Russia - USSR," was first designed and implemented in the academic year 1976-77, and since then repeated three times. It is next scheduled for 1990-91. The overall objective of the program is to provide the students with a solid comprehension of the Soviet realities and a useful language proficiency. It has developed a format which takes into account that Russian is a "difficult" language and that its study requires a longer time than the study of "easier" languages (French, Spanish, German). A comprehensive examination of the origins and evolution of today's Soviet society is also considered to be an extensive undertaking. The program is preceded by an intensive summer quarter in Russian. The language study during the academic year has the usual four-hour per week format, but the six- to seven-week long study/travel option with intensive language courses in the USSR during the summer following the program is an additional regular feature that strengthens the language component, at least for the students who can afford this segment.

A similar format, although obviously with entirely different objectives, is used in the design and implementation of the program "Classical World." The program is being offered in the current academic year. The study of Greek and Roman civilizations, with emphasis on history, philosophy, literature and art; the early Middle Ages; and early

Christianity, in short the main elements of Western civilization, form the central themes of the program. Both Latin and ancient Greek are offered on elementary level throughout the entire academic year.

Among the group contracts conducted, "French Culture" has been a consistently popular and frequently repeated offering, both as a one and two faculty program. It differs somewhat in its format from the listed programs because it is conducted on the Evergreen campus only for two quarters, while the third quarter transfers the entire group to Lyon, France, where the students continue their formal language classes, attend seminars, and read and write as they would have done at Evergreen, but are also placed with French families, where they have all the additional natural language training a native environment offers.

The last offering is "Japanese Studies" which is offered as a group contract in the current academic year and as a two person program in 1990-91. The program provides an intensive study of Japanese throughout the year and provides an opportunity for study of Japanese history and culture. Currently travel to Japan has become prohibitively expensive for all but a few students, thus travel is optional for individual students in the summer. All three quarters offer extensive readings in Japanese literature in translation. The program is currently offered on an annual basis. In addition the college maintains a reciprocal faculty exchange with Kobe University of Commerce and a reciprocal student exchange with Miyazaki University for students.

The area has also offered group contracts in "Spanish Forms in Art and Life," "German Culture," and "Italian Culture." These group contracts have provided year-long introductions to these languages and cultures and have frequently provided opportunities for summer travel to interested students.

During 1989-90 the college undertook a major study of its capacities, interests, and future possibilities with respect to international studies. The final report of the committee will not be submitted until the fall of 1989, but many of its major conclusions are clear at the time of this writing. (Further discussion of this report appears in the section on Significant Differences.) Primary among the many conclusions was the belief that international study must be understood and conceived of in terms of intercultural study. The report strongly stressed the need to develop a broadly interdisciplinary approach to international studies and saw the current offerings of the Language and Culture Center being incorporated into a broader project which might well involve faculty from humanities, social sciences, environmental studies, and arts as well as the current faculty. In addition the report calls for an expanded program in international study, language training, and multicultural awareness. It specifically recommends that the college make available some

language offerings within Core programs, that we more widely disseminate language offerings or components in the curriculum, and concomitantly that we hire more faculty competent to teach languages. It also recommends that we limit the languages we offer in the near term to Spanish, French, Japanese and Russian in order to develop sufficient faculty depth to sustain a consistent pattern of offerings.

- f. **Management and the Public Interest.** The fundamental goal of the Management and the Public Interest (MPI) specialty area is to provide quality education in management studies to junior and senior level students within the strong interdisciplinary liberal arts approach to education at Evergreen. The area attempts to help students learn basic knowledge and skills in the applied fields of management, to build strong communication, writing, analytical, and critical reasoning skills, to assist students in developing moral and ethical sensitivities, to adapt to and to be able to manage change, and to understand some of the political, social, environmental and cross cultural issues within which managers must work. The area neither purports nor aspires to be a business school, but instead sees its role as preparing students whose backgrounds and aspirations are shaped fundamentally by liberal arts studies to take an effective role within business, non-profit and public sector institutions.

The central offering of the MPI area is the MPI program. The MPI program is organized with an eight-quarter-hour central core consisting of a lecture series which addresses the core theme from a variety of relevant disciplines; a workshop which develops particular analytic skills in these disciplines; and a book seminar which discusses a series of weekly core readings developed around the central theme. The central theme for each quarter develops from the previous quarter's work, but the basic issues of the nature of business organizations and their roles and responsibilities within modern society are at the center of the programs offerings. In addition to the eight-unit core, students are expected to take eight units of electives each quarter from a variety of offerings which typically include statistics, accounting, macroeconomics, personnel management, managerial accounting, managerial finance, management theory, information technology and international management.

In order to help meet its complex objectives the programs in the area involve group project work incorporating such skills as accounting, financial management, and personnel which allow individuals to apply the perspectives on business and organizations gained from theory to actual cases and applied projects. At the same time the program offers perspectives on the role of the corporation and the personal responsibility of managers to act ethically and to act with sensitivity towards others. This explicit discussion of personal responsibility for action in the context of organizational and group cooperation is a distinctive feature of the MPI program.

In addition to the MPI program itself the area offers students an ongoing series of opportunities for a second year of studies in management. These offerings are of two sorts: individual and group contract. At the individual level students take a large number of individual contracts with MPI area faculty and pursue internship opportunities with a wide variety of public and private agencies. In addition to individual modes of instruction the area offers at least one quarter of group contract work each year. In 1989-90 the area will offer "Making a Difference: Doing Social Change" and will also offer opportunities to work in tribal resource development in conjunction with the Environmental Studies area. In 1990-91 it will offer a year-long contract on communication, research, and marketing called "Changing Minds: Changing Courses."

The MPI area provides a part-time evening option. In the early years of the program this option was built directly into the regular MPI program and part- and full-time students shared course work. The college has, since 1985, offered a series of part-time evening courses which have provided some consistent study in management. The provision of a more consistent evening curriculum is seen as a high priority for the area in the future, but such an offering will depend on additional faculty hiring.

In the program review carried out in 1987-88 the external reviewers indicated that they felt that the MPI area had done an effective job in offering a strong introduction to management appropriate to Evergreen's understanding of liberal arts study. The report suggested that the area had struck the appropriate balance between liberal arts and management training. The reviewers felt that some additional faculty help was needed if the area was to participate effectively in providing prerequisites for the MPI program. In addition it is clear from the review process that a more consistent pattern of second year offerings would be beneficial. Similarly, with a stronger faculty base the area could expand its evening and weekend offerings in a more consistent and sequential way. Thus the primary needs of the area are not for redesign of the curriculum, but for a modest expansion of the faculty to enhance service to a part-time clientele and to support greater flexibility and rotation of area faculty into Core programs and other areas of the curriculum.

- g. **Native American Studies.** The Native American Studies (NAS) specialty area was originally established to provide an open educational opportunity for Native Americans and not as merely a place to study Native Americans. This program is interdisciplinary and designed to serve two distinct student groups: Native American Students who are interested in enriching their unique cultural heritage and developing strategies for self-determination in our pluralistic society and students interested in learning about traditional Native

American cultures and values including the dynamics of change in a pluralistic society.

Conceptually and practically the NAS faculty has sought to be hospitable to all disciplines and areas of student interest. To encourage this the faculty have built connections within the academic as well as the non-academic community for students to increase their learning experience. Students work to develop: (1) individual identity, (2) group loyalty, and (3) personal authority. The belief that learning incorporates the total being of the self, including mental, physical and emotional elements and that students learn best by working from their own situation toward whatever direction they choose, requires that many disciplines be available to the students in the program. In the major program students are asked to respond to four questions:

- 1) What do I want to do?
- 2) How do I want to do it?
- 3) What do I plan to learn?
- 4) What difference will it make?

Serious consideration of each question and discussion about them with program faculty provides the structure for educational pursuits. As a practical matter, students often work with a professional or expert in their field of interest to gain a better understanding of their interests. Student areas of interest span the entire spectrum of disciplines.

The Native American Studies specialty area includes at least one major program of three to five faculty and several other small programs and group contracts. In addition the area collaborates with other specialty areas to design symposium components on topics such as health, science, environmental studies and art. The program encourages students to individually determine their course of study to develop capabilities they consider to be valuable and important. The program also promotes partnership among and between the students, the institution, and the community in order to better serve each of these elements of a pluralistic society. At the heart of the wide variety of educational offerings in the area is the concept of self determination.

In addition to the main program the area offers an array of additional group contracts and programs during the year. These include work on juvenile justice and guidance, environmental design, and literature. These programs are often complementary to and occasionally offered in conjunction with other specialty areas. Contracts in environmental design and juvenile justice have been regularly offered by the area, but work within the area is neither designed nor intended to be necessarily cumulative. In 1990-91 the area will make an effort to regenerate its commitment to working with Native Americans in their communities. The area will offer a program for the Quinault people called "Quinault Community Determined

Education." This program will be a pilot program for Evergreen involvement with local communities. The process of community development is central to this effort and from the process of development will emerge the central elements of the education offered.

At this point in the area's history the program has been very successful in providing a vehicle for independent work that allows for self determination by students. It has not been as successful especially in recent years in providing a vehicle for helping Native American students move into the on-campus curriculum, nor has it been the locus for a great deal of teaching about Native American cultures. These difficulties are particularly unfortunate considering the fact that the college has ten Native American faculty members on its staff. In the comments of external reviewers there is a strong suggestion that the area both strive to maintain its unique pedagogy while at the same time strengthening its outreach activities and the explicitly Native American content of its teaching. The area has made significant progress in supporting the development of Indian resources and tribal self determination. There has been a significant resurgence of interest in the area in the past three years and it is being seen widely as an important locus for the college's efforts to become more meaningfully multicultural. To take full advantage of this interest the area will need to emphasize its value to the campus as a cultural center, not simply as an alternative pedagogy.

- h. **Political Economy and Social Change.** The Political Economy and Social Change (PESC) specialty area combines the disciplines of economics, political science, anthropology, philosophy, history, and sociology as a way of understanding the modern world. The area has grown from an original conception as a location for understanding the "economic and political institutions of modern society in a historical and comparative context" to one which attempts to develop that understanding in the context of three major social divisions: gender, race, and class. The area sees itself as attempting to develop in students a wide range of conventional analytic tools and understandings as well as focusing serious attention on the basic concepts of liberty, democracy, equality, freedom, and justice. These understandings and concepts are developed in the context of contemporary social and political problems. Fundamental to the understanding developed in the area is that of social change. Students are encouraged to see change as possible and are given some of the skills to be able to participate effectively.

The central program in the PESC area is "Political Economy and Social Change" a two-quarter-long program which provides a wide-ranging overview of major issues in political and economic history, especially of Western Europe and the Americas; an introduction to economic analysis, both neo-classical and radical; and an understanding of the major

elements of liberal, Marxist and critical social theory. The program is designed to provide the fundamental understandings necessary to do advanced work in the area. In addition to this two-quarter sequence, faculty in the area usually offer a variety of group contracts in spring quarter. These include further work in economics and a variety of issue-oriented programs depending on faculty interest and expertise.

In addition the area offers three forms of advanced work. The first consists of advanced group contracts in a variety of topics. In 1989-90 we will be offering a two-quarter contract on the "Political Economy of the Family." Another, "Doing Social Change," will be offered with the MPI area. The second form of advanced work is advanced interdivisional programs. These typically involve Political Economy faculty and faculty in the humanities. For example, the "Modern Worlds" program offered in 1990-91 provides important links between industrialization and the assumptions of modern culture. Finally, students from PESC participate in a wide range of internships, including working with the state legislature and government agencies, working with lobbying organizations, working with the Labor Center and Washington Public Interest Research Group, and involvement with a variety of social change organizations.

In their comments external reviewers were particularly impressed with the interdisciplinary nature of the introductory course and felt that the concept of the area in terms of its commitment to teaching social sciences broadly with considerable emphasis on historical evolution and development was a very powerful model. They raised questions about the number of faculty firmly committed to the area and about the inconsistent provision of advanced work. The reviewers were particularly concerned that staffing for advanced offerings was not available in such a way that a more stable set of advanced offerings were predictably available to students who wanted a second year of work in the area. Part of the difficulty the area faces is the tendency for other areas such as Environmental Studies, MPI, and Core to need the services of political economy faculty, thus diluting the capacity for the area to develop its own program. The area's self criticism focused on the need to expand the emphasis on gender, race and class issues and to broaden the attention of the area to Third World issues. The area has been able to attract some new faculty to the college and new-to-the-area faculty to teach in its offerings, but it is still struggling to define and mount a consistent pattern of offerings beyond the very powerful introductory course. In the coming year as the international studies and faculty development proposals are discussed more broadly across campus the area will need to re-examine its relationship to the rest of the curriculum and to find new modes for offering advanced work.

- i. **Center for the Study of Science and Human Values. (SHV)** The Center for the Study of Science and Human Values is an

independent center organized by seven faculty to offer ongoing opportunities for students and faculty to work in a coordinated studies format at the intermediate and advanced levels on a variety of issues which embody the ways in which scientific enterprises, both natural and social, challenge and sustain the major issues and questions about the human condition raised by the humanities. This dialogue allows both the examination of the methods and hypotheses of the sciences and a questioning of the place of values considerations in the modern world. The goals of the area's offerings include investigating phenomena using a variety of approaches; developing the ability to assess and judge situations and events in their social and political context; understanding the issues of scientific work and having the willingness to understand scientific assumptions and procedures; and cultivating collective and individual problem-solving with the goal of responsible social and political action. In addition the SHV area has coordinated the presentation of an ongoing series of symposia "The Cutting Edge Symposium," in most quarters. This offering, frequently undertaken in cooperation with members of the Science Technology and Health area, has provided opportunities to examine the interaction of scientific and technological changes, human values, and social action. This symposium has been made available to the community at large and has been available as a course offering for part-time students.

The fundamental function of the center is offering a year-long intermediate or advance coordinated studies each year. This program usually taught by three faculty is titled "The Human Condition: _____." In each year the sub-title changes, but the range of basic questions about the interaction of humanities and sciences is re-examined. In 1988-89 the program dealt with technology, science and values. In 1989-90 the program is titled "Human Condition: Time, Place, and Values." In 1990-91 it will be "Human Condition: Science and Social Construction." Students are expected to take part in the full year's program and to develop in that context stronger understandings of the array of issues which can inform their work in humanities, natural sciences, and social sciences. The work of the center is not seen as independently forming a curricular pathway, but may be combined with other college offerings. In considering the center's offerings, the review of the area suggested that there be a stronger link between the center and the Science, Technology and Health area in order to strengthen the teaching of scientific understandings in the programs, and that the Cutting Edge Symposia be further developed and supported.

- j. **Science, Technology, and Health (STH).** The STH area includes studies in laboratory biology, the physical sciences, mathematics, computer studies, health-related subjects and human services. As described in the catalog, these subjects are studied for their own intrinsic interest, for their applications (for example, in engineering, information systems

or healing), and for their place in culture and society. The area has three main goals: to provide high-quality introductory and advanced work for undergraduates interested in careers or graduate work in science, technology or mental or physical health; to investigate the relationship of science, technology and health to social and individual human concerns; and to make learning about science, technology and health available to students with primary commitments to other areas of study.

The area has averaged between 15-20 percent of the total enrollment of the college. The enrollment has typically been particularly heavy in the health and human services and computer science pathways within the curriculum and relatively under-utilized in the mathematics and physical science paths. In order to accommodate a quite varied yet interrelated set of offerings, the STH specialty area is divided into eight pathways and three sub-pathways for purposes of planning and providing coherent catalog descriptions for students. These pathways are computer studies, chemical systems, energy studies, laboratory biology, mathematics, physical systems, 3/2 engineering (in conjunction with the University of Washington), and health and human behavior with its three sub-paths psychological counseling, human services, and health services. This complex combination of disciplines and paths was brought about in 1983 when the former Scientific Knowledge and Inquiry specialty area and the Human Health and Behavior area were combined into the current Science Technology and Health area. The merging of these areas has had advantages in facilitating the planning of some program offerings in health and has helped to develop a broader perspective in the area around issues of cognitive science and psychology.

The eight pathways of the STH area are best understood as extensions of three major introductory (sophomore level) interdisciplinary programs. The introductory program "Matter and Motion," an integrated calculus-based introduction to physics, chemistry, and calculus, provides the introduction to a series of pathways in physical systems, chemical systems, mathematical systems, energy systems, and 3/2 engineering. The "Human Health and Behavior" program which combines issues in human biology with psychology and cross cultural studies provides the entry for three less distinctly defined sub-paths in health services, health sciences, and psychological counseling. Finally the "Data to Information" program provides an introductory year in computer sciences. One further pathway drawing students from both "Matter and Motion" and "Human Health and Behavior" is defined variously as laboratory or experimental biology. While students are not restricted to any one particular pathway and considerable overlap occurs among paths, the basic structure and logic of the area is defined in terms of the eight pathways.

The physical sciences and mathematics are introduced to students through the "Matter and Motion" program. The program

offers an integrated format that reorganizes traditional laboratory work around a set of program activities called "exploration" that provides experiences in applying scientific concepts to practical systems with the intensive use of laboratory computers to both gather and manipulate data. Students who have completed "Matter and Motion" have a strong honors-level, and in some cases upper division, background in calculus and calculus-based chemistry and physics. Starting in 1990-91 the area will also offer an introduction to the sciences called "Natural Science" which will have a similar orientation, but will require less sophistication in mathematics.

Three of the pathways developing from "Matter and Motion," mathematical systems, physical systems, and chemical systems, provide an integrated, year-long group contract which provides a core curriculum in each of the major divisions of natural sciences. These offerings provide a year of college level work in the disciplines. They are structured so that they usually provide both historical and philosophical understanding as well as the basic scientific and mathematical information. Chemical systems design responds to the fact that most of the chemistry offerings have been embedded within quite widely dispersed programs. Thus university chemistry has been located in "Matter and Motion," organic and biochemistry in "Molecule to Organism," and general chemistry has been offered in programs in the Environmental Studies specialty area. Chemical systems provides a central location for physical chemistry. Physical systems, another year-long group contract, is designed for students who want a theoretical or traditional study of physical sciences. The program includes mathematics, physics, and pre-engineering subjects at the junior-senior level. Mathematical systems, offered in alternate years with "Computability," provides advanced work in mathematical structures, including advanced calculus, abstract algebra, and other topics of advanced mathematics. The two programs taken together provide both an intensive study of mathematics and a broad view of its practical range and philosophical depth.

The energy systems program, offered in conjunction with the Environmental Studies area, is an interdisciplinary program linking the technical and policy aspects of energy issues. The program has been taught by one- and two-faculty teams. The program includes a well-defined core of technical and mathematical studies and a variety of environmental, economic and policy issues. The core includes solar science and engineering, engineering thermodynamics, conventional and alternative energy systems, engineering and/or architectural drawing, passive solar design, and applied calculus for some and linear algebra or differential equations for others. The program includes major hands-on project work in its spring quarter.

Students often take all or parts of a combination of these programs in developing their own understanding of mathematics and physical sciences. In addition there is an important exchange of students among the mathematics and physical sciences tracks, the laboratory biology track and the Environmental Studies area.

The second major area of the STH curriculum provides a background for work in counseling and health services and health sciences. Students first take the "Human Health and Behavior" program as a foundation for later work. This program, which always includes at least one psychologist and one biologist, includes a variety of topics, but typically focuses on embryological, physiological, and psychological development; mechanisms of communication and homeostasis; the role of gender, language and culture in differentiating human behavior; issues in self esteem, addiction and domestic violence; and cognition, brain function and related psychological processes. This synoptic view of health-related issues is based on the understanding that physiological and psychological health are closely interrelated and that they are both affected by the social context.

At the junior level two major types of programs have been offered with fair regularity. The first provides a general introduction to the social sciences as they are applicable to health issues. In 1989-90 the program "Health and Risk in Modern Society" provides this material. The second type of program develops skills and understanding in psychology and the helping professions. The program skills may be used as the basis for work in counseling or in broader fields such as social work and community services.

The psychological counseling pathway has been consistently offered within the area. At the junior level students have taken either of the programs described above. At the senior level the group contract "Psychological Counseling" prepares students for para-professional work in counseling and graduate school. It focuses on structure and dynamics of personality, adolescent and adult development, abnormal psychology and an introduction to clinical procedures. It also includes a half-time internship. The "Strategies for Human Intervention" program offers an introduction to counseling that is based in a more experiential and interpersonal mode.

In addition to this work a number of offerings by or in conjunction with other areas of the curriculum have been available to students with an interest in psychology and counseling. These include programs in psychology and literature offered by the Humanities area, "Counseling the Culturally Different" offered by Native American studies, and a variety of other offerings ranging from "Addictions" to "Children's Literature and Psychology." In addition, in 1989-90 the STH area will offer for the first time a program "Science of Mind" which will provide advanced training in

cognitive studies, psychology, experimentation, and philosophy. These programs provide significant alternatives and additions to the regular offerings, but have not yet constituted a regular pathway for students in the area.

The second major pathway in the health and human behavior area is that of health sciences. This pathway draws students from the physical sciences pathway and the "Health and Human Behavior" program (especially those with some background in sciences). These two streams of students are combined in a laboratory/health sciences pathway. The major program in this area is "Molecule to Organism." The program provides study in biochemistry, molecular-cellular-genetic biology, developmental and immuno-biology, physiology and neurobiology, nutrition and some animal behavior study. The program is intended for students who are planning to do laboratory work in biology and health and/or who plan careers in biology or medicine. The biological topics covered and the depth of coverage of these topics varies with the faculty. Biochemistry is a consistent and reasonably standard offering. "Molecule to Organism" is intended to provide the basis for research work in biology. Students in this track often continue to do research either in conjunction with faculty projects in a contract called "Research in Molecular Biology" or on individual learning contracts. Most additional and specialized topics in biology and biochemistry are covered in individual contracts or in small clusters of individual contracts.

The faculty in the computer science pathway have made a deliberate attempt to recognize the limits placed on teaching a complex and technical subject like this in the context of a liberal arts education. They recognize that the format of the Evergreen curriculum provides an opportunity to teach the technical materials of computing in a way which integrates them into the curriculum and still makes them available to a student clientele composed in some large measure of part-time and transfer students.

The introductory program in the area is "Data to Information." Students may continue work with either "Computability and Cognition" or "The Business of Computers" offered in alternate years. Since the subject matter of the two advanced programs are quite different, students usually take only the one program which is most appropriate to their goals. In addition, individual contracts and internships are frequently sponsored at the advanced level. The three programs taken together provide integrated coverage of the core of the Association for Computing Machinery (ACM) computer science curriculum.

"Data to Information" is a team-taught, two-faculty, full-time program. It is open to any student with at least one year of college background. There are four major strands. The first is discrete mathematics and formal logic including coverage of propositional logic, number systems, algebras, functions,

sets, vectors, matrices, graphs, trees, set theory, formal logic beyond propositional calculus, and probability and statistics. The second strand introduces the logic of computer architecture. The third strand includes Pascal programming followed by a two-quarter sequence in topics in data structures and algorithms. Finally a twice-weekly seminar/lecture series relates the technical work in the rest of the program to a larger context. The specific context varies, but includes such topics as information theory, fundamentals of language and linguistics, scientific method and the history of science, social management of technology, ethics of the technological professions, and concepts of utopianism and science.

The "Computability and Cognition" program grows out of a strong faculty interest in the subject of artificial intelligence. It involves a strongly interdisciplinary (computer science, mathematics, cognitive science, philosophy) faculty working with 40 students in a team-oriented problem-solving approach. Topics addressed include epistemology, problem-solving logic and mathematics, philosophy of language, natural language processing, compiler theory, and artificial intelligence programming. Major project work is integral to the programs design.

"Business of Computers" again grew out of faculty interest in problem solving and an interest in software development and marketing. The program is offered jointly with the Management and the Public Interest specialty area. The program involves all aspects of developing software, including assessing the needs of clients, organizing a team to structure the task and find the resources, and using specialized knowledge of computer programming to solve the problems. The program stresses the managerial, marketing, and technical aspects of creating a technology and stresses the ethical use of computing technologies in the society.

The review of the area noted that the fundamental issues for the area are how to combine sequential disciplinary coverage with interdisciplinary team teaching, and to decide what major issue or sets of issues form the humanities, social sciences, and/or arts the area wants to have its students deal with. A closely related issue is the inclusion of physical sciences, mathematics, and computer sciences in the same planning unit as psychological counseling and health. In the course of the last two years considerable attention has been placed on these issues. There is a developing consensus that a broader view of psychology and psychological understanding needs to be developed that will provide a further bridge with other aspects of the curriculum. The hiring of three faculty in psychology (one of whom has a strong background in cognitive psychology) has lead to stronger connections to both biological sciences and computation. The area also has been dealing with the question of sequences. The most critical issue has been the provision of adequate support in

mathematics and the provision of entry into sciences which does not presume high levels of mathematical competence. Three developments will affect the area's offerings in this regard. First, the college has hired two new faculty in mathematics, providing greater depth in the area. Second, beginning in 1988-89 there has been a significant increase in the teaching of mathematics and mathematical reasoning in Core programs. This support will be further enhanced in 1989-90 by the hiring of a coordinator for mathematics support services for the teaching of math at the college. His duties will focus on helping Core programs incorporate mathematical reasoning into their curricula and in helping strengthen the teaching of mathematics in the STH area. Finally, the STH area is planning to offer a less mathematically based introduction to natural sciences for students with math backgrounds too weak to move directly into the "Matter and Motion" track. While the area has not developed a single focus for its relations to arts, social sciences, and humanities, it has taken a strong role in the "Cutting Edge Symposia", it has hired additional faculty in the philosophy and history of science, and there has been some exchange of faculty with the Center for Science and Human Values.

- k. **Tacoma Program.** Since 1972 Evergreen has provided some opportunity in Tacoma for adult learners to work toward an Evergreen degree. Today this effort involves approximately 110 upper-division students full time in a series of broadly based coordinated studies programs. In addition, approximately 50 lower division students worked in a joint "bridge" program with Tacoma Community College and Evergreen. Approximately three fourths of the students work full-or part-time and take part in the college's offerings in the evenings three or more days or nights per week. The college is located in urban Tacoma and actively works to recruit adult students from the urban community. The result is a highly ethnically diverse campus with a predominantly (65%) African American student body. The program emphasizes linkages between the student, family, job and community and develops its programmatic offerings in such a way as to help strengthen leadership skills and personal authority as well as academic understanding. The Tacoma campus is characterized by an exceptionally high level of the personal and social interaction among students, staff, and faculty. This is the outcome of a small program, community and public service orientation and a belief on the part of faculty that students have valuable life experiences that enrich and enhance the program.

The program at Tacoma is offered in the form of a series of thematically linked courses and projects. These projects are planned in a coordinated manner and are frequently team taught. The courses themselves are often interdisciplinary. Thus the structure is somewhat different from the structure of most programs on the main campus, but has the significant advantage of allowing students from different educational

levels and with somewhat different interests to pursue individual goals within the context of a collaborative enterprise. Entrance to the program is carried out through the Evergreen admissions process plus a diagnostic interview with the program director. As an initial step students are expected to undertake an autobiography project which helps them to assess their own development, linkages to community, and aspirations. The program is organized around major themes. In the past several years titles have included "Technology and Human Freedom," "Technology and Ethics," "Shaping Policy for the 21st Century," "Cultural Imperatives: Tacoma and the World," "Global Studies: The Riddle of the Circle," and "Body and Soul: A Systematic Approach." Within these broad themes the program provides significant work in writing; library and information skills; mathematics, especially financial mathematics and statistics; biology; research methods; and a strong background in social sciences and humanities.

The bridge program is an integrated course of study taught by a joint Evergreen/Tacoma Community College team in the evenings for adult learners. The program emphasizes the development of skills necessary for students to do successful college work. Thus it pays extraordinary attention to writing skills, careful reading, the analysis of arguments, the development of library resource skills, and collaborative discussion groups. It has been offered for the past five years and has become an important addition to the offerings of the Tacoma Campus.

The design of Evergreen/Tacoma's academic program is based on: the study and application of theory; scholarship and learning by doing; public service and community leadership; the demythification of technology and history; the personalization of authority; the recognition and inclusion of family and community values in personal, social and educational pursuits; and the concepts of legacy and social responsibility. The Tacoma faculty teach by modeling as learners themselves, and by serving as mentors. Typically there are five to six regular full time faculty teaching in the program and two to three adjunct faculty teaching particular courses. The faculty is made up of a core who are committed to the Tacoma campus and a large number of faculty from the Olympia campus who rotate assignments to work in Tacoma. Tacoma faculty also rotate to Olympia to work in programs on the main campus.

In recent years the program has improved its offerings in a number of important dimensions. It has increased the level of coordination and collaboration among faculty in the program. It has strengthened its support services to students in Admissions, Registration and Records, Library and Media Services, Financial Aid, Career Guidance and Placement, and has done considerable work on its facilities. Much of this involves increased interaction with the main campus. There are still important limitations on program activities imposed

by a lack of space for separate seminar facilities, and laboratory work in biology. The outside reviewers were particularly impressed with the coordinated nature of the offerings, the emphasis on a liberal arts education that was particularly directed toward African American adult learners, and the important differences that were respected in the creation and delivery of the program. They emphasized the need for a continuing dialogue with the main campus and a firmer appreciation of the particular virtues of the Tacoma experience as an expression of a multicultural education.

Recently, the Higher Education Coordinating Board named the University of Washington responsible for delivering upper-division programs to the Tacoma area via a branch campus. While it is clear that the University of Washington welcomes the Evergreen/Tacoma program, it is unclear as yet how the resources and services of these two programs dovetail.

1. **Masters in Environmental Studies. (MES)** The goals for the MES Program are of two major types. The first is to prepare students for work at a professional level in a variety of jobs and callings that are related to the preservation, appreciation, improvement, and management of environmental resources. The second is to provide students the skills to function intelligently as environmental problem solvers with information from the natural and social sciences as well as political and philosophical values. We often use the metaphor that the MES Program provides a bridge with which people can join a variety of concepts, languages, and methods from different disciplines, in order to solve environmental problems. More specific objectives of the program's two major goals include the following:
 - 1) to provide leadership to a broader public on the articulation of socially appropriate environmental goals;
 - 2) to conceptualize an environmental dispute or problem in a way that is amenable to analysis of easily gathered data or information;
 - 3) to gather or to know which specialists are needed to gather essential qualitative and quantitative information;
 - 4) to analyze information or to know which specialists are needed to analyze information;
 - 5) to draw and defend conclusions based on the best data and information available;
 - 6) to formulate action plans that can solve particular problems; and
 - 7) to communicate the analysis and the plan in an effective manner to technical specialists and to the general

public, with the assistance of more specialized technical experts if needed.

The MES program is designed to be accessible for working adults. This means all major classes are held after 4:00 pm and that it is possible to complete it within three years (nine quarters). Full-time students can finish within two years (six quarters). Seventy-two quarter hours of credit are the minimum number of hours needed to graduate. Twenty-four hours are in the team-taught Core programs. These consist of four sequentially linked eight-quarter-hour team-taught programs which build interdisciplinary perspectives on environmental issues. Each Core program has at least two faculty with different backgrounds and expertise, frequently one from the natural sciences and the other from the social sciences. Twenty-four to thirty-two hours are electives, comprised of four-credit courses which provide a more detailed understanding of particular issues and techniques as well as providing more thorough grounding in particular aspects of environmental development. The thesis or project, for eight- or sixteen-credit hours, is the capstone of the MES degree. Students must select a problem for analysis that includes both natural and social science parameters. Students must incorporate the breadth of perspective developed in MES as well as demonstrate that they have marketable skills in performing an environmental analysis.

The four Core programs are where we try to develop the issues and skills that every student needs. The first, "Political Economic, and Ecological Processes," outlines the major models of political economy and ecology as intellectual constructs. It is intended to disrupt and examine the epistemological assumptions that students bring to the program. Students learn that the enunciation of any fact or conclusion always has important but unspoken social and philosophical foundations which seriously affect the nature of environmental arguments and policy.

"Population, Energy, and Resources" develops the theme that all environmental problems involve in some way the size of the human population, the ways we marshall energy resources, and the technological skills we have in exploiting resources. The program has focused on both local and global aspects of environmental problems.

"Quantitative Methods" develops the student's ability to understand critically both descriptive and inferential statistics and to begin the process of research design. Optimally "Quantitative Methods" enables our students to collect and analyze data from both the natural and social sciences. The program prepares students to gather and analyze simple quantitative information and to interpret a wide variety of statistical and quantitative techniques.

"Case Studies" is the capstone of the core sequence. It is the opportunity for students to use the concepts and methodologies developed in earlier core programs. Some projects are based on the class acting as a team to perform a real environmental analysis for a local client. Others have provided a thorough and critical study of different methodologies for environmental impact assessment.

MES elective courses include the following: in the Natural Science are "Ecological Principles/Methods," "Salmonid Ecology," "Hydrology and Watershed Management," "Land Resources," "Freshwater Resources," and "Freshwater Ecology"; in social sciences are "Environmental Policy," "Environmental Management," "Natural Resource Economics," "Western Water and Water Rights," "Ownership, Power, and Public Policy," and "Environmental Law and Regulation." In addition we offer "Environmental Philosophy and Ethics" and "American Environmental History."

Exactly how to develop marketable skills within a broad interdisciplinary framework has provided the most difficult intellectual challenge in the design of the MES Program. The program is stretched between the need to provide specific job-related skills and the need to provide the ability to study environmental problems from a broad theoretical perspective. The danger is that we will provide neither the depth in particular skills and resources nor the breadth necessary for the environmental administration and policy making that lies at the heart of our program. The program also has to continue to attend to its relation to undergraduate Environmental Studies with whom it shares faculty and to find effective ways to support part-time students through the completion of degree requirements, particularly thesis work.

- m. **Masters in Public Administration (MPA).** Evergreen's Masters in Public Administration program reflects the college's role in providing support to state and local governments. The MPA program provides opportunity for approximately 40 new students each year to work toward a degree. While open to both full- and part-time students the program draws about two thirds of its students from the ranks of full-time workers. As with the MES program the majority of program offerings are provided in the evening. The following mission statement adopted by the area faculty succinctly identifies the premises of the MPA program.

The faculty teaching in the graduate program in Public Administration at The Evergreen State College share a primary commitment to challenge and thoroughly prepare students to seek democratic, equitable and practical solutions to the problems which face state and local governments in the Pacific Northwest. Our graduates, we hope, will be actively committed to creative public service in the region.

The program has been designed to develop analytical, administrative, and communication skills, requisite to effective public service. Instruction in these skills is integrated into a substantive curriculum by faculty who value interdisciplinary team teaching and collaborative learning, rigorous and informed analysis and discussion, critical examination of the political and economic context of values and knowledge, and regular attention to the roles played by race and gender in the work place and public policy.

The distinctive feature of Evergreen's MPA program is its intense commitment to the democratic practice of administration. The faculty encourages a serious examination of the relationship of administrative practice and organization to democratic values. Technical skills and administrative practices are discussed and taught in the context of their capacity to contribute to a democratic and equitable social order.

The program consists of six quarters of an eight-quarter-hour core sequence undertaken by a new cohort of students each fall quarter. This six quarter sequence of programs is combined with twelve quarter-hours of elective work to provide the basic requirement of sixty quarter-hours of credit required for the degree. All students are expected to take the core sequence as a continuous course of study. Full-time students take elective course work during the academic year, while part-time students usually take electives as summer course work. Students without significant exposure to work in public governments are expected to participate in at least one quarter of internship experience in addition to coursework requirements.

The following sequence of Core programs has been developed and implemented in the fall of 1989. The new sequence rearranges elements that have been present in the program since its inception in 1980 and strengthens the support provided to students in finishing major research projects. Completion of the applications project requirement has been the major stumbling block in moving beyond a 60% graduation rate from completion of first quarter to graduation.

"The Political and Economic Context of Public Administration"
(8 quarter hours--first Fall Quarter)

This program examines the major changes that have occurred in the meaning and practice of democracy, racial and gender justice, and effective and proper management of public affairs in United States history. The program provides a historical survey of public administration in the United States and Washington State. Particular attention is given to the political, economic, and

cultural forces that shape American governmental ideas and practices.

"Managing Human Resources"

(8 quarter hours--first Winter Quarter)

This program covers organizational theory and behavior in the public sector with an emphasis on the human aspect. It explores the application of organizational theory and theories of personality to the practice of public administration. "Managing Human Resources" is an inquiry into the various models of organizations, dynamics, motivations, human needs, and methods to effect changes that make organizations more productive, responsive, and humane.

"Research Methods for the Public Sector"

(8 quarter hours--first Spring Quarter)

This program covers quantitative and qualitative research methods particularly suited to the analysis of social and economic policy. Applications are stressed, and instruction is provided in the use of computers.

"Fiscal Policy"

(8 quarter hours--second Fall Quarter)

This program covers the principles of public economics. Public policy goal formulation in the areas of equity, efficiency, stability and growth are analyzed. Topics include budgeting techniques, revenue forecasting, principles of taxation and the political aspects of the budgetary process.

"Public Policy and Its Administrative Implications"

(Applications Project)

(16 credits--second Winter and Spring Quarters)

This two-quarter program combines the study of the development, implementation and evaluation of public policy with original, well-focused research by the students. This research should be a culmination of all the students' work in the MPA program and should integrate the study and the practice of public administration. The research should result in papers written in a professional and scholarly fashion.

Students are encouraged to pursue their research in small groups but may also work individually. Faculty will suggest topics appropriate for the size of this project and pertinent to current public issues and to this program's mission statement. However, latitude will be permitted in students' choices in order to fit with their interests, opportunities, and self-development.

In addition to these core requirements, students are expected to take a minimum of 12 quarter hours of elective credit. These electives included "The Art and Techniques of Economic Policy Making," "Behavioral Factors in Organizational Change,"

"Public Law for Administrators," "Social Policy, Movements, and Change," "Administrative Novel and the Power Broker," "Budgeting and Fiscal Policy," and "Administrative Ethics."

In the past several years the core of faculty committed to working in the MPA program has been strengthened through new hires and more consistent direction. In 1985-86 the area carried out a major program review. The major conclusions of the review were that while the area offered a strong program it needed to strengthen the commitment of faculty to the program, to increase the research/public service involvement of faculty, and to stabilize and strengthen the role of the director in the administration of the program. These purposes have been accomplished in some large measure. The outgoing director has held the position for four years. During her tenure the area has strengthened its commitment to and understanding of a distinctive conceptualization of the area based on the interaction of democracy and public service, and has begun a major initiative both to reshape curriculum content to address racial and gender issues and to recruit students of color. A core of faculty committed to the area has been well defined and a set of much clearer expectations about the involvement of faculty in ongoing research and public service work has been defined. The faculty have also made significant efforts to broaden and deepen their contacts through professional associations. The program will be running the Region IX conference of the American Society of Public Administrators in the fall of 1989. In addition, the area has strengthened its use of computers, broadened the materials covered in core to deal with the place of women and people of color in relation to public administration, and provided a more sustained and explicit teaching of ethics in public administration.

C. THE COORDINATED STUDIES PROGRAM: THE CENTER OF EVERGREEN PRACTICE

The discussion thus far has centered on the outlines of the curriculum, the range of disciplinary and interdisciplinary subject matter available, and the modes of organization of curricular offerings, yet at the heart of the curriculum is a practice: coordinated studies. Table 3 provides a statistical picture of the importance of coordinated studies in the curriculum. The basic outline of what is meant by a coordinated studies program is developed in section B.1. above on Core programs. Indeed while Core programs are the exemplars par excellence of this particular mode of study, every specialty area is introduced by another set of introductory coordinated studies such as, "Political Economy and Social Change," "Habitats," or "Molecule to Organism." Further, at the advanced level, interdivisional programs like the "Human Condition: Time, Space, and Value," "Tale of World Cities," or "Teacher Certification," utilize essentially the same structural elements to the similar ends. Even when students are taught in a group contract by one faculty member, whole ranges of essential coordinated study practice are carried over into the structure of the learning experience, particularly seminars, cooperative work, and interdisciplinary study. To understand

what happens to faculty and students in the creation, presentation, and evaluation of coordinated studies is to understand what happens that is distinctive at Evergreen. The best way to understand coordinated studies is to do it. The faculty tend to insist that doing is the only way to understand. Given this proviso, what follows is intended to provide a glimpse into the coordinate studies process.

Table III
Enrollment Distribution by Mode of Study
1987, 1988

Mode	1987		1988	
	Credit Hours	Percent Total	Credit Hours	Percent Total
Coordinated Studies	28,969	66.3%	25,896	54.5%
Group Contracts	9,191	21.0%	15,153	31.9%
Courses	2,062	4.7%	2,267	4.8%
Individual Contracts	3,488	8.0%	4,218	8.9%
Total	43,710	100.0%	47,534	100.0%

1. The Creation of a Program. The creation of a coordinated studies program is a peculiar amalgam of intellectual interests, friendships, and institutional needs and constraints. Seldom does a coordinated studies emerge solely from any one of these sources, but programs are seldom successful unless they meet student needs, the intellectual interests of the faculty, and either build on or create friendships among the students and faculty. Ideas for programs emerge from any number of sources, usually from conversations among faculty about what is of interest or what needs to be done about a particular development. Thus a program like "Political Economy and Social Change" emerges from the concerns of the specialty area faculty, but is shaped and molded in any given year in major structural and intellectual ways by the specific team who will teach it, while a program like the Core program "States of Nature" emerged from the intellectual interests and friendships of some of the faculty involved in teaching the program.

There is no cookbook for planning a program, but there are stages through which most programs evolve. In the beginning there is a hunch, a notion, or an issue. Sometimes these hunches are broad parameters: "the area needs something that will give students a basic understanding of the development of social theory, economics and modern historical development." Sometimes they are broad

personal interests of colleagues: "Let's do something about images in two dimensional art and literature." Sometimes they are particular concerns or issues: "How do mass media affect the nature of folk or popular culture?" From these beginnings a whole raft of possible issues, necessary disciplinary understandings, and possible teams emerge usually through discussion among colleagues. These conversations take place informally at faculty and specialty area and campus-wide curriculum planning meetings held 18 months or more before the beginning of any teaching.

The second stage involves selecting from among the possible themes and ideas the ones the faculty are most interested in and most capable of teaching. These discussions follow innumerable formats, but generally do not focus on specific details; rather they deal with themes and generic activities such as field trips or studio work. What faculty are searching for in these conversations is a particular problematic conceptualization of the issues, a hook on which to hang the materials that will become the program. Thus, a problematic issue forms the center of most programs. This issue usually draws on the strengths of the faculty yet is not completely defined by any one discipline's definition of the questions. Once a tentative team and a tentative description have been developed, the idea is generally widely circulated and publicly posted. Faculty, students, and deans comment on proposals, explore possible staffing alternatives, look for redundancy in proposals, and generally encourage a process of refining, consolidating and specifying the curriculum. Together, deans and conveners typically make the major set of decisions about which programs will be offered and at least basic recommendations about staffing. At that point the catalog descriptions are produced. A catalog is being sent with this report.

Next, the program rests in the back of faculty minds usually for about six months. Articles, books and ideas are exchanged, ideas percolate, and students are counseled toward the program if it is advanced work. A year to six months before the program is to begin, the faculty begin meeting to transform the glittering generalities of catalog copy into the particulars of teaching. Usually these conversations revolve around the issue of specific content, and as such they are about particular texts. Sometimes faculty will develop and share a reading of some central texts, sometimes they will share radically different texts from different disciplines. In the end, a set of texts, usually one per week, is selected. A similar set of discussions about the nature of the teaching formats will emerge. In addition to seminars, faculty will work to develop a schedule of lectures, workshops (used for writing, research papers, mathematical skills, library research skills, concept development, and artistic skill development and critique), films, laboratories, and off-campus experiences (retreats, internships, projects). For most year-long programs the detail is about the fall quarter, while the general ideas are about the year as a whole. Very few programs of year-long duration are firmly planned for the whole year. This process is a mix of intellectual clarification, pedagogical considerations, and logistics. It is within this context that the faculty develop

their working relationship and their intellectual vitality. This process results in a syllabus and a faculty covenant. Examples of a syllabus and covenant are included as Appendix A of this chapter.

2. **The Experience of a Program.** All programs are different, and the experience within any particular program will be different, but several aspects will be common to nearly all programs. All faculty attend all program activities. All programs are interdisciplinary. All faculty prepare for and participate in a faculty seminar on the program materials and themes. All faculty lead student seminars on all of the readings. All students are expected to actively participate in all program work. Most interactions in the program will be informal, but most will be structured by expectations from the faculty. All the student's academic work will be within the program. There will be all-program and seminar group social activities. All faculty will teach writing. All students will write and produce evidence of their learning. All faculty will teach both from their disciplinary strength and beyond it. All students will be expected to cooperate in critique, projects, presentations, and/or seminar discussions. All students will be invited to express opinions, concerns, and desires as to the nature of the program's future, especially around the selection of texts and activities in succeeding quarters. All faculty are required to write narrative evaluations of students. All students are expected to produce a final self evaluation. All students will write evaluations of faculty. All faculty will write evaluations for each other and write self evaluations. For a description of day-to-day life within one program see Appendix B.

Most programs, then, are characterized by three major qualities. First, at their center is a problematic intellectual issue or set of thematic considerations which require the interdisciplinary attention of the faculty. Faculty and students are confronted in such a setting with the real work of constructing understandings about genuine intellectual issues and conflict. These understandings are not the reified knowledge of any one discipline, but are embodied in the actions of the interdisciplinary faculty team reflecting and teaching about the issues and of students actively addressing the issues. The process of learning within the context of a living problem forces students to move beyond what Belenky *et al.* call "received knowledge."⁴ By their very design and *praxis*, these interdisciplinary models encourage students to embrace pluralistic, multiplistic, and finally "contextually relativistic" or "constructivist" epistemologies.

The second feature of programs is that they are not simply the performances of faculty, but the construction of a community of learning. For both students and faculty the program constitutes their full load. Students tend to identify with their program as a social unit, and indeed often attach themselves to students in

⁴Mary Belenky, Blythe Clinchy, Nancy Goldberger, Jill Tarule, Women's Ways of Knowing: The Development of Self, Mind and Voice. Basic Books, 1986, Chapter 2.

their seminar as a primary loyalty. Faculty are typically the leaders of these learning communities, but the function of faculty is not always to be the expert (for indeed they are often not expert) but to be the model of intelligent, sophisticated inquiry into the issues confronting the program. As members of communities of learning, students are active participants. It is impossible to overemphasize the importance of the active construction of understanding as a fundamental feature of program work. While such activity is a part of nearly all program work, it is in the seminar where the student most frequently must put her or himself forward as an independent adult voice.

Seminars are groups of approximately twenty students which usually meet twice a week for between an hour and a half to three hours. The seminar is the fundamental locus of the experience of constructing one's own questions and knowledge. The ethos of seminars is not one of competition, of debaters' logic and argumentation, but one of cooperation, of the logic of inquiry, of discussion. In the ideal seminar neither scoring points through debate, nor egotistical assertion have a place. Through the seminar students develop their own voice, they learn to hear and evaluate the arguments of many others, and they learn to construct their own understandings in the context of the intellectual issues and differing interpretations created by their classmates. The full-time interdisciplinary curriculum allows students to come to know their faculty, their fellow students and themselves as a part of the task of addressing ideas although it certainly does not guarantee that they will do so.

The third element of the program experience is evaluation. The fundamental fact about evaluation at Evergreen is that it is narrative and descriptive, not quantitative. Neither students nor faculty are allowed to grade one another on the traditional scales from A to F or from poor to outstanding. All evaluations are "think pieces" about achievements, strengths, and weaknesses. The first result of this is that students learn to think in evaluative terms, to assess themselves, their teachers, and often their peers in terms of "connected knowing." The second result of this is that the motive of competition for grades, for the privatization of knowledge simply does not exist. Competition does not disappear, but it becomes distinctly secondary and grades cannot become an end in themselves. The narrative evaluation procedure does nothing to institutionalize the competitive urges and training of our students; instead, the faculty stresses the cooperative and social context of learning and provides support for cooperative work, discussion, and expression. Evaluation then is centered on the issue of accurate description; it is multi-dimensional and specific to the individual. Each student must meet with her or his faculty member, present her or his evaluation of work and hear her or his evaluation by faculty. Beyond that s/he is encouraged and often required to evaluate the faculty member. (This last evaluation may be done by letter after the student/faculty evaluation process has been completed.) By evaluating oneself/one's faculty, and being evaluated in the context of a dialogue, the relationship to faculty is transformed from that of the authority, to that of the

authoritative author of a descriptive evaluation. The faculty member is a person who the student knows reasonably well and the evaluation is particular to the student. It is difficult to dismiss. See Appendix C for some examples. For students, then, the process of evaluation is continuous with the process of learning. It is something they do for themselves and for others. It is a mode of learning to think about both the substance and process of learning and it often leads to powerful insights. Here are three examples of the power of evaluation. First, a description of the process of self-assessment and self-discovery, by a first quarter freshman:

Writing this evaluation has been both the hardest and easiest thing I've done yet this year. It's written in fits and starts, on scraps of paper, the backs of envelopes, on anything handy when the inspiration came to me. Gradually, however, a cohesive theme began to emerge.... Most of what I had written related to the many personal discoveries I have made this quarter, based on the reading, lectures, workshops, and discussions.

When I read Socrates' famous lines in Meno on the necessity for self-knowledge, they hit me over the head like a ton of bricks. Before I came to Evergreen I had been intensely preoccupied with the necessity for purpose in my life; I was so envious of my friends who were going off to college with this lovely, clear idea of exactly what they wanted to do for the next twenty years.... But over the course of this quarter that desperation has disappeared and [has] slowly been replaced with some confusion, a little fear, and a great and overwhelming sense of joy. It doesn't matter if I [don't] ... enter a lucrative profession directly after college. I'M NOT HERE FOR THAT!!! I'm here to find out who I am, what I want and need, and to discover the potential hiding inside myself. It may sound silly, but I'm finally learning what it takes to make me happy....

It's hard to mention anything concrete that I've accomplished this quarter.... [But she goes on to do so, eloquently,] Most of it is so personal - [like] my discovery that the literature I read for a class can apply directly to me, the wonder I feel when, after twelve years of absolutely stultifying public education, I'm provoked to learn, ask questions, discover, in a school environment. More and more I can feel the little girl peeking out again: the one that wasn't afraid to raise her hand and talk in class, ... who died ... the first time a teacher told her ... that what she was saying didn't apply to the subject. The education I'm receiving ... is allowing that little girl to escape from wherever I had hidden her. I have regained my curiosity, my inventiveness, the courage I once had to stand for what I believe in, publicly.

And while none of these things may be particularly academic [???], they, in the end, are the things I am most satisfied with this quarter. I am finally learning something from my education, and to me, that is a wonderful thing.

This is a first-quarter freshman's informal written self-assessment. Her point is that knowing has come home to the self. We could use Erikson's language, or Perry's, Kegan's, or Belenky et al.'s; but the point is the same, and no language is really better than hers.

Example II is also a freshman, at the end of the year. While not so passionate in addressing the discovery of self, her text indicates that she has become a sophisticated theorist of "contextual relativism," or of connected knowing and constructed meaning.

If I were to identify one concept which has served as the theme of my studies, ... I would choose the idea of gaining perspective. At one of our first program meetings, a Native American lecturer acted unknowingly as keynote speaker for the [whole] year. He illustrated several vantage points from which any situation may be experienced, as well as the challenge of finding a contextually appropriate "pair of eyes" to don at any given time. Since this lecture, the program has led me to explore new and varied perspectives on human intelligence and potential, scientific "objectivity" and sex roles, work and play, educational philosophy, and my own thinking.

For brevity, here is a paraphrase: She explains how, from this perspective, she derives an ethical imperative in favor of active, empathic listening, which is at the heart of collaborative learning and "connected knowing." She explains that without active listening as a mode of reception and without what we can call contextual relativism as a means of evaluation, it is all too easy to label experiences and people as good and bad. All must be evaluated in context.

Finally, I must mention my newfound familiarity with the evaluation process itself. In constructing narrative evaluations of faculty and program curricula each quarter, I have learned to give thorough and constructive feedback.... Self-evaluations have become an opportunity to do some deep thinking about how and why my skills and values have changed over a given period, and an aid to sketching out my future.... [She then quotes from a lecture] According to the root of the word, "to Assess" means to sit down beside. To me, this term implies a need to adopt an intimate perspective before judging a person or concept.

Could there be a more eloquent articulation of the concepts of connected and contextual knowing? Belenky et al. wrote about connected knowing as getting to know ideas virtually as if they were people. The student theorist who wrote the sentences above appreciates this and works out an epistemology (one can call it nothing less) based on two root metaphors: visual perspective, and empathic listening.

Example III: Here is a remarkably transparent instance of the connection of affect and cognition in the process of collaborative learning and assessment described by a faculty member.

The scene is my office, and we are in the midst of an evaluation conference. An obviously gifted but somewhat up-tight freshman student begins crying in the midst of presenting me with an accurate criticism, that she found me "intimidating." This was an important rite of passage for her, because she was literally dissolving her own mind-set with her own tears: at that moment, no matter how she had felt before, she had tipped the balance and was able to do exactly what she was afraid of: criticize me as a peer. She was crying because she was allowing herself, for the first time, to criticize an adult not from a child's, but from an adult's position -- not as an obedient student, who is historically the child in her, but as an adult peer.

Finally, for faculty, too, the process is one of learning, of collaboration, of an expanding horizon of understanding. Faculty, too, become a team; in the best programs a group of intellectual colleagues. They, too, engage in reflective, self-conscious processes of evaluation and share those in person with each other, and for these processes they have the whole of their common teaching and learning as a background. While the process is not always an easy one, it provides a capstone to the process of teaching and learning together and a fundamental vehicle for faculty development.

D. FIVE CENTRAL CHARACTERISTICS OF EDUCATION AT EVERGREEN

The fundamental purpose of Evergreen as an institution is to provide a "high quality education in the arts and sciences." The entirety of the educational program is seen to contribute to and define that goal. Yet stated as baldly as this, the goal distinguishes Evergreen from only a few institutions nationwide. What is crucial and distinctive about Evergreen is the way in which that goal is defined and implemented. In the "Role-and-Mission Statement for the Evergreen State College" the goals and outcomes for students are further defined.

Evergreen's fundamental mission is to assist students in learning how to learn and how to continue developing their skills in a world of increasing diversity, interdependence, and moral complexity.

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.

Further, the role-and-mission statement and all college documents point out that these goals of individual integrity and capacity are to be fostered and created in a educational structure which is characterized by its "cooperative interdisciplinary approach to learning and teaching."⁵

Thus a high quality arts and sciences education is not characterized or demonstrated simply by the mastery of a great deal of disciplinary material, procedure, and understanding. Instead, it is understood to be the mastery of the capacity to know a variety of materials, to pose important personal, social and political questions, and to be capable of working effectively toward sophisticated response to questions in a context which recognizes and includes complexity, diversity, and morality. Thus Evergreen's particular definition of high quality education has within it not simply mastery of the given, but a capacity to create the new, not simply understanding information about the world, but understanding the world as a context for the information. In short, we want our graduates to understand themselves in relation to their knowledge, and their knowledge in relation to the world.

The five foci of Evergreen education identified in the first section of this report, interdisciplinary teaching and learning, collaboration and cooperation, teaching across significant differences, the linking of theory and practice, and personal engagement in education, are simply five lenses through which this broader goal can be understood. Each lens allows the reader to focus on the whole body of our practice in a different way. Each focus allows the reader to see the multiplicity of ways in which the various practices and foci reinforce each other and produce outcomes for students which are distinctive and complex.

The sections which follow will examine each focus in turn. Each report draws upon a variety of sources including a major survey of program descriptions, surveys of alumni, current students and entering students, a wide variety of anecdotal and personal experience on the part of a number of writers and researchers, and reports from our office of institutional research. A good deal of the material is informed by efforts the college has made in the recent past to develop more self-conscious mechanisms for assessment of educational outcomes.

1. Personal Engagement in Education. In the description of personal engagement in learning in the academic program section of this report, the writer concludes:

⁵"Role and Mission Statement for the Evergreen State College", adopted by the Higher Education Coordinating Board of the State of Washington, March 16, 1989.

The Evergreen faculty have worked extraordinarily hard to develop and maintain the structures that reinforce student engagement, because it is understood that such engagement is central to creative and socially responsible learning and action.

To encourage the student's personal engagement with learning is "extraordinarily hard" because it requires that faculty control the learning experience less and intentionally share authority and control over the learning experience with students.

By allowing students greater influence over their undergraduate education, faculty understand the mostly positive, but also occasionally negative, side effects of student autonomy. Those students who run amok with this freedom were referred to by the college's founding president as "a few blinkered souls." Put positively, the president believed the vast majority of students would use their academic freedom at Evergreen well, some would pay a price for this responsibility, but overall most would benefit greatly as these written comments from the 1988 alumni survey shows:

When studying the motives and concepts of morals, I can still remember my head hurting during seminar.

(I) had to learn the hard way - once I did, it was really the beginning of a new world.

I put my ego at great risk, but I came through the experience intact and with a thirst for more risks.

For the most part the 1988 alumni survey supports the risk-taking on the part of faculty and students which is a necessary condition to the development of an engagement with learning. However, when one alumna was asked to characterize Evergreen, she wrote "(It) emphasizes muddling your way through dark tunnels of bewilderment with occasional surfacing into blinding light."

Why are we willing to expect students to take the risks associated with achieving a personal engagement with learning? In addition to seeing this kind of engagement as "central to creative and socially responsible learning and action," evidence in the alumni survey suggests that personal engagement functions as a catalyst to life-long learning. As an alumnus articulates:

Evergreen emphasizes the life long process of structuring a personal belief system, the constant tinkering with ideas and ethics that keep us honest.

And another voice:

Evergreen changes the way you see yourself in the world. I am still changing.

For some students, personal engagement in their learning becomes more than a relationship to learning; it becomes a transformative opportunity for enduring personal change. Some educational researchers have asked the question: to what degree does the college experience reinforce, accentuate, or transform the student when looked at from college entry through graduation and beyond? While this kind of longitudinal research is hard to come by one voice from the 1988 survey says:

I was literally reborn through the womb of Evergreen...brings tears from my soul just to reflect back on my moments at Evergreen.

Faculty and staff have witnessed the maturation of the institution along with the reinforcement, accentuation and transformation of individual students since the college's opening. For some students Evergreen has provided a secular opportunity for the kind of transformative educational experience that is not unlike a religious conversion in its intensity. However, the transformative educational experience at Evergreen enables a student to locate him/herself in the world in relation to responsibility, personal authority and initiative, and the realities of the social, national, and global context. This empowerment is all the more complex because it reveals to the student both possibilities and limits.

Such engagement and responsibility are built explicitly into the curriculum. A program review of the Native American Studies specialty area states that "personal engagement is a critical component of the area --[the faculty] ask that students determine their own needs." In the Expressive Arts Specialty Area, a program review stresses the importance of the students' "development of self-knowledge." Students agree that one of the strengths of the Expressive Arts Specialty Area is its "encouragement of self-awareness and expression and the opportunities for personal growth."

An analysis of the coordinated study program descriptions from 1986 to 1988 shows that personal engagement was a minor emphasis in 28% of the programs, a moderate emphasis in 49%, and a major emphasis in 23% of the programs. Seventy-two percent of coordinated study programs from 1986-88 intentionally made personal engagement in learning a moderate to major emphasis. No coordinated study programs omitted this emphasis, further demonstrating the faculty's intention that students should be personally engaged in their learning.

Evergreen professes the goal that students become life-long learners. Typically, in a year-long Core program, faculty provide students with greater opportunity for academic autonomy as the year progresses. The model of increasing autonomy in Core programs is analogous to the curriculum as a whole. The study of program descriptions shows a greater emphasis on individually determined projects, personal decisions about research, and major individual and group projects in more advanced programs. The intention of the

faculty is clear: personal engagement is a progressively realized goal of student learning as students move from entry to graduation to becoming life-long learners.

Evergreen practices are distinguished from traditional learning structures that encourage passivity by the conscious pedagogical choice to emphasize structures and practices that promote engagement. While there is a huge variety of mechanisms used by the faculty to increase student engagement, two features of Evergreen's education stand out as crucial to the development of this capacity. The first is the nearly universal use of seminars and/or group work as one of the fundamental elements of any program or group contract. The array of mechanisms and indeed procedures within seminars is very broad, but they have in common the capacity to make students accountable for the presentation and sharing of their learning with a group of their peers. This fact, the fact of accountability to a group which more often than not is the location of significant social as well as intellectual interactions, compels students to be involved in their work. They are not simply involved in their work for the sake of the professor, but involved in their work as a part of an ongoing enterprise which, when it is operating well, makes the knowledge obtained a part of the students' lives. Within the context of the seminar the students are compelled to present their own understandings, to give voice to their own interpretations of materials. Thus the seminar provides an arena for one of the most fundamental of intellectual acts. Beyond the simple giving voice to understandings, seminars provide a vehicle for coming to grips with the existence of a multiplicity of understandings, for learning to support positions in discussion, and for testing one's own authority in making statements.

The second major vehicle for personal engagement is the narrative evaluation process. The narrative evaluation produced by the professor speaks to the student as an individual and the students' account of their actions is personal and unique. Both are elements of the official transcript. Students learn quickly that what they have to say about their work, about their learning, and about their lives is important. The process of evaluation is continuous, from the responses in seminars, to the comments on papers, to the critiques of one's art project. Students live within a culture of evaluation, evaluation for which they are personally accountable both as the recipients and as the creators of evaluative commentary.

Evidence of student engagement with learning can be found in their self and faculty evaluations, their conversations, and in surveys of various kinds. Indeed, potential manifestation of engagement is encouraged across the curriculum and beyond the classroom. Personal engagement is found in interdisciplinary study in those structures that link theory and practice as described in the alumni survey:

The practicum side of the program gave the opportunity to develop skills that have given me confidence and heightened my

desire to be independent in planning and undertaking new challenges.

Seminars are the most typical opportunity for the students' personal engagement in learning at Evergreen. They are practically inescapable. An alumna puts the seminars value succinctly:

The group seminars gave me an opportunity to learn what others thought...it was an excellent way to gain from others insights and to decide your own truth.

Another alumnus questions the seminar's value:

I found it frustrating when one or two of the teachers...refused to keep the seminar on track.

The 1988 alumni survey results show that graduates say that Evergreen contributed to their ability to work in groups very much (56.6%), somewhat (34.3%) or very little (9.1%). In 90.9% of the cases, the college enhanced their ability to work with others, an intentional goal of the seminar. In addition, seminars are miniature formative democracies where, depending on the directiveness of the faculty, students undertake their work on the premise of equality and, where in the course of the seminar, individual differences become manifest within the overall progress of the group. Seminar is a frustrating, clarifying, and potentially uplifting experience...but inescapably engaging.

Personal engagement is also present in collaborative, cooperative work. Group projects permeate the Evergreen curriculum and are fraught with difficulties: keeping appointments and honoring deadlines, unequal effort, tendency to dominate, tendency to be led, and personality, pedagogical, and ideological conflicts. Most group projects begin as leaderless groups that must develop group norms. Individual students must abide by the outcome; no matter to what degree, they contributed to the faculty's and their fellow students' judgment of the whole project.

Personal engagement manifests itself in several other ways as well. Teaching across significant differences is a way of talking about the value Evergreen places on diversity. Both numerical and qualitative evidence exists of the student's personal engagement with learning about diversity. A summary of the 1988 alumni survey shows that 90.1% of the respondents indicated they had benefitted very much or somewhat from this curricular emphasis. Their personal comments also reflect their personal engagement with learning about significant differences.

One alumna advises:

Be intensely committed to learning...about peoples - their ideas, views, desires, abilities, background, and cultures.

Few times in my Christian Walk (before Evergreen did I have) to stretch my thoughts due to constant challenge.

The alumni survey was especially revealing about the role faculty play in fostering the students' personal engagement in learning:

...My teachers were inspiring and eloquent examples of trans-disciplinary thinking...I'm still learning from faculty critiques of my work.

...Having the opportunity to figure out a mathematical solution...have your professor tell you were incorrect...you pursue the matter. As a result you find out that you were correct and your professor was right, too. Makes for a happy ending.

Accessible, engaging instructors committed to teaching as a primary calling.

These alumni comments frequently reflect a relationship between the faculty member's personal engagement and the impact of that engagement on the development of the students personal engagement. The fact that faculty spend such a large amount of time with such a small number of students means that while the faculty/student ratio is considerably larger than most private colleges the relations with faculty can be close, and faculty are able to model effective learning and engagement for students.

A recent researcher at Evergreen studying the relationship of experience outside of the classroom-to-classroom experience concluded:

The really first rate places like Evergreen don't cut up students into fun hours and study hours...What we're hearing is an extraordinary commitment and excitement about learning...Students talk about how intense and engaging the experience is here....Somehow their education is permeating their lifestyle. (James Lyons, Dean of Students, Stanford University.)

The research team goes on to discuss how seminar discussions are carried on after class hours with friends, daily reflection on academic experience is common, and unassigned work that practices theory presented in class is widespread.

Students locate themselves along a continuum of personal engagement with learning. Many individual student characteristics intervene to place them at various points along a continuum from greater to lesser engagement even though the college consciously promotes personal engagement.

Some of what we know about the pervasiveness of the students' personal engagement with learning shows up indirectly in the 1988 alumni survey. While not asked directly about personal engagement, the following questions are suggestive. In response to the question, "How much did your education at Evergreen contribute to your personal growth in the area of learning on your own?",

students responded: very much: 57.1%; somewhat: 31.8%; and very little: 11.2%.

Another question about the outcomes of the college's emphasis on personal engagement in learning is how transferable it is to life after Evergreen. Alumni were asked to indicate how their education influenced their ability to participate effectively in local or national affairs. They responded:

<u>Helped</u>			<u>Hurt</u>	
Very Much	Somewhat	No Impact	Somewhat	Very Much
23.1%	49.1%	27.2%	0.6%	0.0%

Responses on this item show the continuum of involvement referred to earlier but also show 72.2% of the alumni respondents felt their education furthered their effective participation in local and national affairs. In another part of the survey, alumni were asked to answer a series of questions that tested their involvement in activities beyond work and family. During this past year, have you:

	Yes	No
Been an active member of a community group...	57.4%	42.0%
Voted in a local, state or federal election...	78.9%	20.8%
Participated in political activities beyond voting...	39.6%	60.1%
Engaged in volunteer work...	65.3%	34.0%

Again these results indicate variable rates of involvement with engagement in volunteer work making a strong showing. The rates are even more dramatic for alumni participation in more academically related activities. Alumni were asked to indicate if, in the past month, they had:

	Yes	No
Read a novel...	71.2%	28.8%
Read a non-fiction book...	78.2%	21.5%
Read one or more magazines regularly...	82.5%	17.5%
Used a computer...	76.7%	22.7%
Written a paper for work or other purposes...	71.4%	28.6%

These responses indicate that a very high percentage of alumni continue to be deeply engaged in their own learning.

Perhaps the one area where there is still significant work to be done in developing appropriate vehicles for student personal engagement is in the most isolated of study modes at the college, the individual contract. In the best of worlds, this form of study is one of the fullest expressions of personal engagement. And, indeed, for some Evergreen students it operates exactly that way. For many others, however the individual contract lowers the context of social and faculty interaction so far that it becomes extremely difficult for students to maintain the involvement with their work that is necessary to produce excellent individual independent work. One major difficulty in this regard is the faculty/student ratio and the near impossibility for faculty members carrying a large number of contracts to spend adequate amounts of time working with individual students. The college is beginning to experiment with alternative modes of organizing independent, student-originated study, but significant work remains to be done on this issue.

We have all read about the need to reform undergraduate higher education. Such discussions often focus on increasing student involvement in learning. Major recommendations include:

- a. Faculty should make greater use of active modes of teaching and require that students take greater responsibility for their learning.
- b. Learning technologies should be designed to increase, and not reduce, the amount of personal contact between students and faculty on intellectual issues.
- c. Every institution of higher education should strive to create learning communities, organized around specific intellectual themes or tasks.⁶

For the most part, early Evergreen faculty created learning structures and developed attitudes that foreshadowed this national concern for personal engagement in learning. Involvement in learning has become a conscious value and a centerpiece of an Evergreen education. Students are fond of saying, "There's no place to hide at Evergreen." Participation and involvement are norms in the college's learning environment.

2. Interdisciplinary Study at Evergreen.

- a. **Definitions:** The term "interdisciplinary" leaves much to be desired. It implies that organization of curricula and faculty strength by departmentalized disciplines is the norm in higher education and that "interdisciplinary studies" diverge from the norm by simply combining work usually done in two or more specialized departments. Such variants as "multi-disciplinary," "trans-disciplinary," "supra-disciplinary," and "non-disciplinary" still suggest the linking of departmental practices rather than the attempt to concentrate upon large

⁶Involvement In Learning, National Institute of Education, 1984.

problems, topics, or themes. Perhaps "integrative studies" might be a more fitting term for what Evergreen is doing. But for the time being, "interdisciplinary" will have to do as the term which is in common use.

"Interdisciplinary study at Evergreen" covers a multiplicity of practices. A review of the main methods of bringing together students and faculty members indicates that Evergreen faculty use three models:

Type A -- Some Evergreen programs deal in the "horizontal" linking of conventional fields. Examples from a survey of programs in 1986-88 include: "Atmosphere and Biosphere," "Contemporary Literature and Its Sociology," "Form and Function," "Government and Business," "Matter and Motion," and "Stories: Origins and Meaning." (It may be worth noting that even in such work, which seems to fit the conventional definition of interdisciplinary study as simply combining several disciplines, the programs went beyond the combining of departmental work within the four traditional divisions.

Type B -- These programs of study draw upon several disciplines, crossing departmental and divisional lines, to solve complex problems, to treat themes larger and more complex than those which lie within the competence of individual disciplines, or to mount projects which require the collaboration of disciplines. Rather than displaying horizontal linkages, the designs of such programs would look more like domes, the lines of inquiry converging at the apices; the common enterprise requires and subsumes various kinds of disciplinary expertise. Examples of such programs abound, as they embody the college's commitment to coordinated studies, and for 1986-88 included: "Civilization East and West," "American Worlds," "Making of Meaning," "Politics, Values, and Social Change," "Computability and Cognition," "The Classical World," "Human Health and Behavior," and "Romanticism."

Type C -- These programs involve studies going beyond conventional disciplines toward the opening of new fields of inquiry not yet created by conventional departments or disciplines. Because of the challenge and the flexibility for continual renewal of programmatic designs, Evergreen faculty members and students often form coalitions to study new problems, to work on new books shortly after their publication, to deal with major new problems which require new solutions, and to take advantage of the opportunities for full-time collaborative study. Examples of such work in recent years include: "The Helping Professional," "The Pacific Northwest," "Ideas of Evolution," "Problem Youth," "Central America," "Oral and Performing Traditions," "Dream Psychology," "Adult Life Explorations," and "Mass Communications and Social Reality."

These three types of programs amount to emphases rather than clearly defined practices. A survey of program descriptions reveals a number of offerings which may have been conceived as "Type A" but then moved in practice toward "Type B." For example: The entry-level "Introduction to the Performing Arts" of 1986-87 started within the Expressive Arts specialty area from the idea of combining the study of literary sources, drama, music, dance, creative writing and aesthetics in a manner appropriate for second-year students. But in practice, the program developed not by taking turns among the several arts but by the study of transformations of literary sources into works in a number of performing media. The survey also revealed some offerings which had been conceived as "Type B" but which developed toward a comprehensive, unified study as a new field. For example: "Crime in America," began as a combining of largely social-scientific studies with internships. As it moved out into the community and brought in many resource-persons for lectures and discussions, it achieved a unified focus and thus became almost a new field.

For the purposes of communicating with other institutions, however, Evergreen relies at three points on more or less conventional disciplinary nomenclature: (1) titles of two- and four-quarter-hour separate courses; (2) our designations of teachers as "Member of the Faculty: (main disciplinary field);" and (3) the course-equivalencies appended to the awards of credit made to students. Even here, differences from most undergraduate colleges should be noted. (1) Only about five percent of faculty strength, measured in full-time-equivalent service, is devoted to separate courses available to the whole community; other courses appear as components of upper-division or graduate programs which are still held together by theme-oriented seminars and whole-group meetings on over-arching issues. (2) Though faculty members restrict themselves to mentioning one main field in their official communications with people beyond the campus, a perusal of the manifold entries of expertise and interests below each faculty member's name in the Student Advising Handbook will indicate the versatility which Evergreen fosters, for which it recruits new faculty members, and which it rewards. (3) The course-equivalencies translate to other institutions and prospective employers what students have been working on in their studies. They may be named (but usually not numbered in credit-hours) in the catalog to give the students an idea of what to expect, but the course-equivalencies for any given program are not defined until its conclusion, in order to reflect what actually occurred. Often they will differ within a program from student to student, again to reflect how much of what kind of work the student did.

- b. **Why so much interdisciplinary study:** From the earliest meetings of its founding academic administrators and planning faculty, Evergreen has been concerned about the fragmentation of undergraduate teaching and learning into departmental enclaves for the faculty and often premature specialization

for the students. The planners reasoned that they should use their opportunity of starting fresh and attempt to integrate their future students' learning, to develop whole people and responsible citizens rather than prematurely narrowed specialists. They wished not so much to expose students to "what the various disciplines are talking about" as to give them the confidence to know "what they are talking about."

Interdisciplinary work is aimed at accomplishing three major tasks: (1) helping the students see the connections among phenomena and issues so that they can arrive at their own integrated understandings of the world; (2) helping them develop their consciousness beyond simple models of truth or falsehood and organize their knowledge contextually; and (3) empowering them for enlightened action by more accurately reflecting how issues occur and problems may be solved beyond the academy.

Within the academy, Evergreen faculty continue to believe that many of the most important historical, cognitive, and artistic movements of the past can be studied most effectively by concentrating resources from otherwise separate disciplines upon them (e.g., the study of Romanticism combining such disciplines as cultural history, comparative literature, visual arts, performing arts, and social history). Faculty continue to believe that it makes more sense to develop programs which will mediate between theory and practice rather than putting the theoretical consideration of a topic in one course and the practical work on it in another. For example, we combine studies of scientific history and theory in a unified program with mathematics and laboratory work; we combine cultural history and the study of dramatic literature with acting and play writing; we combine art history and aesthetics with studio work in sculpture and painting.

Most coordinated studies programs, especially those lasting for an academic year and staffed by three or more faculty members, will emphasize interdisciplinary work. It is important not to confuse interdisciplinarity with team-teaching. On occasion, two faculty members may choose to work with advanced students in literature or in music or in biology, emphasizing cultural or social contexts but not going beyond departmental/divisional concerns. On the other hand, some of the most imaginative, widest ranging, and integrative work comes in group learning contracts led by individual faculty members. Nor, important as the model may be of faculty members collaborating in their own seminar and doing each other's assignments along with the students, should interdisciplinarity be thought of as the result of faculty effort only. Increasingly, in the seminars and the group projects of even Core programs, and becoming most evident in the advanced work of group learning contracts, the students themselves bring to bear diverse backgrounds and resources.

At best, a group learning contract involving one faculty member and about twenty students will recruit its students so as to form something like a team for a mountaineering expedition. Many contracts are devoted to carrying out some large collaborative project. Many contracts involve field trips fostering personal engagement, collaboration, and the connection of theory with practice. Sometimes these arrangements will seem to be only "full-time courses," not unlike the offerings of colleges with "block" curricula. But at their best, they resemble graduate institutes, integrate materials and assignments into new fields, and are the loci of much productive research and action by the individual members and the whole team. Examples of group learning contracts in 1986-88 include: "Energy Systems," "Race/Gender/Class," "Ecological Agriculture," "Techniques of Visual Anthropology," "French Culture," and "Law, Liberalism and Social Change."

Of Evergreen's main modes of study, the least interdisciplinary would seem to be individual learning contracts. These are negotiated between individual students and their faculty sponsors, typically for extensive research (in the library, the laboratory, or the field) on a single topic; for the production of a monograph or work of art, most intensively in a senior thesis; or for individual internship in an agency or business beyond the campus. They would therefore seem to be the most specialized and least comprehensive of options for full-time study. There are, however, examples of how the habits of thought developed in coordinated studies programs and group contracts carry over into individual contracts. All internships negotiated through individual learning contracts contain an academic component which involves reading, reflection, and writing about the context of the internship activity. Senior theses in the arts require readings in aesthetics and history to develop the context for the creative work. Frequently students will develop programs of readings which span both departmental and divisional boundaries, along the lines of the coordinated-studies topics to which they have become accustomed. At the worst, some of these contracts amount to little more than catching up on reading in several courses; work better done in a group setting and with the pressure of the group toward integration. At the best, a few of the contracts resemble programs of "Type C" which map out new, broad fields of learning.

- c. **The Survey of Program Descriptions 1986-88.** To substantiate assumptions about the pervasiveness of interdisciplinary learning in programs, one member of the committee preparing for the accreditation process scanned 160 program descriptions for the academic years 1986-87 and 1987-88. These descriptions, written by the faculty members at the conclusion of coordinated studies programs and group contracts, go into each student's Evergreen transcript, along with the faculty evaluation of the student and the student's self-evaluation. As accounts of what actually went on these descriptions are

preferable to the catalog entries which appear well in advance of the offering of the program and set forth hopes rather than accomplishments. The 160 cases scanned (to the exclusion of four-hour courses, two-hour courses, and summer programs) represent almost the entire array of coordinated studies programs and group learning contracts offered in these years.

To ascertain the interdisciplinary breadth of these programs, the surveyor looked for the course-equivalencies assigned, the books read, the individual and group projects carried out, the expertise of the faculty members, and the topics covered in presentations and workshops. Rather than trying to ascertain the academic-departmental knowledge brought to bear, he looked for the representation of work conventionally defined by the four academic divisions: humanities, arts, social sciences (including management), and natural sciences. In addition, he set up two further categories for work that does not really belong in the contents of these divisions but rather serves them methodologically: "grammars" (mathematics, semeiotics, formal logic, linguistics, aesthetics) and "languages" (foreign languages and computer languages). Thus the survey represents interdisciplinary work as "interdivisional" rather than "interdepartmental" activity.

Results of the Survey:

-- Of the five foci used for this report, interdisciplinary study appeared most frequently. Length in quarters, number of faculty members in a program, and the level at which the program was offered all correlate significantly with interdisciplinarity. The more quarters and the more faculty, the greater was the interdisciplinary breadth. The correlation with the level of the program was negative; core programs (meant for first-year students and transfers) and entry-level programs of specialty areas (meant for second-year students) tended toward greater interdisciplinary breadth than did upper-division and graduate programs.

-- Of the 160 program descriptions surveyed, 50% were of one-quarter offerings, 17% of two-quarter offerings, and 33% of three-quarter offerings.

-- 42% of the programs (in raw numbers) were offered by one faculty member, 29% by two faculty members, 16% by three faculty members, 11% by four or more; 2% were not clearly designated.

-- 11% (in raw numbers) were Core programs, 11% entry-level coordinated studies programs, 26% upper-division programs, 40% single-faculty group contracts, and 12% graduate programs.

-- In program types, 19% were rather pure Type A, 14% rather pure Type C; the remaining 67% clustered about Type B.

-- In raw numbers, counting each of the 160 cases as a single entry, 65% show work in the humanities, 34% in the arts, 81% in the social sciences (including management programs), 31% in the natural sciences, 19% in "grammars," and 19% in "languages."

-- If, however, the entries are weighted according to the number of quarters in which the programs engaged the faculty members and students, 70% show work in the humanities, 35% in the arts, 83% in the social sciences, 34% in the natural sciences, 23% in "grammars," and 29% in "languages."

-- Weighting the count by the number of quarters devoted to the respective programs, the survey finds that of the six areas of study examined, 13% of the programs treated only one, 32% treated two, 32% treated three, 13% treated four, and 10% treated five. (No program treated all six divisional or methodological areas.)

-- When the programs were weighted by quarters, there were significant positive correlations between the length and the interdisciplinarity (+.36), and between the number of faculty members in the program and interdisciplinary breadth (+.27). There was a significant negative correlation between the levels of the programs and interdisciplinary breadth (-.30).

-- If the areas of "grammar" and "language" are excluded and one looks only at the four conventional academic divisions, the programs in raw numbers of case show 21% active in only one division, 47% in two, 29% in three, and 3% in all four. If the programs are weighted by length in quarters, 18% were active in only one division, 44% in two, 35% in three, and 3% in all four.

-- The survey suggests yet another way of examining the commitment of the institution to team-taught interdisciplinary work. Analogous to the "person/hour" computation of time and energy expended in business, industry, and government, one might talk about the "faculty/quarter" [one faculty member's full time for an academic quarter] as applicable to higher education. In the 160 program descriptions scanned from 1986-88, 560+ faculty/quarters were devoted to programs with two or more faculty and only 106 faculty/quarters to single-faculty programs.

- d. **Other evidence of the commitment to interdisciplinary study.** During the past decade, some faculty members and administrators have become concerned about the dearth of interdisciplinary work in advanced offerings. In addition, some have worried about the inertial momentum by which specialty areas were inadvertently coming to dominate the planning of the curriculum for advanced students. Two recent developments in administrative policies, however, may result in more vigorous advanced interdisciplinary work.

- 1) During the phase of planning and proposing programs to be offered in the next-but-one academic year, the academic deans accept first proposals for Core programs (which many of our most senior faculty members prefer) and then proposals for advanced interdisciplinary programs. Only thereafter do the specialty areas work out their offerings for students who wish to do more discipline-oriented advanced work.
- 2) The new policy for retention of faculty members stipulates that: "Each faculty member on an eight-year contract must teach in teams at least one-half of the time reviewed for reappointment evaluations and must teach with at least eight different faculty members in those years. A faculty member on a first three-year contract must teach in teams for two of the three years, with a minimum of four different colleagues ... in the first two years of the contract. A faculty member on a second three-year contract shall have taught in teams for at least three years and with at least eight different faculty members in the first five years of the six years at The Evergreen State College." In other words, though team-teaching in itself is not a guarantee of interdisciplinary emphasis, Evergreen is attempting to foster breadth of academic collaboration in a very serious way.

Facilities and resources tend to foster interdisciplinary work. From the beginning, the library collections have developed beyond an exclusive emphasis upon printed materials to take in audio-visual resources, and the availability of media equipment to the students allows projects which cross the more usual methodological boundaries between departments and divisions. Thus even though a project may deal with natural-scientific phenomena, it may be represented in a polished slide-tape show, demonstrating artistic competence. Similarly, the laboratories and studios are integrated across disciplines both in the sciences and the arts.

The college's expectation that every faculty member should also be a teacher of writing helps to connect us and to provide an effective model for the students. A question almost always put to prospective faculty members in campus interviews asks: "Do you realize that you will also be a teacher of writing?" Though a faculty member in a coordinated studies team may be able to rely upon an experienced teammate for help in dealing with her seminar-students' papers, and though tutors and a Learning Resources Center are available for close work with students who need special help, the faculty member herself will be the first to deal with her own students' writing. The familiar split between style and content disappears. In a collection edited by Leo Daugherty and titled The Teaching of Writing at Evergreen, more than half of the contributions, 17 out of 31, were written by

members of the faculty who have never belonged to English departments.

- e. **Results.** As with any short-term assessment of the effects of practices in higher education, the evidence is hard to come by. It appears that most Evergreen students do not think about conventional academic disciplines and thus are not aware of interdisciplinary innovations while they are here. They do not regard themselves as belonging to specialty areas and, until the ends of programs, when the time comes for allocating and justifying course equivalencies, do not think much about what the disciplinary implications of their work might be. They tend to become imbued with the college's rhetoric and workings to the point where, in the absence of disciplines organized into departments and curricular requirements, they are not even aware of interdisciplinarity. In their self-evaluations, students will talk about what they have done and what they have learned. But unless they are new students, for whom the contrast between Evergreen offerings and the conventional offerings of courses by departments is still fresh, or unless they are taking a long view after graduation, they will not talk directly about interdisciplinary study.

Here, however, are the results of surveys of current students and of alumni which have forced the respondents to put their experience in some sort of perspective:

-- In a survey of new students, asking about their reasons for choosing to enroll at Evergreen, at an Importance rate factored from 1=high to 4=low, "Interdisciplinary study" appeared at a rating of "1.81" and was cited by 64% of the respondents (439 of 686).

-- In a survey of alumni, the question was asked: "How important was each factor in your decision to enroll at Evergreen?" in which the respondents were to answer "very important -- somewhat important -- not important." Interdisciplinary education led the other factors with a ranking of 69.5% responding "very important," 22.2% responding "somewhat important," and 8.3% responding "not important." When the question was asked, "Overall, how satisfied were you with ...?" on a scale of "very much satisfied," "somewhat satisfied," "somewhat dissatisfied," and "very much dissatisfied," interdisciplinary education again led the other factors with ratings of 77.6% "very much satisfied," 19.7% "somewhat satisfied," 2.1% "somewhat dissatisfied," and 0.6% "very much dissatisfied." It is important to note that in both surveys, the expectations and satisfaction with opportunities for "advanced interdisciplinary work" was significantly less than that for "interdisciplinary education" in general.

3. Cooperation and Collaboration.

- a. **General Considerations.** Collaborative and cooperative work has been a central feature of the Evergreen experience since the college opened. Structuring the curriculum around full-time faculty teams collaborating across disciplines created an environment in which learning communities of students and faculty could emerge and flourish. By its very nature, a learning community embodies the concepts of collaborative enquiry, shared learning, cooperative participation, and respect for individual differences. These concepts remain at the heart of the Evergreen experience today, and are expressed in a variety of ways in the academic and administrative sides of the college. Competitive hierarchy is minimized with a system of rotating service in the deanship whereby faculty may serve a term as dean, and then return to the faculty, and faculty rotate into positions of conveners of specialty areas. Cooperation in learning is modeled for students by faculty from different disciplines who collaborate in program teaching teams. Students see clearly that faculty continue to learn from each other in creative dialogue at the same time that they teach together. This becomes a powerful model for how students may learn from each other.

Specialty area self-studies refer repeatedly to the importance of cooperation and collaboration in their program offerings. For example, Humanities includes the following as one of three central statements about the area: "Teaching and learning in the Humanities specialty area is collaborative; collaboration and not competition is the aim and practice." Core includes "teaching students about working in groups" as one of its stated goals, and many Core faculty emphasized the importance of year-long programs in getting students to experience "academic community." The Native American studies area states that "The Native American faculty, the faculty members from different disciplines, and the students combine to bring about a learning dynamic which builds on the philosophy that the group is greater than the sum of the individuals." The introduction to the Tacoma Program's self-study contains the following:

Students who enroll within the Tacoma Campus do often speak of "our family" and truth and hard work. We do struggle with the meanings of loyalty and the values of commitment. Students here help each other and the faculty. Our faculty does the same.

Similar statements, or specific reference to group projects, appear in other specialty area self-studies.

Because the faculty believe that the cooperative and collaborative environment of a learning community is more hospitable to the acquisition and retention of useful knowledge than is a competitive one, they have incorporated a variety of methods throughout the curriculum to foster collaborative spirit. These include narrative, non-competitive evaluations, rather than a grading system; the almost universal existence of seminars and discussions

as vital elements in learning experiences; shared critiques of writing and artistic work; small group workshops on problem-solving skills; innovative laboratory experiences; and collaborative group projects. In the process of engaging in these activities students learn significant skills in getting along with each other and in respecting individual differences and viewpoints. They learn to take responsibility for their own actions, to trust others (and themselves) in making a variety of judgments of artistic, aesthetic or scientific merit, and to collaborate on projects that transcend the interest of narrow individualism. The existence of genuine learning communities at Evergreen allows students to engage complex problems where the learning often entails unanticipated lessons about one's character, integrity, and openness to the diversity of human experience. Learning is not confined to the academic at Evergreen, nor is it designed to nurture competitive isolation. The faculty remain convinced that training in collaborative enterprise is the best method to prepare students for the realities of the world today.

- b. **Curricular Components Fostering Cooperation.** Of central importance to the fostering of an attitude of cooperation in learning is the use of narrative, non-competitive evaluations rather than grades. The elimination of the grading system, and in particular the grading "curve," has had a profound effect on student attitudes at Evergreen. Students do not look upon each other as competitors for grades, but rather come to realize that they can learn from each other as well as from more traditional sources. This is a different attitude than is usually seen at institutions that rely on the grading system, and is quickly noticed by new faculty as they come to Evergreen. An important component of our narrative evaluations is that one measure of a student's learning is progress as measured from where the student began a program of study. Students find that this approach renders unnecessary the view of other students as competitors scrambling against each other for the few good grades. Rather, students begin to recognize that it is their own personal intellectual growth that is being evaluated. When this recognition is coupled with a pedagogy that emphasizes seminar discussions, group projects, and workshop sessions, students fairly quickly tend to see each other as resources for learning, and they become more interested in cooperative learning ventures.

Of equal importance in fostering attitudes of collaboration and cooperation is the prevalence of seminar and discussion modes of learning in Evergreen programs. Virtually all of the programs at Evergreen have some form of seminar discussion. In these seminar sessions, students and faculty are expected to explore in depth the reading and lecture material of their particular program. Emphasis is placed not only on speaking skills, but on listening skills, on appreciation of diverse viewpoints, and on learning to work collaboratively. Students learn to listen to each other and to summarize their colleagues' comments, or to compare and contrast these comments with their own. They come to respect one another's views or interpretations of the readings (which may well differ from one's own), and invariably find their own understanding

broadened as a result of hearing from their colleagues. One of the most prevalent realizations that new students have upon experiencing a book seminar discussion as part of their orientation in the fall is that they have a lot to learn from each other. This is a particularly strong realization for students fresh out of high school, where their concept of learning is typically that the instructor (or the book) is the source of all knowledge. By demonstrating that one can learn important things from one's colleagues, seminar discussions play an important role in the cognitive development of students who come to Evergreen in the dualistic position described by the measure of intellectual development (based upon the Perry theory), or (equivalently) who are in the position of received knowing described by Belenky, et al. in Women's Ways of Knowing.

Seminar discussions also afford the opportunity for some students to gain a sense of voice for their own intellectual capacities. Faculty repeatedly talk of the importance of discussion sessions to the development of students who have little sense of their own intellectual abilities, and who are initially quite silent. With time, these students gain confidence in their own thinking, and begin to express it to the group. Obviously the creation of a "safe" discussion setting, where an individual's views are treated with respect, and where one can venture new or untried ideas is essential, and faculty play a vital role in modeling the behavior that creates such a space. It is the experience of many faculty that seminar discussions afford an important arena to address the development of a sense of personal voice that was so critical to many women in the study by Belenky et al.

Students also learn that seminar discussions flop if they show up unprepared, so that an incentive exists to take more responsibility for one's learning. This includes taking personal responsibility in addition to becoming concerned that others in the seminar group prepare adequately to contribute to the group process. For example, a graduate of Evergreen wrote in the alumni survey:

Small group seminars [were very positive] because it was the student's responsibility to organize them, and maintain quality. Hence we learned to assume responsibility for our own education.

That this concern may lead to interpersonal interactions that are occasionally difficult is seen positively by most students, because it is simply a small scale example of learning to deal with people in group settings, something that one encounters throughout the working world. The faculty believes strongly in the value of teaching students to solve the type of small group difficulties that arise in seminars, and to learn the skills of collaborative and cooperative work.

Seminar discussions are probably central to most of the programs in the humanities and social sciences, and certainly exist in virtually all of the programs in the arts and the natural sciences. However, in these last two areas the seminar may not be the central

focus of the program. Nonetheless the importance of collaborative and cooperative learning is seen in these areas with the emphasis on shared critiques of writing or artistic work, workshop exercises that involve small group problem-solving, innovative laboratory experiences, and group research projects. In all of these situations the faculty is convinced of the importance of teaching students to respect and learn from the views of others, to learn to solve problems in a collaborative fashion, to work with and perhaps work out interpersonal styles and differences, and to contribute to a larger whole than the self.

Shared critiques of writing or artistic work play an important role in many programs. This teaching technique is used extensively in Core programs, and in other programs within virtually all the specialty areas. Faculty obviously see great utility in using this technique to enhance learning. Students, knowing that their work will be read by their peers, often write more fluidly than they would to an instructor in position of authority. Moreover, if they know their work will be read aloud to a small group of peers, they often invest significant care in revising and editing their work. Additionally, putting students in the position of commenting upon and recommending improvements to others' writing has a demonstrably positive impact on the clarity of their own writing. Students get an operational feel for things like the logic and support of an argument, the connection of ideas between paragraphs, or the intelligibility or precision of expression of difficult concepts. In the process of discussing each other's written work students learn to look at writing with the eyes of an editor, and this has a profound effect on their own work.

Similar forces are at work in the visual and performing arts where shared critiques are a part of all programs. The audience of one's peers is a powerful one to produce for and students gain practical experience with the vocabulary and techniques of critical appraisal of artistic work. This in turn has a positive effect on their own creative and expressive efforts.

Workshop settings for collaborative problem solving occur in many parts of the curriculum. For example "Matter and Motion," the entry-level program in calculus, physics and chemistry, is one of several programs to use workshops to teach problem-solving skills to small groups of three to four students. Each group is given a problem which the students must solve collaboratively. The students are then to present the results to the rest of the class. The interaction with other students and the necessity to explain the results to one's peers greatly enhances the understanding of the material. Working with others in this manner not only builds collaborative skills, but it greatly improves the problem-solving skills of an individual as well. As with the shared writing and artistic presentation critique sessions, workshops like these build a sense of trust in one's colleagues, and the ability to use them for help with difficult problems.

Innovative laboratory experiences, for instance in the "Matter and Motion" program, have stressed teamwork in exploring open-ended

questions. Rather than serve up an array of self-contained experiments where the task of students is to replicate a series of steps in order to measure a value that is (hopefully) close to some known result, the laboratory in this program uses student teams to explore new territory. Students, working in pairs, are asked to use their own curiosity and imagination to explore interesting (and somewhat open-ended) experimental problems, and in due time to report back to the whole class. Because the tasks are set by the students (often with the faculty asking leading or provoking questions), they develop a sense of an actual research environment in which they rely on each other to clarify their own ideas on how to interpret what they are observing and on how to proceed with the next steps.

Small group research projects are found in almost all parts of the academic curriculum. Group project work is mentioned in almost all of the specialty area self-studies, and affords an excellent opportunity for linking academic theory with practical application. The nature of the projects undertaken in the specialty areas of course varies widely, but a common thread in all of them is that small groups are able to accomplish more than one individual could (and hence projects of genuine significance are often undertaken), and that a vital component of any project is learning to work well with others, both on and off the research team.

For example, an entire program recently collaborated on a project of public sculpture in downtown Olympia and on the Evergreen campus. The project involved not only the artistic work of erecting the sculptures, but the planning of project logistics, the securing of necessary permits and approvals, and the handling of the extensive media coverage. Projects of this nature are beyond the scope of one-person shows, and contain significant lessons in working collaboratively with each other and with members of the surrounding community.

The Energy Systems program for years has required students to form small design teams to collaborate on solar energy design solutions to problems ranging from individual dwellings to suburban layouts to multiple story buildings. Many of these projects have involved field work for actual clients. Student teams have had to devise project timetables, task assignments, and presentation strategies. They have had to resolve frictions and tensions between team members, and find a way to get the task at hand completed. Indeed a team of five students in a "Sustainable Community Design" program who collaborated on the design of a neighborhood park for Olympia (including presentations to the local neighborhood association and then to the City Council) felt that in retrospect they learned more about working with each other than they did about the park design methods. This group discovered plenty of tension when each of their fairly strong egos rubbed up against one another, yet they managed to resolve those tensions and proceeded to produce an award-winning design for a neighborhood park. The park was subsequently built by the Eastside Neighborhood Association and the Olympia Parks Department, and exists today not only as a monument to direct student involvement in community improvement, but

(implicitly at least) also to learning the ability to resolve conflict and work together productively.

In the Management and the Public Interest specialty area, group projects have been central to many of the advanced offerings. For example, a small business research team of ten second-year Management and the Public Interest students evaluated production, marketing and finance functions of the Hoodspout Winery. A marketing research team of fifteen students surveyed consumer attitudes for the Olympia Downtown Association, and there are numerous other examples. In the advanced "Business of Computers" program, groups of students worked with customers both on and off campus to assess computer needs and to develop software packages to meet those needs. For these projects the ability to communicate with others and work collaboratively is perhaps more important than being a whiz at computer programming.

- c. **Results.** Evergreen graduates seem appreciative of what they have learned through the college's emphasis on collaboration and cooperation. The 1988 alumni survey results showed that 56.6% of Evergreen graduates thought that their education here contributed "very much" to their ability to work cooperatively in a group; in contrast, the national norm is 40.3% of students saying their college education contributed "very much" to their ability to work cooperatively. Individual comments reveal more specifically the ways in which cooperation was important to Evergreen graduates:

The Evergreen State College emphasizes having the chance to really learn group dynamics first-hand while working on a year-long subject. It was an experience few, if any, schools provide.

The non-competitive atmosphere of the school was wonderful for me and for others . . . I found this aspect of Evergreen to be very important for my personal growth and self-confidence.

Teamwork emphasis in class projects and assignments prepared me for the real world of business in a large corporation.

My first year at TESC I was enrolled in a basic [Core] program, but there was nothing basic about it . . . Our group was given nine weeks or so to design our presentation; we had complete freedom in which to work. We encountered many problems and disagreements, but the final result was a smashing success--so successful, in fact, I will always remember the feeling of elation we all experienced.

The Evergreen State College emphasizes cooperative learning, not competition between students. Evergreen is a little eddy, a quiet place where the shy, the delicate, the nerds of the world, can discuss without fear of being called stupid, their half-formed ideas, their guesses.

But the following quote perhaps best indicates how powerful an experience cooperative learning can be:

My most positive academic experience was the self-reflective group in "Unmasking the Social World": I was a male, local in origin, naive in nature, strong in principle, in a room once a week with a very diverse group. Many were, it seemed, diametrically opposed to me in background and life style, but each was truly gifted in many ways. In the framework of the group, we contributed, exposed, opposed and complemented each other in a truly rewarding group dynamic. I learned what the concept of social science really entails. The year-long experience grounded theory in reality for me, and opened up a new way of understanding people and myself.

4. Teaching Across Significant Differences. Teaching across significant differences is a central theme of the college's commitment to achieving diversity on campus and to its commitment to preparing students for "the world of the future". As described in the Strategic Plan's Mission Statement, that world, one of complexity, innovation, change, an international economy and intercultural populations will demand that its citizenry acknowledge and live with diversity. In response, Evergreen has been developing ways to establish teaching across significant differences as a solidly placed, major educational and community focus, so that we are informed by differences rather than alienated by them. Since it has explicitly emerged as a focus relatively recently in the college's history, teaching across significant differences is not nearly so ingrained in the culture of the campus as the other foci, nor is it as evident in current course offerings. However, to varying degrees, three main areas are beginning to show the effects of this particular focus: the very people who study and work here comprise a diverse population; the curriculum incorporates diverse viewpoints; the outright practice of what we teach and study results in diverse applications.

In discussing significant differences the faculty and students of the college are referring to a wide variety of qualities. While in recent years the focus of this effort has been on dealing with differences of race, ethnicity and nationality, the concept includes differences of gender, sexual orientation, age, and class as well. The college has made a reasonably successful effort to deal with issues of gender in the curriculum. Materials dealing with differing gender perspectives on materials from the sciences, arts, humanities, and social sciences are regularly included in the curriculum. These issues are integrated into the whole context of the curriculum and are not understood by faculty to be tokenism, but as a necessary component of understanding how any discipline or subject matter should be understood in the modern world. The inclusion of this material is reinforced by the fact that 37 percent of the faculty is female. In assigning program teams, especially in Core programs, the deans attempt to ensure that at least one member of the team is female. The inclusion of female faculty serves as a significant role model and helps to reinforce the authority of female faculty as scholars and teachers in the minds of students. The college has also made significant efforts to work with older returning female students in the past in a

series of programs called "Re-introduction to Education." While these efforts are not as prominent in the curriculum as they were three or four years ago there is considerable effort to support returning students.

Over the years Evergreen has had a significantly older than average student body. Until about five years ago the median age was approximately 25 years of age. In the past five years this age has dropped to approximately 23 years of age. The faculty has typically found that the presence of older and younger students in the classroom has provided an important dialogue. Discussions of social policy tend to have a radically different tone when at least some of the students know what it is like to live with the consequences of a policy as a worker or as a recipient of social services. The seriousness with which most older students who have taken the step to return to college approach their work has a very positive effect on the work of younger students. Indeed the classroom can provide a very powerful vehicle for intergenerational discussion and understanding. The fact that we have attracted a younger, more homogenous student body in the past few years was the source of much of the impetus to change our admissions policy.

While issues of class are much less clearly integrated into the curriculum overall, they are prominent in at least three areas, political economy, environmental studies, and some of the work in human health and behavior. While class issues are not often addressed in terms of the affective and emotional understandings of the impact of class, an analysis of social issues in terms of class variables and the questions that raises for issues of social justice are a prominent part of the curriculum in political economy, MPA and in some programs in environmental studies. The latter is typically in the context of a global political economy. In terms of services to students, the college operates the Keep Enhancing Yourself (KEY) program which is geared fundamentally to helping low income, first generation college students find their way through both the academic and social pitfalls of college life. The program has been quite successful in providing necessary additional attention and support. In the 1988-89 school year there were 170 students in the program. Unfortunately this number is not adequate to deal with the entire population in this category.

In dealing with teaching across significant differences the college has found that while providing important pieces of subject matter that deal with differences is important, fundamental changes in the way in which information is used in the curriculum and transmitted to students is dependent upon having a faculty who both possess and model differences. For the past two years, recruitment and hiring of faculty and staff have been vigorously aimed at bringing people with substantive intercultural experience. In the 1987-89 school years 14 of 25 regular appointments to the faculty were people of color. Currently 35 of 176 or approximately 20% of regular appointments on the faculty and among the library faculty are people of color. There is now a meaningful number of people working here whose differences are more than academic, but are rather representative of multifarious experiences, backgrounds and

cultures. Exchange faculty and visiting intercultural faculty contribute as well to the face, study and teaching of diversity among the community.

The same period of time has seen increased activity in the recruitment of students from culturally diverse areas and, more recently, a new admissions policy seeking to enhance the diversity of the student population. Specifically identified for contributing to that diversity are members of protected classes (physically challenged individuals, members of protected ethnic groups, Viet Nam veterans), first generation members of families to attend college and older adults. Historically, the student population has included non-traditional students who have self-selected to attend school here. Their presence has always been one of the factors credited with making academic life here fuller. Nonetheless, off-campus sites for the college continue to claim a more diverse student population than the main campus. One anticipated outcome of the late infusion of new faculty and staff is that the main campus will present itself more hospitably as a choice for students from a wider range of backgrounds. That hospitality necessarily entails increased support services and resources for such diversity. Some progress toward their provision has been made in the expansion of Academic Advising, the hiring of a minority counselor in the Admissions office, the hiring of an Intercultural Outreach Librarian, the addition of a First Peoples' Retention Counselor and revised orientation for new students and faculty. A proposal to fund a full-time position for outreach to the physically challenged members of the community and another proposal to develop workshops and training in intercultural communication are under consideration at the time of this writing.

Given the interdisciplinary focus of teaching and studying at Evergreen, the curriculum has always reflected to some extent a variety of viewpoints, teaching methods and styles. Their reflection has been more vivid and regular in some areas of study than others. Most fundamentally committed has been the Tacoma Program which has had for some time as one of its goals that "students should develop attitudes of recognition and respect for the human diversity in the classroom, the community and the world." And again, it is only recently that the entire campus has begun to conscientiously build teaching across significant differences into the curriculum. A review of the program descriptions for 1986-1987 and 1987-1988 indicates its presence as a major emphasis in 20% of the combined program offerings, weighted by length. As a moderate emphasis it appears in 23%, as a minor emphasis in 36%; the remaining 21% of those two years' worth of descriptions shows no emphasis. One feature of team teaching at the college which is important to understanding the impact of diverse faculty on the curriculum, is that the presence of even one member of a different cultural/ethnic background on a team will of necessity influence the teaching of the entire team and provide access to a multi-cultural experience for the whole of the student body.

Area program reviews indicate that multicultural subject matter was weakly felt in Political Economy and Social Change, Management in

the Public Interest, Science, Technology and Health, Environmental Studies and Public Administration at the time of their writing. As a result of program reviews both the MPA and the Political Economy Area have made significant efforts in revising their curricular to reflect a broader multicultural understanding. Multicultural and international studies do occur quite naturally and powerfully in Language and Culture Center studies, and to a lesser degree in Expressive Arts and Humanities. Core program faculty reported that "they tried to include materials about people of color and women, but did better with the latter than the former." Again, since the program review of Core a significant number of Core programs have begun to incorporate some form of multicultural perspective into their curriculum and staffing. Presently, student self-evaluations show some acknowledgement of their authors having reached some proficiency in working across significant differences. Alumni surveys also refer to it.

Another focus, transforming theory into practice, also has prepared the ground for planting teaching across significant differences into fields of action. Evergreen's practice of using student seminars allows systematic examination of intercultural texts, ideas, topics and program themes; fosters discussion, dialogue and debate about them; and requires participants to relate somehow to each other. Opportunities for internships have always existed at Evergreen; as more of them become available in intercultural settings, students literally will be able to practice learning across significant differences. The presence of the English as a Foreign Language (EF) Institute on the campus affords members of the community an unusual chance to interact with people from all over the world; that potential has been augmented with the rewriting of the job description of the EF Institute's director and appointment of an Evergreen faculty liaison to the Institute.

During the 1988-89 school year the college conducted a major review of its international programs and teaching. This comprehensive review will produce its final report in September or early October 1989, but many of its central recommendations and understandings are available at the time of this writing. The central understandings and indeed premises of the committee's report have been mentioned earlier. The report continues by calling for a reorganization of a great deal of the curriculum around the idea of intercultural studies. It makes explicit recommendations that several specialty areas including Applied Social Theory, Humanities, Political Economy, Native American Studies, Environmental Studies, Expressive Arts and indeed Science, Technology and Health be wholly or partially reorganized and or rethought in terms of intercultural studies. It further recommends that there be a new administrative structure which will utilize even more fully the services of the recently appointed assistant Academic Dean in the area of international studies. This project is predicated on creating stronger support for language instruction and calls for the development of more extensive instruction in French, Spanish, Russian, and Japanese in the near term. The college has hired new instructional positions in French, Japanese, and Russian in the past two years and will be hiring a person in

Spanish in 1989-90. The committee explicitly calls for strengthening both domestic intercultural teaching capacity and international teaching capacity and for recruiting a multicultural student body. Finally the report recognizes that much of this development will require a redeployment of existing resources and that the development of a strong international multicultural curriculum cannot mean simply additional work. While it is too early to say whether and to what extent the committee's recommendations will be adopted by the faculty as a whole, it is clear from the scope and seriousness of the report that much of the energy and excitement in the curriculum in coming years will be in the area of expanding both international and multicultural opportunities.

Two events in 1988-89 illustrate how teaching and learning across significant differences can successfully reach a large part of the community, be incorporated into the curriculum and be practiced. The two-day-long seminar last fall on Martin Bernal's Black Athena, and its relationship to the canon and thinking prevalent throughout the academy, prompted year-long discussion in many classrooms on the campus and culminated in a symposium and series of seminars this spring. Together, these two events involved a significantly large part of the campus directly and an even larger part indirectly as their participants widened the discussion. A further example of resource allocation which facilitates real implementation of the focus resides in the library's acquiring print and non-print materials on the basis of recommendations from consultants hired to assess parts of the collection for intercultural coverage.

In sum, the college is actively and deliberately addressing ways to make teaching and learning across significant differences an important part of education and life at Evergreen. Enmeshed already in the other foci, as it gathers strength, it will contribute largely to functioning successfully in "the world of the future."

5. Theory and Practice.

- a. Introduction. The Evergreen State College treats the linking of theory with practice as an essential part of education. The commitment to bridging theory and practice is deeply interwoven in the Evergreen educational philosophy, and in the educational practice of the college. Theory and practice have at least three distinct meanings in the experiences of our students and faculty. The first dimension of theory linked to practice is institutionalized in the curriculum in the form of internships, group contracts, senior thesis projects, and the Master's thesis/application projects. In these activities, the linking of theory and practice is the direct application of classroom learning to the world of work and policy making. Credit is earned from internships by direct work experience in a sponsoring agency, business or organization. These experiences are usually combined with an academic component of readings and meetings with the sponsoring faculty, so that

students are exposed to how theories, values, and philosophy are adapted and used in everyday life and work.

For example, the master's thesis/application projects are encouraged to be applied to policy-oriented research projects with the goal of direct usefulness to a client. Often, these projects combine the rigors of a master's level curriculum with a practical "reality check" of the student's ideas from an outside (of Evergreen) reader on the master's committee. Many Evergreen students conclude their undergraduate education with an individual or group project that analyzes an issue of community interest in depth. In all these internships, group contracts, and master's level thesis work, the major goal and outcome is to attack the traditional dichotomy of knowledge as it exists in the college and the process of making that knowledge useful, functional, and productive in work and politics. Evergreen recognizes the importance of this dimension of theory and practice and our students often cite this aspect of the college as being the most meaningful experience of their formal education.

A second dimension to the linking of theory and practice is supported and encouraged by the very structure of coordinated, interdisciplinary studies at the college. Here, the connection of theory and practice is epistemological in nature. Students and faculty, as a normal part of our collective daily activities, work with specialized paradigms of knowledge (faculty expertise and texts) and simultaneously try to create synthesized, interdisciplinary understandings and knowledge. At this level, linking theory and practice requires both students and faculty to view themselves as actors and creators of their education. For both faculty and students, the seminar is where interdisciplinary understanding is established. Theory represents paradigm-bound ideas, while practice is the challenge of working with, and acting on the boundaries of paradigms and their underlying theories. Students observe faculty teams, comprised of diverse interests and disciplines, present their individual and collective world view on issues. Then, if the student is to survive and prosper at Evergreen, seminar becomes a collective, cooperative arena where students teach each other both the theory of paradigm-bound ideas, and the practice of applying those ideas in broad contexts. For example, in the MES program, a typical core faculty will consist of a social scientist teamed with a natural scientist. Students are exposed to the different questions, methods, values, and perspectives of natural and social science, and are required to see issues via a composite of these dimensions. Narrow, specialized understanding seems almost always inadequate in this context. The epistemological dimension of linking theory and practice clearly supports and prepares students to engage successfully in the activities such as internships, group contracts, and thesis projects. The college supports this second dimension of linking theory and practice in the very nature of the curriculum and the daily experience of education

at the college. This second dimension is shared by both students and faculty.

A third dimension to theory and practice exists as an implicit, but broadly shared, expectation that knowledge requires that people know how to act or use what they learned. This dimension can be understood as a product of the first two discussed above, and as a commitment by the faculty to social responsibility and justice. Citizenship is linked to education. What we teach and learn becomes real only when one is confident and empowered to act. Education is a process of personal change and growth. By stressing a covenant of expectations between students and faculty, and by placing students in an educational setting that demands personal engagement and responsibility, students learn the ethic of responsibility for their own growth and development and a sense of social responsibility to their peers. Seminars represent a constant reminder that poor preparation results in poor learning, and it is hurtful to other class members. A cooperative ethic of responsibility is a powerful outcome often cited by our students as a lasting reward of their Evergreen education.

- b. **Dimension I: Linking theory and practice through internships, group contracts, senior projects, master's thesis/application projects.** Linking theory and practice via the dimension of internships, contracts, thesis and application projects represents a major attraction of the college for students, and a significant focus of our alumni as they recall what they value of their Evergreen experience. The alumni survey develops data that suggests the Evergreen internship program contributes to our students' development on several dimensions. The alumni survey asks how Evergreen contributed to personal growth on a variety of dimensions. Former students rated the college highly on many of these dimensions. Theory and practice, defining and solving problems, planning and carrying out projects, working independently and working cooperatively in a group, all scored higher than national norms. Likewise, another question measured Evergreen alumni satisfaction with various college characteristics. Internships received an 86.1% approval rating, while independent study opportunities were rated 97.2% in the satisfied category. New, entering students confirm the view of the alumni. They indicate the opportunity of internships and flexibility to design their own program of study as important factors in their decision to enroll at Evergreen. Secondary factors in their enrollment decision include opportunities for independent study and practical application of education. Clearly, both our new students and our alumni feel strongly that linking theory and practice is important and that Evergreen offers opportunities to achieve a better understanding of how theory and practice interrelate.

The linking of theory and practice via projects occurs within the context of programs at Evergreen. In reviewing program

self-evaluations, this becomes abundantly clear. The point needs to be emphasized that internships and individual group contracts do not represent an isolated part of the curriculum, detached from specialty area programs of study. Rather, internships and practical applications are planned as a vital part of a specialty area's program of study. For example, the specialty area Management in the Public Interest designs a two-year program with the second year emphasis on group contracts and internships. Their self-study comments: "Ground the offerings in the real experience of working on actual problems and issues in Southwest Washington...at the advanced level, through project work in local organizations and businesses." Likewise, the Expressive Arts program offers between 150-200 internships every year, and the undergraduate Environmental Studies program has an average of 70% of their students involved in internships and contracts focused on local community issues and problem solving. Both the Masters of Public Administration and Masters of Environmental Studies programs self-consciously seek to reduce the gap between theory and practice in their program of study. Both programs offer graduate credit to internships and individual learning contracts. The MPA self-study states: "The program is committed to the principle that the gap between theory and practice is an illusion." To break down the illusion both graduate programs use outside speakers, adjunct faculty with strong academic and practitioner credentials, faculty involvement with community issues, and thesis projects that are often directly of use to State and local agencies and groups. As a summary statistic, probably the most revealing data on how the linking theory and practice occurs in the college is found in the program descriptions. During the last two academic years, only 2% of the program descriptions indicated no emphasis on linking theory and practice, while 38% indicated a major emphasis, and 35% indicated a moderate emphasis.

Clearly the first dimension of linking theory and practice is intertwined in the entire fabric of the college, and is a major part of how we perceive our pedagogy. The power and importance of our work on this dimension is best reflected in our students' own self-assessment of their Evergreen experience, and the how the college affected their lives.

The greatest aspect of my Evergreen education was the chance to bring together my studies, my personal philosophies, faculty and student insight, and practical experience to create a very rounded academic experience. Two internships and a variety of volunteer experiences with local social service agencies provided me with a significant experience and knowledge of our community. This played a significant role in obtaining the job I now have. The practical side of the program gave me the opportunity to develop skills that have given me confidence and heightened my desire to be independent in

planning and undertaking new challenges. It was a great experience.

The experience of writing Evergreen individual contracts was useful to me in helping to design a research project for the U.S. Environmental Protection Agency.

The most positive was being a participant in the design of Madison Park in Olympia. It was a project that inspired me to become an active small group participant as well as a good problem-solver.

- c. **Dimension II: Linking theory and practice in epistemology and the interdisciplinary structure of the college.** The second dimension of linking theory and practice occurs in the very structure of coordinated studies and the commitment to interdisciplinary education. The alumni survey indicates the importance of interdisciplinary study for our students. Our alumni indicated that the opportunity for interdisciplinary education was a critical factor in their decision to enroll at Evergreen. Over 90% of the alumni indicated interdisciplinary education was a significant factor in their enrollment decision, and the survey also demonstrates the college didn't fall short of meeting their expectations; 97.3% of our alumni indicated they were satisfied with the quality of interdisciplinary education received at Evergreen. A major outcome of an interdisciplinary education is to allow students to see and work with diverse ideas and people. Coordinated studies expose our students, on a daily basis, to faculty teams working together cooperatively and purposefully, from widely different areas of specialization and expertise. This experience results in a strong ability in our students to work across differences. This may be the most important outcome of the college's epistemological linking of theory and practice. Two indicators from the alumni survey support our belief in this outcome. Eighty-two percent of our alumni indicated their education at TESC improved their ability to understand and work with people from different cultures and walks of life, and 91% of our alumni believe their Evergreen education allowed them to better understand social, political, and technical information.

The focus on interdisciplinary education and the epistemological dimension of theory and practice develops its strength and impact from the manner it is woven into the fabric of Evergreen's curriculum. The practice of making sense of diverse methods, languages, questions and answers defined by paradigms, is part of the everyday life of a typical Evergreen student.

Once again, alumni give clear and powerful testimonials to the successful integration of theory and practice in an epistemological sense at the college.

Evergreen is the first place where I had the opportunity to integrate the bits and chunks of information I was collecting and to synthesize them into a new understanding of the world I live in, of myself, and of my role as a member of society. It is like the difference between collecting a pile of bricks and building a house. At the "regular" universities I attended, I got loads of bricks which collected in piles that never added up to any coherent whole. At Evergreen, I was so intent upon building the house that the bricks just went into place without my having to memorize each one.

The most rewarding was writing my senior thesis. This project was a richly rewarding venture in integrating perspectives taken from literature, art, philosophy, theology, and science in attempting to understand the role of suffering in human development. I grew tremendously, both intellectually and personally during this project.

Designing and carrying out a year-long interdisciplinary senior project (in biology, writing, and art). It gave me an opportunity to work intensely and without interruption, to work closely with mentors, and to confront and solve the seemingly endless problems that arise in independent research. Most of all, it forced me to think for myself.

Thus the second dimension of linking theory and practice provides a way of viewing interdisciplinary study itself as a means for transforming the nature of a student's relation to learning. In this setting learning develops additional richness, complexity, and vitality by being practiced in the context of multiple understandings of an issue.

- d. **Dimension III: Theory and Practice as a commitment to social responsibility and effective citizenship.** The third dimension for linking theory and practice is as intertwined in the structure of the college as the previous two. Effective citizenship, global understanding, and the development of a meaningful life philosophy is a desired, explicit outcome of the educational practices at Evergreen. The alumni survey again offers evidence of the importance of this dimension to theory and practice for our students. Our alumni rated their education very highly in the dimension of understanding different cultures. Compared to national norms, only 9.9% of our alumni felt Evergreen contributed very little to their understanding, compared to 26% nationally. (90% responded favorably compared to 74% nationally on understanding different cultures). Likewise, Evergreen scored significantly higher than the national norms on defining and solving problems, working independently understanding of rights and obligations of citizenship, and critical thinking. Alumni were asked to rate the college's influence on several issues

related to citizenship and social responsibility. Alumni rated their experience positively on the following: range of life choices open, 87% felt helped; ability to understand and work with people from different cultures and works of life, 82.7% felt helped; ability to participate effectively in national affairs, 72.2% felt helped; ability to develop a meaningful life philosophy, 81.3% felt helped; meaningful and self-fulfilling work, 79.2% felt their education at Evergreen helped them.

The issue of citizenship and social responsibility is a direct goal of programs at Evergreen. For example, the business program is titled "Management and the Public Interest," establishing from its very title that managerial values include social responsibility. The Political Economy and Social Change self-study argues: "Our inquiry should be defined and justified by what we need to know as American democrats in order to understand and act responsibly in the evolving world in which we hope to live." The Expressive Arts program sees their program and study connected to a better world. From their self-study, the program mentions "development of a desire to participate actively in helping culture to evolve in positive ways." The Language and Cultural Center argues that a primary program goal is to provide the students with a solid comprehension of the Soviet realities and to develop a useful language proficiency. The Native American Studies self-evaluation notes, "the program promises partnership among and between the students, the institution, and the community in order to better serve each of these elements of a plural society...The Native American faculty, the faculty members from different disciplines and the students combine to bring about a learning dynamic that builds on the philosophy that the group is greater than the sum of the individuals."

The themes of citizenship and social responsibility imbued in the identity and purpose of our academic programs leaves a lasting outcome for our students. Our alumni speak to these issues most eloquently.

Evergreen emphasizes the life-long process of structuring a personal belief system, the constant tinkering with ideas and ethics that keeps us honest.

Involvement in year-long political ecology program exposed me to different people and cultures.

The art classes I took my first year introduced me to so very many people who looked just like me, but whose ideas were so very different than mine!

I am still gaining insights from that experience...from dealing with my own racism to having a best friend from that student group today. Gave me the opportunity to be profoundly jolted and inspired.

Broadening my understanding of social/economic/political structures--increased models for analysis. This ability applies well everywhere--from reading a newspaper to analyzing organizational impact of change (particularly important in my job).

If you leave Evergreen thinking the world is fine, you missed the point. The *raison d'être* of TESC is that a problem society must have an educational problem. Every graduate of Evergreen is a doctor in one way or another: a social doctor, an environmental doctor, an art doctor, etc. And the patients are us.


FACULTY COVENANT
for
FORESTS AND SALMON
["Fish and Chips"; "Firs and Fins"]
A Group Contract
Fall 1987

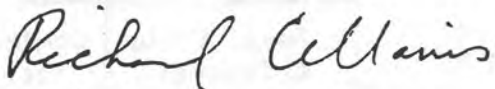
An agreement on mutual rights, obligations and responsibilities of the faculty in Forests and Salmon:

1. We will aim for high accomplishment in an atmosphere of hard work.
2. We will come on time to and participate in all program activities, including seminars, lectures, workshops, field trips, field work and laboratories, student conferences, and faculty seminars and business meetings.
3. We will prepare for all program activities.
4. We will hold a weekly faculty seminar. Program business will not be allowed to interfere with faculty seminar.
5. We will hold regular business meetings as needed.
6. We will plan and schedule the program content and make all policy decisions by joint agreement, abide by the decisions jointly made, and consult for joint agreement on any exceptions.
7. We will discuss with each other our teaching plans, strategies, and methods, but as long as there is no conflict with the agreed upon program policies, we will leave each other free to pursue those plans, strategies, and methods in his own way.
8. We will express any dissatisfaction or discomfort we feel about the program or each other's work in the program to each other at once and work together to correct the problem.
9. Recognizing that the activities of the program are our most important priority as faculty, we will avoid excessive overcommitment to other activities on or off campus. We will keep each other informed on such activities, including the number of individual contracts.
10. We will keep students informed of their progress or lack thereof during the quarter.
11. We shall keep at least one regular open office hour per week for students.
12. At the end of the quarter we will each prepare written evaluations of our own seminar students, focussing on the criteria of the "Expectations and Requirements" of the program. By the end of the fifth week, we will inform in writing any student in our seminar whom we consider already to be in jeopardy of losing credit for the quarter. Disputes about the content of faculty evaluations shall be handled alone by the faculty and student involved. Student challenges to credit denial may be appealed by the student to the faculty team and will then be decided jointly by the faculty team.

FORESTS AND SALMON Faculty Covenant--Fall 1987

13. We will not have inappropriate social relationships with any of our students.
14. We shall prepare written evaluations of ourselves and each other and meet to discuss these at the end of the quarter.
15. We will refrain categorically from talking with students about their problems with the other faculty, except with the permission of the other faculty or in joint consultation, and then only after the student has talked with the other faculty in question.
16. We will divide administrative responsibilities on the basis of reciprocity, special ability, specific circumstances and mutual trust. Primary administrative duties will be allocated as follows:
 - A. Registrar and Student Records-Pete
 - B. Budget-Pete
 - C. Deanery Contacts-Pete
 - D. Bookstore-Richard
17. We shall exercise great prudence in the spending of program funds, including no book purchases, no bulk copying (more than 10 copies), and no print shop work without consultation with each other.


Peter Taylor
Member of the Faculty (Marine Biology)


Richard Cellarius
Member of the Faculty
(Plant Biology; Environmental Policy)

24 September 1987

WORD AND IMAGE

Spring 1988

FIRST MEETING: Monday, March 28, LAB 11, 2223

FACULTY: Susan Aurand - LAB 2022, x 6711

Rudy Martin - LAB 2253, x 6009

This program is a one-quarter study of the relationship between form and meaning in art and literature. By studying a series of works by artists and writers, we will examine the commonalities and differences between structure and content in visual and verbal images. All students in the program will make written and visual images and will attend weekly seminars, lectures, workshops and critiques. Each student will have the opportunity to create an extended body of work in either drawing/painting or writing on a theme of his/her choice. Students will also undertake one or more collaborative projects combining words and images, as a means of establishing a dialogue between the creative processes of writing and image-making.

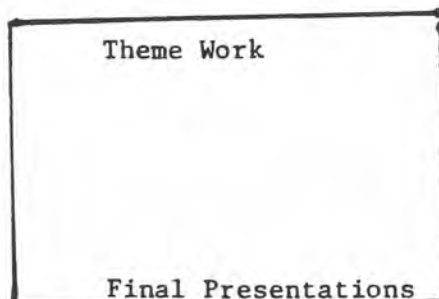
WEEKLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Lecture/ Seminar 9-12 LAB 2223	Student Led Writing & Drawing Groups		Full Group Critique LAB 1 Lobby 9-12	Craft Workshop/ Seminar 9-12 LAB 2207
Drawing Workshop 1-4 LAB 2223			Small Group Critiques 1-4	Conferences or Workshops 1-4

QUARTER SCHEDULE

Week 1	Image Project	Response Projects
2	Writing Project	
3	Image Project	
* 4	Writing Project	
5	Image Project	
6	Writing Project	
7		
8		
9		
10		

* = classes Mon., Tues., Wed.



SCHEDULE OF READINGS:

Week 1	Mon., Mar. 28 Fri., Apr. 1	Joseph Conrad - "Preface to the Nigger of the 'Narcissus' Jean Toomer - <u>Cane</u> (116 pps)
2	Mon., Apr. 4	"Wedding Word to Image: Metaphor" (23 pps) "Metaphor" (from <u>Bicameral Mind</u>) (25 pps)
3	Mon., Apr. 11 Fri., Apr. 15	"Clustering: Doorway to Your Design Mind" (21 pps) Grace Paley - <u>Enormous Changes at the Last Minute</u> (198)
*4	Mon., Apr. 18	"How the Mind Works" (6+ pps) "Linguistic Intelligence" (26 pps)
5	Mon., Apr. 25 Fri., Apr. 29	"Spatial Intelligence" (35 pps) "Biography of a Painting" (28 pps)
6	Fri., May 6	Jim Heynen - <u>The Man Who Kept Cigars in His Hat</u> (61 pp)
7	Fri., May 13	"Hundreds and Thousands" (5 pps)
8	Mon., May 16	"Words and Photographs" (7 pps)
9	Mon., May 23 Fri., May 27	"Literary Archetypes and Spatial Archetypes" Jean Toomer - <u>Cane</u>

All texts and reprints are on the Word and Image shelf in the Bookstore.
In addition, there are a limited number of copies of the following two reference books, for students who want additional technical help in writing or drawing.

Daniel Mendelowitz and Duane Wakeman - Introduction to Drawing
Daniel Pearlman and Paula Pearlman - A Guide to Rapid Revision

MODEL FEE:

There will be a \$10/student model fee to pay models for the drawing workshops

DRAWING WORKSHOP SUPPLIES:

- 18 x 24" drawing pads: one newsprint pad (smooth surface is preferable)
one drawing paper pad
- 20x26" or larger drawing board - masonite or plywood. (You may wish to buy a large 4x8' sheet of masonite with other students and then cut it up in the woodshop, rather than to buy an expensive official "drawing" board.)

- masking tape
- 2 kneaded erasers
- a Mars brand plastic eraser
- compressed charcoal (Comes in rectangular sticks under the name "Charkole." Buy a box of 12 sticks.)
- soft cotton rags (eg. old T-shirt rags) approximately 6x6" or a small chamois rag
- 2-3 tortillons, various sizes (tightly rolled paper sticks, used for blending)
- spray fixative (Blair, Krylon or Grumbacher - no hairspray, please!)
- box for containing supplies
- 6 B drawing pencil
- clear push pins
- scissors
- ruler
- 8" x 10" piece of cardboard
- large clips to hold drawing pads to board

Additional supplies will be suggested later in the quarter.

STATEMENT ON CREDIT:

Students expecting to receive full credit in the program must regularly attend program meetings; participate actively in seminars, workshops, large and small group critiques, student groups and conferences; complete six image/writing response projects and a body of theme work representing a good five weeks effort; complete a typed Self-Evaluation and Faculty Evaluations and participate in a final Evaluation Conference.

Word and Image--Snapshots of an Evergreen Program

The following is not an account of a typical program because there is no such thing as "typical" at Evergreen. Each program, even one that has been offered before, is as unique as the individual students and faculty members who create them.

But there are strong, underlying principles that can be found in all Evergreen laboratories, seminars and studios. There is also an undeniable excitement about learning and growing. In order to capture some of that excitement, the Catalog team spent time last spring visiting "Word and Image," an advanced (senior and junior-level) academic program.

Monday, March 28, 9 a.m.--First day of the quarter.

Pens and fresh notebooks in hand, students file in, select a seat and sit down. Some call out to friends, others seem a little nervous, looking around, opening and closing their notebooks, setting their pens down on the desk and picking them up again. There is the energy of new enterprises, new beginnings in the air. At first glance, this gathering of 42 students could be a new class at any college or university.

But look closer. The first tipoff that this is not an ordinary class at an ordinary college is the fact that there is not one, but two faculty members at the front of the class. They're sitting on the same level as their students, looking directly at them.

"I believe all of you know who we are," begins one of the faculty, "but just in case you don't, I'm Rudy and this is Susan." He pauses and looks intently around the room. "Susan and I have been talking about teaching this program for seven years. I'm ready. I've got my suit on!" The class laughs at his well-known tradition of wearing a suit and tie on the first day of class. Then he grows more serious. "There's a lot of excitement, a lot of anticipation here. The admission process to this program has been very selective. Susan and I studied each of your portfolios. You wouldn't be here if we didn't believe you're capable of taking big risks."

The faculty members are Rudy Martin and Susan Aurand. The experiences they bring to the classroom are priceless. Aurand, a 14-year veteran at the college, is an accomplished Northwest painter. Martin, a novelist and short-story writer, was present at the birth of Evergreen as a member of the founding faculty team that worked around the clock for a year to plan Evergreen's unique educational style.

The students are a diverse group. They come from Maine, Florida, the Midwest, Alaska and all over Washington state. The oldest was born during World War II and the youngest was born in 1969, two years after Evergreen was founded.

"I know there was competition to get into this class," Aurand tells the students, "Rudy and I want you to know that you are not competing with each other now. Leave that competition outside the classroom. In here, we expect you to be cooperative, to be resources for each other."

Aurand is describing the ground rules for "Word and Image," a one-quarter study of the relationship between form and meaning in visual art and in writing. The challenges are significant: writers will draw as well as write, and artists will write as well as produce visual images. The purpose of this "crossover," explains Martin, "is not to turn poets into painters or vice versa, but for you to understand the creative connection between both forms."

"Allow yourself to be a beginner," says Aurand, "you're going to make a lot of drawings that you think are UGLY. Let yourself do it. Don't think 'ugly,' think 'interesting.' Make the ugly part bigger."

Students laugh but also nod their heads in appreciation of her advice.

"Ask other students for tips," she continues. "There's no such thing as 'God-given talent.' Get rid of that idea. Everyone has enormous potential. Don't throw anything you draw away!" she concludes with emphasis, "it's all valuable."

"I've got the same song," says Martin, "You can't write well unless you do a lot of 'bad' writing. Also, don't decide that you're a poet and can't write fiction or an essayist who can't write poetry. Tackle it all."

The two faculty distribute copies of the class schedule, reading list, and program summary. It will be a busy spring. Students will read and discuss works of fiction, articles on linguistic and spatial intelligence, and essays on art and creativity. They'll also view and respond verbally and (sometimes in writing) to well over a hundred paintings, drawings and photographs. Students will also attend weekly seminars, lectures, workshops and critiques. But that's not all.

"Each of you," reads the program description, "will create an extended body of work, representing a good five weeks effort, in either drawing/painting or writing on a theme of your choice."

You can almost hear a collective drawing of breath as the students reflect on what they're going to do in the next 11 weeks. They have been challenged to write, draw, paint and think like they never have before.

Monday, April 11, Drawing Workshop

The only sounds in the studio are people breathing and the soft scrape of charcoal on paper. A model in pink leotards sits on a raised platform and holds a parasol above her head. She's surrounded by more than three dozen artists. For many, this is the first time they've ever felt free to think of themselves as artists.

A voice gently enters their concentration. "An artist," says Aurand, walking from easel to easel, "gives her or himself permission to use the whole canvas. Give yourself that permission."

One of the people with charcoal in hand, who has never

thought of himself as an artist, is Faculty Member Rudy Martin. "Although I'm reasonably confident of my ability to put words on paper," Martin told the students on the first day of class, "I'm a complete novice graphically. But I'm here to learn, as well as to teach."

Martin's efforts at the easel represents a common "crossover" experience at Evergreen. For example, a faculty physicist in another team-taught program will lead a seminar on Emerson; a faculty psychologist will try her hand at photography, while a faculty musician will tackle the study of economics.

"It blew me away," said one student, "to see Rudy up there at the easel, struggling away with the rest of us. It made me more fearless about taking on something new."

Later, at the end of the quarter, Martin will reflect: "My drawings are legendarily awful. Students were knocked out that I'd let them see me that close up. What was wonderful was that they joked with me at first, but then they taught me. Everytime we'd be in life drawing, someone would teach me something about drawing, and in the process they taught themselves."

The model strikes a new pose and there is the ruffling of 42 sheets of paper. Several charcoal strokes later, Aurand says, "If at this moment you're drawing the figure, shift your focus and draw the environment. Draw something that intersects the figure."

The concentration by experienced artists and novices alike is intense. You can almost see the lines of sight between artist and subject. "Remember," says Aurand, "the point is not to make a good drawing but to improve your seeing."

PROGRAM DESCRIPTION

WORD AND IMAGE

Word and Image was an intermediate/advanced study of the relationship between form and meaning in literature and art. Students who had done previous work in either creative writing or visual art were admitted. In the program, students made creative work in the medium unfamiliar to them (art or writing), as well as in their medium of strength. They also examined the similarities and differences in how writing and images are conceived, developed, given shape and content.

In weekly lecture-discussions, the faculty presented topics focusing on specific craft elements in writing and art, such as metaphor, composition, presentational posture, the use of memory, detail and symbolism. Faculty and students read a series of short, theoretical texts on brain function and the creative process, Cane by Jean Toomer, and short stories by Grace Paley and Jim Heynen (see reading list below). They also studied art works by a range of contemporary artists. These readings and art works were examined and discussed in weekly seminars and craft workshops.

In the first half of the quarter, students were assigned four image/writing response projects. Specifically, they were asked to make two finished images, one in response to a story from Cane, one from Enormous Changes at the Last Minute; and to make two short stories, one, in letter form, from their own drawings, and one from an image by an artist (either George Tooker, Kathy Gore-Fuss, or Ralph Meatyard). All students also participated in a three-hour, weekly life-drawing class, which ran all quarter, to improve their skills in seeing, rendering, 2-D design and composition.

At mid-quarter, each student was asked to choose a theme and to develop, in the last five weeks, a series of finished works in images or writing, or a combination of images and writing. Each week the students' theme work was critiqued in a whole-group, three-hour critique. The students also met twice weekly in small, student-led groups to offer suggestions and critiques on one another's works. At the end of the quarter, all students participated in a formal show of their theme work (writing and images), and each made a twenty-minute final presentation to the program on his/her quarter's work.

SELF-EVALUATION

SUSAN AURAND

Word and Image, Spring 1988

Returning to Evergreen from sabbatical during fall and winter quarters of 1987-88, I had the great pleasure of teaching with Rudy Martin in the "Word and Image" group contract. This was an intermediate-advanced study of the interrelationships among form, content and craft in visual art and creative writing. We chose a group made up of both art students and writing students, and we asked them to undertake serious creative work in both their own fields and in the medium new to them. As a whole program we examined the common wellsprings of art and writing, what Rudy calls "the imaging process." We examined how an artist's or writer's memories, experiences, and ideas are given concrete form, then crafted, refined and evaluated. We established an ongoing dialogue between art and writing, and had a terrific time in it, as did the students. The program was a real treat and a great success.

My responsibilities in the program were: coordinating; teaching a weekly drawing class for the whole program (36 students); conferencing weekly with students on their individual theme series; presenting (with Rudy) weekly talks on theoretical topics; facilitating (with Rudy) the weekly craft workshops (on images and texts); and leading (with Rudy) the weekly critiques. Overall, I think I taught well, though better in some parts of the program than in others. It would have been hard to teach poorly in this program. We had wonderful students who stimulated and challenged us, and Rudy's outstanding teaching was a constant inspiration.

The strongest contributions I made to the program were these, I believe: First, throughout the quarter, I helped to translate back and forth between the vocabularies of art and writing, identifying analagous aspects of the two media and clarifying similarities (and some differences) in their processes. This helped the writing students, in particular, to make a rapid, successful jump into art. They were able to quickly apply their knowledge of narrative voice, metaphor, detail and craft to the making of visual images.

Second, I think that I helped to make an atmosphere in the program that encouraged risk taking and mutual teaching among the students. I worked consciously at this, in a number of short talks and journal writing exercises, through the drawing exercises I chose to present, and through constantly keeping conferences and critiques focused on the investigative process that the students' work represented. I think that much of the success of the program was due to how much the students began to teach one another, in an open dialogue between the artists and writers. It was a major part of my and Rudy's work to establish that dialogue.

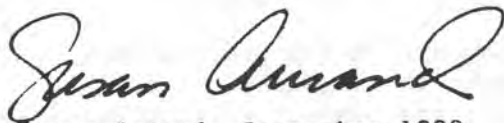
Third, I think that I did good work in helping students to identify and develop themes for their creative work which were connected to their own lives. It was finding this connection, I believe, which enabled so many

of the students to make rapid progress in their technical skills and ideas.

The areas in which I feel I could have done better are two: First, in retrospect, I would have liked my theoretical talks to have been more rigorous. I think I did well what I did, but the students were ready to do more than I had anticipated. In doing this program again, I would make the weekly presentations more challenging.

Second, I discovered this quarter that I could be doing better work in leading seminars. I am a good seminar facilitator (at least by past student reports), but I had the chance to watch a real master (Rudy) in action this quarter, and I suddenly became dissatisfied with my own performance. My standards went up! I discovered that I tend to over-prepare. That is, I come to the seminar having done so much work on the text that I have too great an agenda for the discussion. As a result, I tend to try to move the discussion along so that it hits all of what I consider the important points. Students sense this hidden agenda on my part and feel tense, less in charge of the seminar. From observing Rudy, I learned how to more actively reinforce the students' contributions to the discussion, how to increase their confidence and sense of ownership of the seminar, while eliciting from them the major important ideas concerning the text. It is a matter of trust -- of trusting the students and the process more. I am looking forward to using what I've learned next quarter.

In conclusion, for me "Word and Image" was one of the most fun and instructive programs I've ever taught at Evergreen. It confirmed for me (and for Rudy, too, I believe) a number of theories I had about the creative process and the relationship between writing and image making. And it demonstrated an exciting approach to the teaching of both at Evergreen. The chance to teach with Rudy was a truly developmental experience from which I learned a great deal about writing and teaching. Sign me up for the next "Word and Image!"



Susan Aurand, September 1988



The Evergreen State College

SA

FACULTY EVALUATION FOR RUDY MARTIN, by Susan Aurand, Spring, 1988

Dear Rudy,

Throughout the quarter, whenever anyone asked me, "How is it to teach with Rudy?" I would reply, "It's an enormous pleasure!" And it truly was -- one of the most delightful and instructive quarters of teaching I've had. Thank you! You are an outstanding teacher. It was easy for me to see why students learn so readily from you, as, indeed, did I. You share generously your deep knowledge and love of writing and literature. You talk with students in an attitude of interested respect, validating their perceptions, yet challenging them to dig deeper. You share your own experiences, without dominating a group. And you are able to let the students teach you.

In your Self-Evaluation, you wrote about three of the many important contributions you made to "Word and Image." I agree with your descriptions of them. First, during our planning meetings and throughout the quarter, you clarified the central concepts of our work, articulating them eloquently for everyone. Our discussions of the "imaging" process gave me new insights into the phenomena of creative work; and the texts you introduced (particularly Conrad's "Preface") became the conceptual cornerstones of all we did in the program. I know I shall rely on them often in the future.

Second, you consistently drew connections between the varied aspects of our work, weaving the parts together into a whole. I was especially impressed by how quickly you learned a visual vocabulary, and by your ability to relate visual issues to writing issues in our group critiques. Your critiques were adept and insightful, always touching on key aspects of a work, or an important idea that I, or the group, had missed.

Third, of all the things that occurred in the program, your willingness to be an active student in the life drawing classes was one of the most important. You were a model for our students of taking risks and exploring new ideas. They realized that we were engaged in a cooperative learning situation, not merely talking about one, and had the pleasure of sharing knowledge, as well as receiving it. I was impressed with the progress you made in drawing, and hope I can do as well when I get the chance to be a writing student!

Like you, I regretted that we didn't have the possibility of incorporating a writing workshop in the program. But I don't think that you should criticize

yourself for not working overtime, when you were only supposed to be teaching half-time in our program. It shows a bit of Westcoast Protestant Guilt, don't you think? I also disagree with your comment that you weren't able to teach fiction writing to all levels of students successfully. Although the art students progressed more slowly in writing than the writers did in image-making (probably because they had fewer structured, public opportunities to practice), by the end of the quarter, all but one or two of the timid writers had made important progress and felt eager to continue writing. For many of them, the fruits of your good teaching will appear next quarter. (A case in point is Bill Schuver; after being too shy to write more than a few poems all quarter, he reports that he has enrolled in a poetry class because he is excited to continue writing!)

I also learned a great deal from you about fiction writing. The emphasis you placed on knowing who one's narrator is and on the idea that fiction is "made life" will help me in teaching writing students in the future, and in doing my own creative work, both written and visual.

Finally, I want to comment on your excellent work in our seminars, from which I also learned a great deal. I was very impressed by your ability to elicit responses to the readings by creating an open, relaxed atmosphere of acceptance. You posed key "starter" questions, and then would skillfully rephrase them several times to keep everyone focused on one idea, pushing deeper into it, before wandering off toward something else. You effectively acknowledged each person's comments, often unearthing from a student's muddy statement a gem of insight, and presenting it to the class as evidence of the student's brilliance. (The student would beam!) You wove ideas together, going back to pick up loose threads -- always remembering with amazing accuracy who had said what. You have the enviable ability to hold the whole seminar discussion and process in your mind as a picture, and to see its shape, strengths and weaknesses. That's quite a skill!

I could say much more about your teaching, but for the sake of brevity: you're a masterful teacher and anyone fortunate enough to have worked with you will agree. As a colleague, you were conscientious, patient, good-spirited and supportive. Thank you for your morale support during what was a difficult time for me personally. Your good humor and good work were a constant delight. I'm already looking forward to the chance to join you in another fun experiment. Anytime!

Susan



The Evergreen State College

EVALUATION OF SUSAN AURAND, by S. R. (Rudy) ^{SR} Martin, Jr., 9-88

Dear Susan,

As I had hoped (and I must admit suspected) it would be, teaching "Word and Image" with you during the spring of 1988 was highly instructive and a great joy to me. I thought our backgrounds were mutually contributory and our values and assumptions about art, about teaching, about doing what we do meshed beautifully, for our students and for us. And you were wonderful in the study at a time when other pressures and problems would have deterred a lesser spirit and intellect. You worked hard and steadily; you kept your energy and interest constant and our goals in sharp focus. I thank you for an extremely rewarding experience.

I think "Word and Image" was indeed a "real treat and a great success," as you said in your self evaluation. It was so largely because you taught so very well. You not only coordinated and covered all the bases--budget, gear (my God, you artist types spend a lot of time dragging stuff around, setting it up, tearing it down and dragging it around some more), meetings and appointments with students--but you were also always ready for lecture/discussions, slide showings, workshops, critiques and anything else that came along. Our students saw and appreciated your efforts, and Lord knows I did.

I found teaching with you to be a source of security and a constant pleasure. I could depend on you to make clear some of the subtle connections between rendering images visually and verbally. Your firm hold on the central conceptions guiding our work helped me and our students to stay on track, and your strength as a multi-talented visual artist and a sensitive reader enabled you make excellent contributions in your own field and in mine as well. I especially liked the wide variety and complexity of images you brought to our attention, ones from Edward Meatyard to Emily Carr, and your penetrating insights into their conception and execution. In addition, you certainly taught drawing (and seeing) better than I did writing, and I liked your visual images so much that I wanted to see more of your writing.

I think our work was successful also because you did so well at helping establish the trusting atmosphere in which our dialogues took place. Because you were so balanced, our students felt like they could say, or show, without fear whatever was on their minds and in their hearts. I must add, however, that you never played that jive academic game about "whatever happens happens and is good." I'll always remember with admiration the day on which one of the women in our group made a mindlessly ideological criticism of female, more properly male/female if not androgynous, images made by a man. Rather than coping out, you skillfully, firmly and humanely pressed her and the rest of our

students to get at the deeper questions, the real questions about art, ideology, seeing and showing. A masterful stroke! So while you enabled us to talk with each other freely and without inhibition, you always made it clear that we were talking with someone who knew something, who had thought about what we were doing.

You were also very good at helping students see their work as a form of inquiry. From Clare's shell-like images to Shawn's extended self portraits, you were able to see themes and motifs that escaped me (and others) and to suggest directions to be explored. You taught me a totally different way to use theme work from any I had considered before. I appreciate that and will try to pirate it into my teaching of writing in the future.

I have to disagree with your self-assessment that you're too heavy-handed, too agenda-bound in seminars. You're too hard on yourself, but that, of course, is how you mid-western Christians are--if you can't find a way to feel "sinful" enough on your own, you'll manufacture one. More seriously, the most common criticism I get from students about how I work in seminars is that I "lead" too much, I insist that they get at the questions that I think are crucial. I say, "Don't worry." I never saw you run over people, shout them down or cut off debate. Don't worry. Keep asking key questions (like "What's present in that image?"--wonderful question); keep using your practiced eye and good judgment to help students learn to identify the fundamental issues in their studies and you'll be fine. I think you're a fine teacher and that this college and its students and faculty are lucky to have you.

I hope all of this doesn't strike you as too much of a love letter, for that is far from my purpose. But the fact is that I think you and I together made a dynamite unit in "Word and Image." Our students learned a great deal about the making of art, and I did too. We also took from that experience together some information and some feelings that will last a long time. And we all had a whole lot of fun. There's no doubt about my interest in joining you in a repeat (even expansion) of "Word and Image." In fact, I'm hoping to teach/learn with you again in any offering to which I can make a useful contribution. Please keep me on your dance card.

SELF EVALUATION, Spring, 1988, S. ~~R~~^{RM} (Rudy) Martin, Jr. 9-88

"A New Thing for An Old Soldier (and friend)"

In the spring of the 1987-88 academic year, I had the extreme good fortune of joining Susan Aurand to teach the interdisciplinary group contract "Word and Image." We combined a group of student artists with a collection of student fiction writers; we read a variety of critical, theoretical and literary texts; we studied paintings, photographs and other visual images. Our aim was to understand something about the spiritual, psychological, emotional places that stimulate and contribute to the human creation of images, visual or verbal; we wanted to locate some of the sources of creativity and to trace how they lead to the peculiarly human goal that we label "the production of art works." What a joy! What a treat!

I don't pretend that we discovered all that we sat out to learn--far from it. But we and our students learned a great deal about the urge to create images, how to free ourselves from some of the inhibitions that impede our attempts to create and how to judge products sensitively and intelligently. The work helped me as a writer of fiction, and I believe that Susan and our students also received support and stimulation.

I worked hard, despite my rather schizophrenic work life occasioned by my dual responsibilities to the National Faculty and to my colleague and students. And for the most part, I think I worked efficiently and productively. My best contributions, I believe, were the three things I'll specify briefly below.

First, I helped refine the central conception of the study, the premise that guided our efforts. Put simply, it was that the process of "imaging," whether in writing or in visual form, derives from the same sources in the "maker" and that the ends/aims are essentially the same whatever the form or medium. I proposed using Joseph Conrad's classic "Preface to The Nigger of the Narcissus" as the core theoretical statement, and we found ourselves, faculty and students alike, referring to it time and again over the course of the quarter. All of our efforts were focused on understanding how a maker of images λ works and helps a viewer/reader "to see."

Second, I held firm to that conception in all I did, and insisted that we see the connections among all the facets of our work--drawing, writing, listening to music, looking at images, judging each other's work, and so on. I don't mean to suggest that either Susan or our students tended to space out; instead, I'm merely suggesting that in the kind of sprint that a one-quarter Evergreen offering tends to be, I never lost sight of our aim and was counted on to ask key questions, to suggest core insights. Thus I think I learned as much about seeing and showing as anyone did.

Last, I stepped forward, revealed my own inadequacies, and let Susan (poor baby) try to teach me to draw. I had never tried to draw from a live model before; in fact, I'd never tried very

hard to learn how to draw at all before. But there I was every week in life drawing class, smudging charcoal everywhere, making big, ugly images of often beautiful human forms, and grappling with proportion, placement, shading, and all the rest of it. The quality of my drawings mattered little, though I'm vain enough to claim that I made some progress (but I think I'll postpone my one-man show for a little while yet). What counted was the lesson it taught our students. They saw a mature, assertive, respected faculty member doing what he taught: taking the risks inherent in acknowledging ignorance and striving to learn. The fact is that I tried to learn something about drawing for myself; the lesson for the students was an exciting and wonderful by-product. I'm glad for them and for me that I did it.

On the down side, I regret having been so busy trying to do at least two jobs during "Word and Image." It/the terrific students deserved more/better from me. And a few times (like when I had to travel) I feel like I left more work on Susan than I wish I had, though she never complained. I did my best under the circumstances.

My worst failing was that I did not manage to teach fiction writing to all levels of students successfully. I did best with the more advanced writers, worst with the least advanced ones, which was the exact opposite of what I should have done. I should have built in a fiction-making workshop that directly paralleled the life drawing class. I recognized this before the term ended, but by that point it was too late for all kinds of reasons. I plan not to make that error again.

In the end, "Word and Image" and working with a visual artist (especially Susan) were new things for me. I should have done both before. I learned a great deal, made some good new contact with a colleague I had known but had not taught with and an extraordinary group of students, felt renewed intellectually and imaginatively. And I had a hell of a good time. I'm looking forward to the new and improved "Word and Image" at the first opportunity.



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

RJR
7/6

Student 1

Student's Last Name	First	S.	Middle	ID Number
7152G	WORD AND IMAGE			
Program or Contract No.	Title	04/88	06/88	16
		Date began	Date ended	Str. Credit Hrs.

Richard made terrific progress this quarter in the Word and Image program and more than met the requirements for full credit. He approached the quarter with good spirit and a readiness to try anything. Though his background was in writing, he gamely decided to learn to draw, and he worked steadily and intelligently at it all quarter. Because of his focused efforts and hard work, he made rapid, impressive progress. He produced a fine series of drawings of which he should feel proud.

In the lecture-discussions and seminars, Richard was prepared and participated frequently. He had a solid understanding of the readings and consistently worked to apply them to his own experiences. His open, receptive attitude allowed him to learn from the wide variety of images, texts and exercises the faculty introduced. Richard learned about the interrelationship of form and content, about craft, metaphor, language and composition. Richard also participated actively in the large and small group critiques and in his individual conferences throughout the quarter. He learned to describe the content of an image or text and to offer useful suggestions for improving a work.

Richard did very well on the image/writing response projects in the first part of the quarter. His short stories (2 pages each) were lively and complete. Each contained good details, humor and irony, as well as a strong narrative voice which keyed the action. His drawings from Cane and Exomias Charges at the Last Minute were likewise successful, conveying in a loose, expressionistic style the intense feeling of the stories.

In the weekly life-drawing class, Richard worked thoughtfully. His portfolio shows his attention to gaining control of charcoal and pastel media. He improved from a beginning to a solid intermediate level in his ability to see and to use line, shading, composition and color to make convincing illusions of form and light. He made very fine progress for such a short amount of time.

Richard was equally successful in his five week theme project in the last half of the quarter. Here, again, his excellent progress was due to his unwavering effort and determination. He made a series of ten or more detailed pastel drawings on the theme "solar sailing," depicting a bird-like ship with transparent sails, gliding through deep space. From his initial, tentative drawings, his images became solid, well-drawn and convincing. He learned to use pastels skillfully and learned to fully explore a visual idea by varying the composition and viewpoint.

Faculty signature(s)
Susan Aurand
Faculty Name

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Student #1

Student's Last Name	First	Middle	ID Number
7152G	WORD AND IMAGE		
Program or Contract No.	Title		
	04/88	06/88	
	Date began	Date ended	Qtr. Credit Hrs.

As he depicted different stages of the ship's voyage, he studied perspective, shading, color. His project was exactly the kind of sustained visual exploration of an idea which the faculty had hoped students would make. Both in the quality of his finished pieces and in the amount Richard learned from making them, it was an excellent project.

Just at the end of the quarter, having brought the "solar sailing" series to conclusion, Richard launched into another series of drawings: huge self-portraits (3' x 4') which open an exciting new investigation. Drawn in a loose, expressive style (contrasting with the careful, realistic renderings of the space ships), these images show Richard's newly acquired confidence and awareness of contemporary art. I look forward to seeing how this series develops. Altogether it was a very good quarter for Richard, and it was a great pleasure to have him in the program.

COURSE EQUIVALENCIES (in quarter hours): TOTAL: 16

- 8 - Individual Theme Project in Drawing
- 4 - Theory and Practice of Artistic Judgement
- 2 - Life Drawing
- 2 - Fiction Writing

Faculty signature(s)
Susan Aurand
Faculty Name

Date 7-7-88



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Student #1

Student's Last Name	First	Middle	ID Number
Word and Image			
Title		Date began	Date ended
		3/28/88	6/10/88

I came into the Word and Image program as a writer with no visual art experience. My plan was to try drawing and when that failed I could fall back on writing. Due to the encouragement of my faculty, however, I became quite involved in drawing to exclusion of writing except required pieces. Almost immediately I made several parallels to writing such as the necessity of editing work and similarity of the creative process. Since then I have discovered some differences. Drawing requires a slightly different way of seeing, one that is more attentive to color values and textures, and it is easier, at least for me, to become lost in the work. Finishing a drawing was like leaving a movie theater and being surprised that it had rained and the sun had set.

The theme for my project, a voyage of a solar sailing spaceship, was a combination of ideas some of which were connected to a story I began several years ago. Although the idea of a forty-four year old drawing spaceships seemed a little silly to me at times, it helped me develop my story further, allowed me the opportunity to work on problems of shading light and shadow of the spaceship, and gave me a chance to explore the use of color in drawing planets, stars, and other celestial bodies. I completed nine 18X24 inch and four 20X30 inch drawings for my project plus four (two 18X24 inch and two somewhat larger) drawings of a subsequent theme involving self-portraits.

Although I concentrated on drawing, I did learn a little more about writing in particular from the exercises on developing a narrator and clustering. From the readings by Toomer, Paley, and Heynan I learned that interesting stories can come from everyday events. I was especially pleased with a short story I wrote in response to art work by Kathy Gore-Fuss in which a father has an interesting day at a carnival with his daughter.

I learned from the texts on brain function and creative process that I had acquired some spacial acuity from my previous work with navigation and this helped me develop prospective in my drawing.

In my final presentation I attempted, and I feel successfully, to illustrate how creativity is our remaking of one or a combination of past events.

[Signature]
Student's signature
6/12/88
Date

Faculty signature
Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

11/12/23

Student #2

WILLIAM	MARA	MARA	514444444
Student's Last Name	First	Middle	ID Number
7152G	WORD AND IMAGE		
Program or Contract No.	Title		
	04/88	06/88	
	Date began	Date ended	Qtr. Credit Hrs.

images. Mara's next step in drawing would be to explore one of these visual ideas in a more extended way. In writing, Mara narrowed the theme of "Juxtaposition," to focus specifically on women's relationships with other women. She completed four stories altogether (including the long poem), each of which went through several revisions. Each is an ambitious work, dealing with a complex psychological situation between the characters -- their web of emotional attachments and conflicts, and the pressure of memory and failed hopes on their present lives. Each demonstrates Mara's perceptiveness and skill as a writer in handling material of this scope and depth. Mara's specific goals for these pieces were to develop more strength in using a varied narrative voice (particularly first-person voice), and to learn to make "every word and paragraph precisely fitted to the tone" established by the narrator. I feel she fully met her goals. In each story she skillfully varied the style, color and rhythm of the narrator's language, and used it both to reveal the character's psychology and to set a palpable mood. Her writing is rich, controlled and rapidly maturing. She is a writer to watch for in the future.

Altogether it was a very good quarter for Mara. As my faculty teammate stated it, "She's a winner!" It was a pleasure to work with her in the program.

COURSE EQUIVALENCIES (in quarter hours): TOTAL: 16

- 8 - Advanced Individual Theme Project in Fiction Writing and Poetry
- 4 - Theory and Practice of Artistic Judgement
- 2 - Life Drawing
- 2 - Fiction Writing

Faculty signature(s)
Susan Aurand

Faculty Name

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

R912
7/6

Student #2

Student's Last Name	First	Middle	ID Number
7152G	WORD	IMAGE	
Program or Contract No.	Title		
	04/88	06/88	16
	Date began	Date ended	Qtr. Credit Hrs.

Mara did outstanding work in all parts of the Word and Image program. This intermediate-advanced level group contract demanded of students a sustained, high-level of creative effort and attention. Mara certainly gave that all quarter. Though she entered the program as a writer, Mara worked boldly, steadily imaginatively in drawing as well as in writing. Her visual and written work went well beyond the requirements for credit, both in quantity and quality. She made excellent progress and produced an impressive body of work of which she can feel very proud.

Mara participated actively in the seminars, lecture-discussions and craft workshops. Her comments showed clear understanding of the readings and her ability to synthesize ideas and apply them to her own experiences. She is a very bright, perceptive and articulate individual. Her ideas, questions and observations were an important contribution to our discussions.

Mara's initial visual/writing response assignments were very successful. Her pastel and charcoal drawings based on Cane and Enormous Changes at the Last Minute showed her determination to make well-crafted, full visual ideas from the outset, even though she had had little previous art training. Her writing assignments also were complete, carefully thought out stories; they showed her ability to create a strong narrative voice and to structure action effectively in a short work.

In the weekly life drawing class, Mara's conscientious efforts allowed her to rapidly develop her technical skills with charcoal and pastels. Her first charcoal drawings from the models were loose, energetic and observant. In the second week, her use of proportion and shading improved greatly. In the third week, she began composing the whole image and making focused visual ideas inspired by the poses. Later, she learned to use pastels effectively. She experimented with vivid color combinations and the use of expressive texture. In sum, she increased her drawing skills to a strong intermediate level, excellent progress for such a brief time. If Mara chooses to pursue her studies in art in the future, I feel sure that she will be very successful at it.

For her theme project in the last five weeks, Mara made an excellent series of drawings, short stories and a long narrative poem. Her ten drawings (charcoal and pastels) explored the idea of "Juxtaposition." Each dealt with an intriguing set of relationships among the forms and figures in the image, and each was done in a different style or "narrative voice". Overall, they are successful, complex

Faculty signature(s)
Susan Aurand
Faculty Name

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Pat
1/15

Student #3

Student's Last Name	First	Middle	ID Number
7152G			
Program or Contract No.	Title		
	04/88	06/88	16
	Date began	Date ended	Qtr. Credit Hrs.

Michael successfully completed his undergraduate studies at Evergreen with a fine quarter's work in Word and Image. He joined the program having just completed two quarters of intensive study of creative writing (The Experience of Fiction program). Though he had little background in art, he was very enthusiastic about learning to draw and focused his energies on it all quarter. He worked with determination and made steady, rapid progress, gaining solid skills and a good knowledge of visual concepts. His consistent openness to new ideas, readiness to take risks and willingness to apply himself fully to his work were impressive to me and to everyone in the program.

Michael understood the readings and, in particular, made good use of those on consciousness and metaphor. He participated actively in the lecture-discussions and seminars, asking questions, offering insights and making connections between the texts, images and ideas studied. He learned important concepts about thinking, language, communication, the appreciation of discipline and the use of a creative medium to explore a theme. In short, he did fine work in the conceptual/theoretical parts of our study. In the critiques, also, he contributed regularly. He showed considerable insight in describing the content of the works presented, although initially he lacked the visual vocabulary to express his himself clearly. By the end of the quarter, he was much more articulate about visual issues. He also listened carefully to comments and suggestions he received on his own images and used them well to improve his work.

Michael completed the initial image/writing response projects well. The assignments to extract the essence of the feeling of a story or image, and to translate it into a new medium gave him a new way of looking at art and literature.

Michael participated well in the life drawing class throughout most of the quarter. His drawings show rapid progress from his first tentative recordings of the figure to more accurate seeing, better composition of shapes and more skillful use of his materials. He learned to handle both charcoal and pastels well, to use line expressively and to use shading to create volume.

Michael's best work of the quarter was his five-week theme project in which he explored the theme "Masks of the Real," in a large series of mixed-media drawings. His first images in the series were full of raw energy, but lacked focus and attention to composition. Through steady, hard work, Michael channeled that energy into careful choices about color, texture, composition and detail.

Faculty signature(s)

Susan Aurand

Faculty Name

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Student #3

<u>Student's Last Name</u>	<u>First</u>	<u>Middle</u>	<u>ID Number</u>
7152G			02-33-0296
<u>Program or Contract No.</u>	<u>WORD AND IMAGE</u>		
	<u>Title</u>	<u>04/88</u>	<u>06/88</u>
		<u>Date began</u>	<u>Date ended</u>
			<u>Qtr. Credit Hrs.</u>

Altogether he completed fourteen finished images which document his tremendous progress and talent. His final pieces in the series, one of which is a stunning, large triptych, are skillful advanced-level work. For Michael to have attained this level of proficiency in only one quarter's time is truly impressive. His series is a provocative exploration of the disparity between external appearances and internal realities, between socially approved roles for men and women and the personal choices one makes. It is strong work!

Altogether it was a great quarter for Michael. His constant effort and passion for learning were a real contribution to the program. I congratulate him on his success and wish him well as he leaves Evergreen.

COURSE EQUIVALENCIES (in quarter hours): TOTAL: 16

- 8 - Individual Theme Project in Drawing
- 4 - Theory and Practice of Artistic Judgement
- 2 - Life Drawing
- 2 - Fiction Writing

Susan Aurand
Faculty signature(s)
Susan Aurand
Faculty Name

7-8-88
Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Student #3

Student's Last Name	First	Middle	ID Number
Word And Image			3/88
Title		Date began	Date ended
			6/88

I am graduating! It has been a long and wonderful trip here at Evergreen. I have studied a little of everything during my academic career--and that is awesome for my understanding of the world, and my eyes that I see with, because I am an artist. I have studied physics, philosophy, biology, psychology, mathematics, literature, nutrition, visual art, the list goes on. I will continue to study a broad range of subjects for the rest of my life. This will bring richness into my life. Forever.

In the program, Word and Image, I have studied fiction, poetry, writing, words, and visual art. During the first part of the program we studied the connection between great works of fiction and poetry and great works of visual art. We were required to take the essence of a well known piece of writing and transfer that essence into a piece of visual art that we created, and the work that we created was supposed to relay to the viewer the same essence as the original piece of fiction-- Sound confusing? It is! We also did the opposite, when we transferred the essence of well known piece of visual art into writing that we wrote. The result, in both cases, was that when you read the fiction or saw the visual art you got the same feeling. These assignments have allowed me to look at great works of art, both visual and written, and perceive them from a different angle of perception--this is very good for me since I need to collect as many ways to perceive the world, different sets of eyes if you will, as I can, so in turn I may create art.

My main focus for the quarter was on visual art in preparation for my journey to The School of The Art Institute of Chicago next year.

For the first time, I have done a series of connected drawings/paintings, or theme work. I took a character, who was sometimes a female form and sometimes sexually ambivalent form, and expressed my life's journey and emotions (emotions which I have often felt are not allowed to be felt by men in this society). I drew/painted this character who wore masks to hide what was really inside. The inside hurt and vulnerability, that was in this character, always leaked out of the masks in my drawing. The eyes, hair, and eyelashes were the leaks, and they were the places in the drawings that showed what was really inside. The juxtaposition of the perfect and condescending masks and the underlying hurt were often times disturbing.

I love color, and I imagine that the art I do for the rest of my life will be alive with color. I used color and learned about

Student's signature

Faculty signature

Date

Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Student #3

Student's Last Name

First

Middle

ID Number

Word And Image

3/88

6/88

Title

Date began

Date ended

color. I used my intuition and what others said about my use of color, teachers and students alike, to press the limits and use colors to create disturbing contradictions.

I explored mixed media (charcoal, pastels, tempera, acrylic, graphite, water colors, and spray paint) for a couple of weeks, and then I switched to only pastels. My skill level and technique with pastels has increased, a lot.

Half way through the program there was a critique of my work. In the critique some people attacked my work and challenged my right to paint what I had painted. I thought I took it well, until I started to paint again. The words from the critique prevented me from painting what I wanted to. I heard the cutting words in my head. I tried to paint the long eyelashes and I couldn't. It is sad and disheartening when I can't paint what is coming up out of me. I was sad. And then I found that the images that I wanted to paint, but was not painting, started to bubble around in me. Antsy, nervous, scary, and fearful feelings stirred my insides. The feelings and images, that were not getting painted, started to get in the way of me accomplishing other goals. An anecdote follows:

I am a world class boomerang thrower and competitor. And at the time of this critique, I went down to L.A. to throw in California Championships, and for the three days I was down in L.A. I dreamed about the images that were torquing my insides. The more days that passed, the stronger the torque's twist got. When the day came to compete, it was as if I forgot how to throw a boomerang. The feeling in my stomach replaced my ability to throw. I did extremely poor in the L.A. Boomtest.

When I came back from L.A. I talked with Susan Aurand, and she said something that was very helpful, "It's like marriage and divorce in this culture; one is only allowed to love one thing at a time. You (Michael) go at things with all of your being and whole heartedly, and you have done this with your art. And booms have suffered this time. Well, they don't have to. You can love two things at once: booms and art!" She also told me, along with two of my good friends Jim Youngblood and Moleman, who have no formal training in art, to draw those images that others said I should not, and when I draw them, draw them ten fold what others said should not be. Well I did and it helped.

And then I talked with a classmate of mine who said I should read a book called The Drama Of The Gifted Child by Alice Miller. I read it and learned that trying to please others is not what life is

Student's signature

Faculty signature

Date

Date



The Evergreen State College - Olympia, Washington 98505
THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Student # 3

Student's Last Name	First	Middle	ID Number
Word And Image			
Title		3/88	6/88
		Date began	Date ended

about, and that I should draw whatever images come from inside of me, from a place that feels right.

Also, the fact that my images demanded that they be drawn, even when others said they should not, and even when I did not draw them, is a good indicator that something strong and true is inside me, and in my drawings.

I learned about my wish to please everyone on Earth. That will never happen. There will always be people that don't like my art, and in fact, that is GREAT!

The heart of what I learned (what a metaphor!) comes down to one line in an essay by Joseph Conrad: "A work that aspires, however humbly, to the condition of art should carry its justification in every line." I tried to make the lines, color, tone, and composition match what I was feeling. Each time I do a drawing, the process gets slower and slower, because I have learned that there are more and more things to consider. Every single part of the painting must relay the "one feeling" to the viewer. I am just beginning to learn. I am excited to learn for the rest of my life.

Student's signature

Date

Faculty signature

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

ROR
7/6

Student #4

Student's Last Name

7152G

First

Middle

ID Number

WORD AND IMAGE

Program or Contract No.

Title

04/88

Date began

06/88

Date ended

16

Qtr. Credit Hrs.

Michael completed the requirements for full credit in the Word and Image program. He attended program meetings regularly, participated actively, completed the assigned readings and projects, and made a five-week theme project in painting.

In lecture-discussions, seminars and craft workshops, Michael was attentive and seemed to be thinking hard about the application of the readings to his own experiences in art and creative writing. His comments showed his interest in the role of art in society. His ideas were good but he sometimes had trouble in communicating them clearly, perhaps because he felt uncomfortable speaking in the large group. In smaller group meetings, he spoke freely and his comments furthered the discussions. This was true also of critiques.

Michael worked energetically in the life drawing class. He used it as an opportunity to make numerous studies and to experiment with a variety of drawing styles and media. He has good technical abilities in rendering and good control of a variety of drawing media (pen, pencil, charcoal, prismacolor). He is particularly adept in drawing likenesses, and would sometimes spend the entire class working on small portraits of the posed models. However, he made most of his drawings in his sketchbook, rather than as finished, individual drawings. He likes this format and was adamant in using it. On the positive side, the small scale and informality of the sketchbook gave him license to experiment and make many sketches, without worry of success or failure. On the negative side, however, the sketchbook's small size encouraged static, compositions of one or two simple forms filling the page. Also, Michael rarely had the experience of developing and crafting a visual idea on high quality paper so he could not learn how doing so would affect the visual impact of the idea. He needs to do more finished work in order to know the true worth of his ideas and extent of his skills.

For his theme project in the last five weeks, Michael made a series of oil paintings on canvas, varying in size from 6" x 8" to roughly 24" x 40". He began with the theme "*Angels and Devils*," and his first paintings were interesting, fairly successful combinations of realistic portraits and decorative motifs, recalling the work of Gustave Klimt. Later, Michael dropped this theme and began to experiment with intentionally unharmonious combinations of colors, figures and abstract shapes. Those later paintings are, as he describes them, energetic, discordant and cacophonous. Like his sketchbook work, they seem unfinished -- in some parts very well painted, and in others, crudely splashed. They seem to be the battleground of conflicting impulses: the desire for realism and for

Faculty signature(s)

Susan Aurand

Faculty Name

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Student #4

~~FOURTEEN~~
Student's Last Name 7152G First WORD Middle IMAGE ID Number 04/88
Program or Contract No. 06/88 Title Qtr. Credit Hrs.

abstraction; the urge to reveal and to conceal; the impulse to unify and to disintegrate; and the need to create and to destroy. Michael sometimes posed these conflicts intentionally; at other times, they seemed to surface in his work, out of his control. In several paintings, the conflicts are too great and the paintings lose their effectiveness completely. Other paintings barely maintain an uneasy truce. While Michael learned from making this series, he perhaps would have progressed further had he stayed with a more explicit, concrete theme. He does not yet have sufficient experience in painting to handle the complexity of visual issues successfully. I encourage him, as a next step, to channel his efforts into a single direction, so as to gain the experience he needs. He has real ability, but needs a clearer focus.

Michael presented his theme work in a lively final presentation to the program at the end of the quarter. At that time, he also read several of a group of poems on which he had been working during the quarter, but which he had not shown to the faculty. Though rough, his poems contain great energy, like his paintings, and he read them with a terrific sense of drama and humor. His presentation revealed a flair for performance that Michael may wish to pursue in the future.

Overall, for Michael it was a quarter of experimentation, of some successes and some failures. He learned a great deal about his painting, I believe. I encourage him, in future programs, to draw more upon the faculty for feedback upon his work while pieces are in progress. I enjoyed working with him this quarter.

COURSE EQUIVALENCIES (in quarter hours): TOTAL: 16

- 8 - Advanced Individual Theme Project in Painting
- 4 - Theory and Practice of Artistic Judgement
- 2 - Life Drawing
- 2 - Fiction Writing

Faculty signature(s)

Susan Aurand

Faculty Name

Date

7-7-88

FACULTY COPY

ESCO3-002(5-87)



The Evergreen State College · Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Student #4

Student's Last Name

First

Lower middle

ID Number

Word and Image

Title

March 88 -
Date began

June 88
Date ended

This quarter was for me neither a great surging ahead, nor a great platform on which to make balanced and beautiful visual works as I had anticipated. In some ways my paintings were a step backwards (hopefully as a prelude to moving around and then forward). Though I advanced my ability to render forms and to work with various oil painting mediums, my completed oil paintings were, for the most part unharmonious. Discord was my intention (after dropping my original theme of Angels), however I was looking for some less cacophonous results than I got. I am happy with one oil painting of this quarter - one titled "Fool With Bubbles #376". It is an unpleasant but accurate self-portrait covered with purple paint circles to destroy any realist illusion.

I completed 100 pages in my thirteenth sketch book, including portraits of my friends and ideas for bigger works. I believe this sketch book is successful and shows improvement throughout over my previous sketch books.

I place less emphasis on my writing but I am a great deal happier with the current revisions of poems I have started this quarter. Poems are never finished. I thoroughly enjoyed the two short story assignments and was pleased with the starts they each represented.

Even though I felt uncomfortable in the large group critics and in seminars, the topics they brought up got me to think of poems and paintings more as forms of communication than just objects that could glut an already glutted market. I resolve to refine my messages and my portrayal of them.

In my paintings I over-extended and pushed too much. I have done this in the past and have been able to back off from my over-extended dissonance and do some simple but good works (such as my recent self-portrait). In this way this quarter has been valuable.

Student's signature

Date

June 5, 1988

Faculty signature

Date

June 11, 1988



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Student #5

Student's Last Name	First	Middle	ID Number
7152G			
Program or Contract No.	Title		
	WORD AND IMAGE		
	04/88	06/88	16
	Date began	Date ended	Qtr. Credit Hrs.

Bill did good work in the Word and Image program this quarter. He joined the program with a background in painting and sculpture, but little prior experience in fiction writing. He was a solid, serious student who participated actively and gave thoughtful attention to all aspects of his work. He conscientiously completed the requirements and receives the full credit for which he enrolled.

In the lecture-discussions and seminars, Bill had clearly studied the readings. He thought hard about certain ideas which became major themes in our discussions this quarter: the idea that art most effectively communicates universal truths through particular realities, and the idea that in a work of art, form and content must merge so that the essential idea is carried in every aspect of the work. In applying these ideas to his paintings, Bill deepened his understanding of their content. Bill's comments in the group discussions reflected his efforts to make connections among the texts, stories, images and ideas studied. In critiques, also, he did very good work, giving careful attention to the images and writing and trying to articulate the issues of craft, content and form he saw in them.

Bill did well on the initial image/writing response projects. From Cane he painted a gestural, expressive image of a burning sun -- a good attempt to convey the intensity of feeling in the book. His writing assignments showed a good effort to create strong narrative personae.

In the weekly life drawing class, Bill worked with determination to sharpen his rusty drawing skills. Often he would fume and grumble over a drawing just before it coalesced into a satisfactory state. By the fifth week, he had regained his facility with charcoal and was making solid, well-constructed drawings. His work shows his ability to compose forms in space and to create a convincing sense of mass and light in drawing.

For his theme work in the last five weeks, Bill continued his study of landscape painting, begun several years ago. He completed five large canvases (36" x 46"), an impressive amount of work for such a short time. Though traditional in approach, they are solid work. Bill's painting skills and understanding of his theme developed in the course of making this series. He acquired a greater degree of technical facility and precision. He explored a new range of color relationships, moving beyond naturalistic color to using color chosen to create a particular mood or quality of light. (He still has much to learn about this, but he made a good start). His understanding of the possibilities of landscape as a theme broadened to include animals and closeup views of natural formations.

Faculty signature(s)
Susan Aurand
Faculty Name

Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

Student #5

Student's Last Name	First	Middle	ID Number
7152G			DD 4364
Program or Contract No.	WORD AND IMAGE		
	Title		
	04/88	06/88	
	Date began	Date ended	Qtr. Credit Hrs.

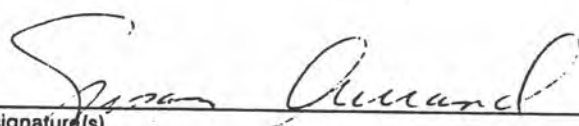
These are all important steps forward for him. Bill is a serious, dedicated painter who learned a great deal this quarter from his exposure to a broad range of artistic styles and subjects. I encourage him to continue studying a diversity of contemporary art styles in the future, so that he has available a multiplicity of possibilities from which to draw, as he continues to develop and mature in his own work.

In conjunction with his paintings, Bill explored poetry writing. He completed a small group of poems, some as yet unrevised, about the landscape, which show his progress in learning to use metaphor and concrete, detailed language. They are a strong beginning which I hope he will pursue.

Overall, it was a good quarter for Bill. His consistent, thoughtful work made a real contribution to the program.

COURSE EQUIVALENCIES (in quarter hours): TOTAL: 16

- 8 - Individual Theme Project in Painting
- 4 - Theory and Practice of Artistic Judgement
- 2 - Life Drawing
- 2 - Fiction and Poetry Writing


Faculty signature(s)
Susan Aurand
Faculty Name

7-55
Date



The Evergreen State College · Olympia, Washington 98505

THE STUDENT'S OWN EVALUATION OF PERSONAL ACHIEVEMENT

Student # 5

Student's Last Name _____ First _____ Middle _____ ID Number _____
Word and Image _____ 3/28/88 6/3/88
Title _____ Date began _____ Date ended _____

During the Word and Image class in Spring Quarter of 1988 I had the opportunity to continue working on a visual theme that I began a few years before. I worked in oils on large canvases (approximately 36 x 46"). The theme was the landscape. As I began working on the continuation of my landscape theme, I realized things had changed and this was going to be a body of work completely independent of my previous work.

I found myself slowing down and becoming more accurate in representing certain aspects of the landscape. I first discovered this change during the life drawing sessions where I gained skill in representing the human figure. I gained patience, precision, and a technical quality in the five canvases I completed during the quarter in excess of what my paintings had displayed to that point.

Along with these changes I found my view of the landscape itself changing. With the accuracy in representation came confidence to examine and paint things up close. I began questioning the traditional landscape views with which I had become familiar. My compositions changed and new challenges were presented.

Despite these changes, my aspirations of what the paintings were to do remained basically the same. It is very similar to what Emily Carr was after when she was looking for the "essence" of a particular location. I still search for that essence or mood of a place, but I am going about it in a little different way now—a way that gives me more confidence and control than ever before. Ultimately this gives me the ability to come closer to the image of the feeling of a place that I have in my mind.

I found the relationship between words and images to be a fascinating one. I wrote poems that accompanied the paintings. The poems were seeking an essence of place like the paintings themselves. I was happy with the poems, but need to gain the same confidence with words that I have with images.

The course was an insight to relationships of all kinds, not just the relationship of words and images. All the students were excited about their theme work. I was glad to be a part of this and enjoyed sharing ideas with others.

Student's signature _____
Date 6/8/88

Faculty signature _____
Date _____

IV. INSTRUCTIONAL STAFF

A. DESCRIPTION

1. Table I

INSTRUCTIONAL STAFF PROFILE 1987-88									
Rank	Number -		Number of Terminal Degrees				Salary -- 9 months		
	Part-time	Full-time	PhD	M	B	Less than B	Min	Min	Max
Member of the Faculty*									
Teaching	XX FTE	143 FTE	102	39	2	-0-	\$21,683	\$34,041	\$42,065
On Leave		19							

Years of Experience at Evergreen		
Minimum	Medium	Maximum
1	12	20

Total Years of Teaching Experience		
Minimum	Medium	Maximum
1	18	38

Fall 1988 Credit Hour Load: Average Per Faculty Member
309

*There are no academic ranks at Evergreen; all faculty bear the title "Member of the Faculty" followed by designation of area of special competence in parentheses. The President, and Vice President and Provost, are ex-officio Members of the Faculty.

2. Table II

NUMBER AND SOURCE OF TERMINAL DEGREES 1988-89			
Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor

Arizona State University	1		
Bennington College		1	
Boston University	1		
Brandeis University	1		
Brown University	1	1	
Canisius College		1	
Carnegie Mellon University	1		
City University of New York	1		
Colorado State University	1		
Columbia University	1	1	

2. Table II (continued)

NUMBER AND SOURCE OF TERMINAL DEGREES			
Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor
Cornell University	1		
Dartmouth College	1		
East Texas State University	1		
Fullerton State University		1	
George Washington University	1		
Harvard University	4		
Idaho State University		1	
Indiana University	1	1	
Johns Hopkins University		1	
Michigan State University	1		
Montana State University		1	
New York University Graduate School	1		
Northwestern University	2		
Ohio State University	2	1	
Oregon State University	4		
Oxford University, England	1		
Pennsylvania State University	1		
Purdue University	2		
Rockefeller University	1		
San Francisco State College		1	
San Jose State College		1	1
Scripps Institute of Oceanography	1		
Sorbonne	1		
Stanford University	4	1	
State University of New York at Buffalo	1		
Temple University		1	
Union Graduate School	4		
Union Graduate School - West	1		
University of Arizona	1	1	
University of British Columbia		1	1
University of California, Los Angeles		2	
University of California, San Diego		1	
University of California, Santa Cruz		1	
University of California, Berkeley	9	3	
University of California, Davis	2		
University of Chicago	1	1	
University of Colorado	3		
University of Connecticut	1		
University of Denver		1	
University of Exeter, England	1		
University of Georgia	1		
University of Idaho		1	
University of Illinois	4		

2. Table II (continued)

NUMBER AND SOURCE OF TERMINAL DEGREES			
Institution Granting Terminal Degree	Number of Degrees		
	Doctor	Master	Bachelor

University of London	1		
University of Maryland	1		
University of Massachusetts	1		
University of Michigan	4	1	
University of North Carolina	1		
University of Oregon	7	2	
University of Pennsylvania	2	1	
University of Pittsburgh	1		
University of Puget Sound		1	
University of Rochester, New York	2		
University of San Francisco	1		
University of Southern California	2		
University of Tennessee	1		
University of Toronto	1		
University of Turin	1		
University of Washington	12	6	
University of Wisconsin		3	
University of Wisconsin, Madison	2		
Virginia Polytech Institute and State University	1		
Washington State University	6	2	
Washington University of Law	1		
Wayne State University	1		
Western Washington University		1	1
Yale University	2	1	

3. Staff Development provisions. During the 1988/89 academic year, a committee was charged to review and make recommendations regarding faculty development. The following list of faculty development activities identified the opportunities available.

a. Little or no cost to the College (0-\$1,000):

- 1) Interdisciplinary programs (team-teaching/rotations)
- 2) Faculty seminar
- 3) Teaching strategies monthly workshops
- 4) New-faculty orientation and follow-up workshops

- 5) Self-supported research
- 6) Kibitzer role (consultants matched to programs via Washington Center)
- 7) Computer training
- 8) Leadership roles for faculty as provided by the Washington Center
- 9) Faculty rotations, i.e., Academic advising, Library, Computer Services, Academic Deans, Cooperative Education, Learning Center
- 10) Danforth visitors, Woodrow Wilson scholars, Unsoeld seminars, etc.
- 11) Faculty Focus newsletter
- 12) Review and evaluation of colleague portfolios
- 13) Unpaid leave
- 14) Membership in professional associations, boards, etc.
- 15) Faculty exchanges to other colleges and universities, and high school teacher exchanges/joint teaching with high school teachers, etc.

b. Moderate cost (\$1,001 - \$40,000):

- 1) Professional travel (includes dollars given for attendance at workshops, conferences, and other short-term, one-time events):

1988	\$28,000	39 awards (average \$717.95/faculty -- fall quarter incomplete)
1987	\$29,835	55 awards (average \$542.45/faculty)
1986	\$23,525	43 awards (average \$547.09/faculty)
1985	\$18,423	36 awards (average \$511.75/faculty)
- 2) Intercultural literacy (i.e., Black Athena Seminar = \$20,000; Vine Deloria Seminar = \$8,711)
- 3) Visiting guest lectures/seminars and other special workshops (i.e., Uri Treisman; Alverno Mini-conference = \$7,361.07; Plato lecture series model)
- 4) Lilly development program ("Each One Teach One")
- 5) Programs for faculty renewal (i.e., Stanford)
- 6) Academic grants from outside sources; for example,

<u>Date</u>	<u>Grant Project Director</u>	<u>Source</u>	<u>Amount</u>
1987	J. Bayard Cushing	Index Technology Corp	\$10,000
	Cellarius	USDA - USFS	6,721
	B. Kutter	NSF	8,000
	B. Kutter	NSF	8,000
	B. Smith	Burlington Northern	22,500
	Tabbutt	NSF/CSIP	39,887
	J. Perkins	Resources of the Future	24,624
	J. Perkins	NSF	38,482
1986	G. Weeks	Sussman Fund	2,000

c. Large cost (\$40,001+):

- 1) Sponsored research (includes paid professional leave, grants-in-aid, sabbaticals):

1988	\$261,694
1987	198,832

[Sponsored research has increased from \$3,000 to \$40,000 in the past six years.]

- 2) Academic grants from outside sources; for example,

<u>Date</u>	<u>Grant Project Director</u>	<u>Source</u>	<u>Amount</u>
1988	Tabbutt	Hewlett Packard	\$ 41,196
1988	Tabbutt/Cole	NSF	46,375
	N. Jacobsen	NSF	64,410
1987	M. Beug	AT&T	600,000
	B. Smith	Matsushita Foundation	41,000
	B. Kutter	NSF	150,000
	Stroh	NSF/CSIP	42,996
1986	B. Smith	Matsushita Foundation	
	41,489		
	J. Aiken Cushing	NSF	50,000

B. ANALYSIS APPRAISAL

1. Hiring. All Faculty hiring is conducted by a hiring committee which consistently includes representatives of a variety of disciplines as well as staff and student members. This committee has, in years of heavy hiring, split into two committees, but in general works as a single unit. Subcommittees, chaired by members of the main hiring committee and staffed by faculty and others close (in the field and discipline) to the individual positions, work up recommendations for the main group which then forwards their recommendation to the deans and then to the provost. An academic dean chairs the main committee.

While a central committee for hiring may seem cumbersome, without departments it becomes a necessity. It is constructive, additionally, in that it provides a significant safeguard against hiring faculty whose disciplinary perspective might be too narrow or ingrained to allow effective interdisciplinary teaching. New faculty thus join Evergreen having already met a mix of faculty from a variety of disciplines and having already experienced, through the hiring process, a significant introduction to interdisciplinary focus, collaborative perspective and multi-cultural orientation.

Recent hiring practices have focused heavily upon the recruitment of faculty who can contribute significantly to our educational objective of preparing students for a multicultural world. These efforts have been very successful in the past two years. Please refer to the section of the Education Program on "Teaching Across Significant Differences" for a discussion of this initiative.

The hiring process and results are reviewed annually in a debriefing among the hiring committee members. The deans and provost have also reviewed results annually in recent years and recommended refined recruitment and selection criteria especially to support progress toward our goal of preparing students for a multicultural world.

2. Faculty involvement in policy formulation. Recommendations on academic policy are created and revised through a fully participative process which involves the provost, deans and Agenda Committee and the full faculty (ultimate authority for all policy, of course, rests with the president and the trustees). The Agenda Committee, a group elected from the faculty, evaluates proposals from the academic administration and the faculty to determine whether they require faculty discussions and/or endorsement via an all-faculty meeting and vote. Faculty meet as a whole monthly to discuss an agenda determined by the Agenda Committee. Ad hoc committees, called DTFs (Disappearing Task Forces) are charged by the provost and others to make recommendations regarding major policy issues identified by the Agenda Committee, deans, provost, and/or the president.

The academic deans, of which there are six, are primarily faculty members who rotate into their administrative role for periods of three or more years depending on the position. Thus the deans' group has a faculty perspective au fond. Additionally, one dean serves as a liaison to the Agenda Committee and joins their meetings.

Participation in academic policy making is thus significant. Despite this open organizational structure, however, faculty feel some separation from central aspects of the decision-making process as expressed in their spring 1989 faculty retreat. Faculty feel overwhelmed by the number and importance of decisions to be made and wish to create a limited agenda for the year's work on major policies. As a result of these concerns the Agenda Committee,

deans, provost and president are working to develop a clearer and more participatory process for establishing the year's agenda.

3. Salaries/Benefits/Retention. Initial salaries of all faculty are set solely as a function of years of teaching experience plus experience related very closely to teaching excellence. Recent adjustments to the faculty salary scale have redressed problems with a low beginning level whereby it was difficult to recruit young, recently graduated faculty. The state legislature in the past biennium, passed a significant salary increase for faculty (March, 1988, 3.1%; January, 1989, 7.6%) and has allocated raises at 6.4% per annum for the next biennium. These increases will do much to correct a state-wide problem with salaries which did not compare favorably to those of institutions outside the state. The current scale is included here.

FACULTY SALARY GRID
(Per Experience Year)
January 1, 1989

	Regular & Visitors	Adjuncts (per 4-hr course)		Regular & Visitors	Adjuncts (per 4-hr course)
1	\$22,212	\$1353	21	\$36,473	\$2296
2	22,929	1407	22	37,099	2335
3	23,646	1460	23	37,681	2371
4	24,363	1512	24	38,243	2407
5	25,080	1565	25	38,782	2441
6	25,797	1617	26	39,318	2474
7	26,514	1671	27	39,851	2508
8	27,232	1706	28	40,375	2541
9	27,949	1741	29	40,901	2574
10	28,666	1776	30	41,414	2607
11	29,383	1809	31	41,920	2638
12	30,100	1870	32	42,418	2670
13	30,817	1928	33	42,920	2702
14	31,534	1983	34	43,402	2732
15	32,251	2014	35	43,865	2760
16	32,969	2070	36	44,328	2790
17	33,686	2123	37	44,790	2819
18	34,403	2169	38	44,790	2819
19	35,120	2213	39	44,790	2819
20	35,837	2255	40	44,790	2819

The concern for equity in the pay scale is rooted in the college's desire to afford intellectual and artistic respect to all disciplines, independent of their market value. One problem the equitable pay scale produces is an inflexibility of response to significant market disparities. As a result, it is difficult for us to hire in some disciplines which pay higher nationwide.

However, the principle of equality is viewed as more important than problems that arise in particular instances.

Retention is very good. Faculty tend to come realizing that their reward will be an exciting teaching community, lots of autonomy, and similar non-monetary rewards. An average of less than 1.2% of our regular faculty left in years 1986-87 through 1988-89. These figures do not include the 10% of faculty who hold visiting appointments, adjunct status or short-term contracts. This 10% band is maintained as a stable cushion to protect regular faculty from lay-off in case of budget cuts.

4. Reappointment Policy/Promotion/Work load. The entire reappointment and evaluation system has been recently revised and that policy will be available, along with the rest of the Faculty Handbook, for the reviewing teams.

According to that policy, teaching is evaluated with reference to the following criteria:

- a. Teaching. For reappointment, a TESC faculty member must demonstrate a consistent pattern of high standards for competent teaching as judged by his/her peers, students, the deans and provost and evidenced in, but not limited to, the following:
- 1) contribution to the learning environment in programs through:
 - a) subject matter expertise;
 - b) interdisciplinary approach to material;
 - c) counseling and advising of students;
 - d) facilitating of stimulating and challenging atmosphere;
 - e) seminars, lectures, lab or field work, workshops and individual contracts; and
 - f) working collaboratively with faculty and students;
 - 2) fostering students' intellectual and cognitive development;
 - 3) fostering students' communication abilities;
 - 4) the design and execution of parts of a program's curriculum;
 - 5) innovation; and
 - 6) intellectual vitality.

These criteria are addressed in a portfolio which includes annual self-evaluations; evaluations of all faculty colleagues with whom the faculty member has taught in the years under review; student evaluations of faculty performance; program syllabi, covenants, and program descriptions; student self evaluations; and the faculty's evaluations of his/her student. Heavy emphasis on colleague evaluations is reinforced by a requirement that faculty teach with a sufficient number of different faculty colleagues to generate a useful information base for evaluation.

As the reappointment policy also states, the college subscribes to the AAUP's statement of Principles of Academic Freedom.

Since there is no faculty rank at Evergreen, there is no promotion system. Equally, without departments there is no process needed for selecting department chairs. There are, however, conveners who act as general coordinators for the specialty areas on a short-term rotating basis. Conveners are chosen from the ranks of their specialty area, by whatever method the specialty area chooses. Conveners generally serve for one or two years. This model is extremely collaborative since the responsibility for leadership of the area is spread among the members of the specialty area. No budgetary or personnel decisions are made within specialty areas.

Teaching loads are kept strictly equal. To the extent possible, every faculty member teaches 20 students at a full-time load of 16 quarter credit hours. Variations occur, of course, as programs under- or over-enroll, but this guideline is very closely followed. The only exception is the graduate load which is one-half the undergraduate load.

5. **Faculty Development Appraisal.** As the earlier list of development opportunities indicated, there have been varied and numerous activities in support of faculty development. Nevertheless, for reasons cited throughout this report and elaborated here, issues of workload and development are now foremost on the minds of the faculty and the administration of the college.

The assumption of the founding faculty regarding faculty development was that the intellectual vitality of the faculty would be assured by the stimulation of team-teaching and a fluid, non-departmental organization of the academic sector. Professional leaves were recognized to be desirable, but little thought of an innovative or institution-specific sort was addressed to the issue of faculty development. While this assumption proved viable for scores of faculty over a good portion of the college's 17-year history, for what seems the vast majority of the faculty, the assumption is no longer true. The principal factors in effecting this change of perspective are the following:

- a. The increased attractiveness of the Evergreen degree has resulted in several subtle but significant changes in student-faculty ratios, which cumulatively heighten the need for faculty development:
- 1) Student enrollments now tend to cluster more in full-time programs than in the past. While the overall student-faculty ratio has not changed in the past five years, many faculty experience a fuller class size.
 - 2) The increased retention rate, as previously noted, brings a demand for more advanced-level offerings. Many of the faculty do not feel as prepared as they would wish to be to teach such offerings.
 - 3) The younger student body of the past several years, in the judgment of many faculty, require far more assistance and orientation to Evergreen than does the more mature student.
- b. The number of contact hours required in programs which constitute the norm--estimated by many (independent of preparation time) to be 18 to 20 per week--is staggering. While the outcomes are more often than not quite rewarding, such a workload eliminates the possibility of the kind of time which the DTF called "on-going time," i.e. regularly available time in which one can attend to the work which is one's professional center.

Their report states:

There are problems and issues that need to be addressed in connection with intellectual, scholarly and artistic (ISA) development. Faculty are acutely aware of the pressures and tendencies, some of them inherent in the college's structure, that function as obstacles to ISA development: the increasing student/faculty ratio, the increasingly onerous governance duties, and the obligation to teach much of the time in teams and in more than one discipline. Faculty often claim that the pressures of teaching here make it exceptionally difficult to pursue research, to keep up with current books and journals, to read, think and write.

There is a serious danger that we are disqualifying ourselves as teachers of advanced offerings. There's the fear, as one colleague puts it, that we are consuming rather than expanding our intellectual capital. Some faculty committed to ISA activities have left the college partly because they felt, correctly we think, that ISA development is unduly hindered at Evergreen. A federal grant-dispensing institution has commented unfavorably on what it perceives is the college's failure to encourage research and development. While we believe that the

college has not made insignificant strides in this respect in recent years, it is our conviction that a major effort is yet required.

The continuing problem is identified in the Deans/Provost/Hahn memorandum of September 26, 1988, titled "Faculty Development/Enrichment". On page two we find the claim that "...time is the faculty's greatest need..." (emphases added). Time is, with respect to ISA development, the faculty's greatest need. For the faculty who choose (1) to teach advanced offerings and/or (2) not to merely take from but to contribute to the above sources and repositories of knowledge, there is an intellectual/moral obligation to keep up with the developments in at least one area of professional competence. And this requires time to read, to think, to write, to research, to compose, to perform, to create. For teaching scholars and artists committed both to ongoing scholarly and artistic work and production, and to offering advanced programs to students, there is a right of access to the means of intellectual and/or artistic production. And time is, as the deans and the provost implicitly aver, perhaps the most fundamental of these means. The college, then, insofar as it is committed to both offering advanced work for students and encouraging ISA development and currency among faculty, is obliged to provide access to the kind of time development, i.e., ongoing maturation and enrichment that this requires.

We call this kind of time 'ongoing time'. ISA development is linked to projects, agenda, research programs. These are more akin to a way of life than to an episodic slice or chunk of life. Both keeping up and realizing individual projects require that a person's life-schedule has an essential component an ongoing stretch of time during which this sort of ISA activity is more or less continuously pursued and developed.

The college's curricular structure and team-teaching requirements place severe limits on the kind of ongoing time that can be provided to faculty. Accordingly, new development activities may well require additional innovative structures.

- c. After a point, which surely varies for individuals, the steady diet of team-teaching and of an interdisciplinary environment ceases to be unqualifiedly stimulating. In need of time to reflect and to crystallize, some of the faculty experience the normal rhythms of life at Evergreen as personally and intellectually scattering. The perception of many that the college does not value sustained work in a single area exacerbates the problem.

- d. The faculty at Evergreen are changing. Those who have been here a long while are realizing that they have much to say to the professional world and they wish in their graying years to have the time to say it. Newer faculty, though as fiercely committed to the importance of Evergreen's innovations, enter the institution without the expectation that they must abandon all hope of a professional life beyond teaching. The recent academic administration of the college has not discouraged the emergence of these expectations.
- e. The shift to a multicultural curriculum, endorsed and embraced by the faculty, has brought with it a whole new set of intellectual expectations. The faculty feel that there is no way that they could develop even a minimal knowledge of another culture while continuing at the same time with their intense teaching schedule. (The administration, of course, agrees and has committed to an appropriate fund-raising effort.)
- f. The rapid growth of the college has entailed many changes, almost all of which have been matters in which many of the faculty have wanted to be involved. The increase in committee assignments and governance responsibilities has thus been quite significant.

In light of these issues the DTF made the following recommendations for principles which should guide faculty development (including research) at Evergreen:

In order to be an effective faculty member at Evergreen, the faculty member needs to engage regularly in activities of faculty development. The purpose of these activities is to help the faculty member become more knowledgeable and accomplished in his or her field(s) and more skillful as a teacher at Evergreen.

The administration has a concomitant responsibility to support this development. Each faculty member at Evergreen has responsibility for his or her own development. Each faculty member should have the option of having an institutionally approved, multi-year development plan. Approval would mean that the administration would acknowledge the financial implications of the plan by making appropriate budget requests and working to get the needed funding.

Consequently, the Evergreen administration should offer substantial financial aid and administrative support for faculty development activities which do not result in an overall increase in faculty workload -- more students, more DTFs, more special administrative assignments -- or the introduction of formal or informal faculty rank or privileged faculty groups.

In addition, the faculty should devise many new ways of supporting their development that do not require the expenditure of large sums of money. In particular, the faculty should plan some good programs that require less teaching time and allow for more non-teaching time.

All faculty members should be encouraged and assisted by the administration and faculty peers to take advantage of opportunities for faculty development.

The college needs an extended new-faculty orientation, new teaching structures that support and/or make possible ongoing research and creative work by faculty, and new teaching structures which respond to the changing working patterns and rhythms that naturally occur in a faculty member during a lifetime of teaching.

Faculty development activities should support and not endanger the current structure of the curriculum--coordinated studies, group contracts, book-centered programs, individual contracts.

The provost will have reviewed these recommendations and will have prepared a response by the time of the accreditation visit.

V. SCHOLARSHIP AND RESEARCH

A. DESCRIPTION

1. Research and scholarship policy and practice is best described in the aforementioned committee report entitled "Faculty Development DTF Final Report" which will be made available to the reviewers during their visit. That document and the provost's response to it (which will also be available at the time of the visit) are essential to the understanding of the transitions which faculty life is undergoing at Evergreen.
2. An extensive but not exhaustive description of professional activity at Evergreen is available in Research and Artistry at Evergreen, compiled June 1987, and updated regularly in Faculty Focus. These documents will be available to the reviewers. Following are brief descriptions of a few quite recent and ongoing publications/projects:

Stephanie Coontz. The Social Origin of Private Life: A History of American Families, 1600-1900, published in 1989, Shoken & Verso Presses, offers a new synthesis of family history in America. Coontz' theoretical analysis shows how the concept of family is critical to all societies because it is through family that societies coordinate and shape the demands of personal and social reproduction.

Siegfried Kutter. The Universe and Life: Origins and Evolution, published by Jones and Bartlett in 1987. Kutter's textbook exemplifies an interdisciplinary approach to its topics and is written for students of liberal arts curriculum. The New Scientist comments "a brilliant and inspiring book. . . achieves. . . the creation of a fascinating, erudite, synoptic view of the evolution of the cosmos from its beginnings to the present. . . Everyone should read it because it glows on every page with Albert Einstein's belief in 'joy and amazement at the beauty and grandeur of this world of which man can just form a faint notion'."

David Marr. American Worlds since Emerson, University of Mass. Press, 1988, "argues that Emerson's privatism and antipoliticism have permeated American thought and discouraged the growth of a public discourse and political language" (Choice). During his 1988/89 leave, Marr is investigating philosophical themes in the works of Melville, Henry James, Nelson Goodman and Margaret Atwood. The result will be a book-length manuscript.

Richard A. Cellarius. Measurement of Tree Productivity: A Study of Pacific Northwest Forest Ecophysiology. This work is being done in conjunction with the Olympia Forestry Sciences Laboratory of the U.S. Forest Service's Pacific Northwest Forest and Range Experiment Station and typifies the best of academic/public collaboration with implications for the regional economy.

Susan Aurand. Place in 20th Century American Art. Aurand is studying the relationship to geography and how it shapes one's sense of identity and the ways in which we orient ourselves physically, philosophically, psychically and politically in the world. Aurand is examining how depictions of the physical landscape and its inhabitants are made and analyzing the personal and cultural attitudes and ideas expressed in these representations. The medium of the study is an extended series of paintings of place.

3. **Facilities.** Most research facilities, whether equipment, collections, or laboratories, are shared with undergraduate students. The variety and quality of equipment is therefore addressed in the general facilities section of this report.

The largely undeveloped 1,044 acre campus should be mentioned here; it is a well-used laboratory for ecological research of both forest and shore.

The Washington State Institute for Public Policy is described in Chapter VI.

4. **Faculty.** Encouragement of research and scholarship comes through the variety of development opportunities identified in Section IV.

Faculty develop research policies via the usual governance procedures. The Faculty Development DTF is an example of the typical committee, constituted primarily of faculty, who make recommendations to the faculty as a whole. If these recommendations are supported by the faculty and the administration, then the academic administration attempts implementation.

Faculty monitor research practices by serving on the committees which grant funding for research, travel and leaves and which receive the faculty reports which come from such activities. Reports such as Research and Artistry at Evergreen, Faculty Focus and faculty presentations of research projects complete the range of monitoring. A Human Subjects Review Board also reviews any proposed research to assure that the rights, well-being and personal privacy of individual subjects are protected.

Funding amounts for research are given in Chapter IV.

B. ANALYSIS AND APPRAISAL

The quality of the professional environment for the faculty at Evergreen has been a mixed bag. On the negative side, as the previous pages have indicated, they have sustained an educational experiment that has been exhausting in both its concept and in the context (of time and place) wherein it was implemented. On the positive side, that experiment has been successful and powerfully influential in American higher education. Additionally, and especially relevant to this section of the report, the

faculty at Evergreen have enjoyed the rich and unparalleled opportunity to teach and learn in situations wherein the dictates of subject matter and personal priorities often took precedence over most of the bureaucratic and professionally dictated priorities of traditionally organized institutions.

For two reasons, at least one of which is overwhelming, the environment as it relates to faculty scholarship and research needs to change:

1. Many of the faculty, it would seem, have been unable to sustain a personal/professional center in the current environment at Evergreen.
2. Higher education, the professional societies, and the world at large might benefit significantly from learning of the experience of the Evergreen faculty. The publications cited above may be untypical or may be typical examples of insights and scholarship un-self-consciously developed, bottled up by the demands of the environment, and sadly tossed aside or forgotten.

It has been the judgment of the recent academic administration that the research cited above is not untypical, that scores of faculty with the proper support could generate work of comparable quality and relevance, and that the institution must think of itself as in transition from a period of sowing to a period of harvest. It is a great challenge to the administration of the college to facilitate that transition.

In regard to the relevance of faculty research to teaching, analysis of the 71 projects discussed in Research and Artistry at Evergreen generates the following representation of the five foci:

Interdisciplinary projects: 42%

Projects which reflect an emphasis in cooperative process: 4%

Projects which focus on issues of race, gender, class or cultural differences: 33%

Projects which emphasize a strong connection between theory and practice: 25%

Additionally, 17% of the projects showed direct applicability to teaching methodology and 18% address issues of epistemology which would have obvious implications for pedagogy.

What is not reflected in the project descriptions is the generally common practice of involving students in the activities which are laboratory or field based.

VI. CONTINUING EDUCATION AND SPECIAL INSTRUCTION ACTIVITIES

A. INTRODUCTION

Both the Strategic Plan and the college's mission statement raise public service to a degree of prominence unusual for a small liberal-arts college. In the past, before the Strategic Plan, community service was provided through academic programs and internships but the services were sporadic and often short-lived. The academic focus on the connection of theory and practice, our location in the state capital, and our year-long, full-time programs provided many opportunities for internships and field projects, but the absence of funds specifically earmarked for public service plus the lack of any coordinating or galvanizing forces mitigated against consistency. In the past five years, however, with specific funding from the Legislature and with the clear directives of the Strategic Plan and mission statement, public service is coming into its own at Evergreen. A Public Service DTF will be meeting next year to clarify and coordinate the wealth of activities and opportunities which are springing up, and to assure a productive relation with the central core of the college's mission. The DTF is chaired by Academic Dean Carolyn Dobbs who also serves as liaison to the public services activities described herein. The charge of the committee is available upon request.

The Strategic Plan lists three orientations for community service: public education in Washington, community development, and service to tribal, state and local government. All are to be developed as much as possible through the curriculum rather than as tangential elements. The following sections delineate the most significant activities in these areas.

B. PUBLIC EDUCATION

1. National Faculty: Since 1986, TESC has been host to the Northwest regional office of the National Faculty of Humanities, Arts and Sciences, a non-profit educational organization whose single purpose is to improve the quality of teaching in the nation's classrooms. Outstanding college professors throughout the country help elementary and secondary teachers teach better by increasing their knowledge of their subject matter, be it English, history, science, art, mathematics or foreign languages, and by re-instilling in them the joys and dignity of the teaching profession.

The director of the Northwest regional office is S.R. "Rudy" Martin, Jr., TESC founding faculty member, on half-time appointment to the National Faculty. He reports to the provost and the board of the national office of which the provost is a member. An annual budget of \$200,000 from the legislature, supplemented by funds from private foundations, supports Martin, two part-time office assistants, the stipends and expenses of visiting faculty and the honoraria and supplies necessary to run institutes. An example of

the activities provided by the National Faculty are the three two-week institutes held in the summer of 1987 and 1988. One hundred and thirty-four secondary teachers, often in teams of two or three, came from 77 high schools and middle schools across the state to take part in intensive study with distinguished college and university professors including several Evergreen faculty.

The experience has been enriching and exhilarating for teachers and faculty alike. For example, the English teachers studied, wrote about and discussed works of Sherwood Anderson with an Amherst College professor who is the author of an acclaimed new biography of that important American writer. Science and math teachers viewed the Mount St. Helens volcanic site with a geologist from Whitman College, a botanist from the University of Washington and a biologist from The Evergreen State College, examining the devastation which occurred there and the forms of plant and animal life now returning to the area. American history teachers learned about Native American culture from a University of California at Santa Cruz professor who won a 1988 American Book Award for his novel depicting modern Native American tribal life.

Each session involved seven or eight college and university faculty. They came from: Alma College (Michigan), Amherst College (Massachusetts), Boise State University, California State University at Sacramento, The Evergreen State College, Pomona College (California), University of California at Berkeley, University of California at Santa Cruz, University of Washington, Washington State University, and Whitman College. Evergreen faculty find their involvement to be an enjoyable and invigorating development activity.

Statements from the teachers' evaluations make clear the success of the activities:

This has afforded me a time to get in touch with why I became a teacher in the first place. I seldom have the time to discuss with colleagues literature or writing in a conceptual format. I leave here knowing I will be a more enthusiastic and creative teacher.

Mary McHugh-Shuford, English teacher
South Kitsap High School, Port Orchard

I will place a new emphasis on teaching understanding of concepts, rather than just computational skills and facts. I have been forced to evaluate what and how I teach, and hopefully I have a better idea of what my goals are now and how to achieve them more completely.

Gordon Glenn, math teacher
Charles Francis Adams High School, Clarkston

The amount of information from qualified and enthusiastic scholars who shared their passions with us could only be believed by someone who was here. One could not spend two

weeks in this exciting avalanche of information without having oneself change and one's teaching improved. This will surely make a difference to me next year!

Nancy Johnson, U.S. history teacher
Lake Washington High School, Kirkland

...my own thirst for knowledge was rekindled. That in itself is fuel for any teacher, especially one from a small island community. Thank you.

Shirley Ferris, English/history teacher
Vashon Island High School

2. Washington Center for the Improvement of Undergraduate Education

WCE): The Washington Center was established in 1985 at The Evergreen State College as an inter-institutional consortium devoted to improving undergraduate education. The center focuses on low-cost, high-yield approaches to educational reform, with a special emphasis on better utilization and sharing of existing resources through inter-institutional collaboration.

The center's director is Barbara Leigh Smith, whose position is one-quarter time as center director and three-quarter time TESC senior academic dean. She reports to the provost and the center seeks direction from informal statewide advisory groups. The budget of \$201,559 supports 2.32 FTE with a large portion funding grants for innovative teaching activities around the state. WCE activities are attended and supported heavily by TESC faculty which creates an excellent in-house faculty development opportunity as well as a vehicle for spreading the word about TESC's most successful methodologies.

From its founding in 1985 until July 1987, the Washington Center was funded entirely by private foundations. Funds from the Exxon Education Foundation in 1985-86 focused on faculty development and the creation of learning community model programs. A grant from the Ford Foundation currently is directed towards curricular coherence, faculty development, and the creation of closer partnerships between two- and four-year institutions. The Matsushita Foundation has granted the center funds for the development of ties between colleges in the consortium and high school teachers although the center is now reducing its involvement with high schools, leaving that work to the National Faculty. Finally, the center has received its most recent funding from the Burlington Northern Foundation for faculty exchanges. All grants are designed to involve participating institutions and to pass through funds to them; in this manner, the center has successfully leveraged state funds against redeployed institutional resources at a 1:6 ratio.

In December 1986, Governor Booth Gardner recommended funding the Washington Center as part of his program to improve the state's educational system. A \$400,000 biennial budget request to the 1987 Washington Legislature was successful. Even with state funding,

the center expects to continue to leverage resources and raise substantial private funds to support an expanding set of activities.

There are currently 37 institutions affiliated with the Washington Center including two- and four-year institutions and both public and private colleges. The following institutions are members of the Washington Center: Washington State University, the University of Washington, The Evergreen State College, Western Washington University, Central Washington University, Eastern Washington University, Pacific Lutheran University, Seattle University, Seattle Pacific University, Saint Martin's College, The University of Puget Sound, Gonzaga University and Antioch University-Seattle. Twenty-four community colleges are members including Bellevue, Centralia, Clark, Edmonds, Everett, Grays Harbor, Green River, Highline, Lower Columbia, North Seattle, Olympic, Pierce, Seattle Central, Shoreline, Skagit, South Puget Sound, South Seattle, Spokane, Spokane Falls, Tacoma, Walla Walla, Wenatchee Valley, Whatcom, and Yakima Valley.

The Washington Center's central activities are inter-institutional faculty exchanges, the development of learning community curricula, conferences and seminars on effective approaches to teaching and learning, a small seed grant program and technical assistance on topics related to effectiveness in undergraduate education. The Washington Center publishes a newsletter three times a year.

As of June 1989, more than 160 faculty members have been involved in quarter- or year-long team teaching experiences with exchange faculty. Most exchanging faculty members teach in one of the model programs. Fifteen schools have been involved with inter-institutional faculty exchanges.

Model interdisciplinary learning community programs are in operation or in the planning stages at 24 campuses. Current programs associated with Washington Center activities involve more than 2000 students each year.

The Washington Center sponsors workshops and seminars on active and collaborative approaches to learning, learning communities as a means of improving undergraduate education, writing across the curriculum, using assessment and evaluation to improve teaching and learning, and on William Perry's work on intellectual development in college students.

3. **Labor Education and Research Center:** The Evergreen State College established its Labor Education Research Center in July of 1987 with the receipt of \$200,000 from the Washington State Legislature for the 1987-89 biennium. The establishment of the center was preceded by a year of joint labor/college planning and the implementation of a series of experimental "Labor Center Preview" projects.

The center's mandate is to provide access for trade union members within this state to education and research opportunities at the

post-secondary level. The Labor Center was organized as part of the public service mission of the college. The center's director, Dan Leahy, a member of the college's faculty, is appointed by and reports to the provost of the college. The president of Evergreen appoints an advisory committee of at least 15 union members who reside and work in Washington State to advise the director and the president as to the center's goals and educational programs. The provost and center director are ex-officio members. In addition to their official duties, advisory committee members play a vital role in linking the educational needs of their respective unions to the developing programs of the center. Many members directly involve their unions with the work of the center.

The center's budget (\$102,220 from state funding in 1988/89) allows for two full-time, permanent staff positions--the executive director and a field organizer. All other center staff over the past year have been hired on a part-time and/or project basis.

Activities the center has organized since its inception include a three-day oral history conference addressing the labor movement in Washington State; a three-day conference on the history, political economy and future of Southwest Washington; a workshop on labor strategies for the public sector; a locked-out workers' forum; a two-day conference on the international economy and the future of public education; a two-day conference on education and the next economy; and union steward educational conferences.

The Labor Center also provides coursework such as 10 three-hour evening sessions on the history of the labor movement in Washington State taught by Dan Leahy in Montesano (7 graduates); 20 three-hour seminars from January to June with a summer internship on labor history and campaign struggles (7 graduates); an accredited course on values and strategies of organized labor consisting of 18 hours of in-class work in five sessions in one month, in Seattle (10 graduates); and summer schools for trade union women.

The center engages in research based upon requests from labor including corporate research, issue research (child care, employee ownership), needs assessment, and educational materials development including bibliographies and videotapes. The center sponsored publication of a monograph Blood in the Water: A History of District Lodge 751 of the International Association of Machinists and Aerospace Workers by John McCann in spring of 1989.

The center also organizes conferences at the request of labor organizations. These include conferences of the National Association of Letter Carriers, the United Food and Commercial Workers, the Washington Education Association, an AFSCME Local 275 negotiations workshop, and an International Brotherhood of Electrical Workers Local 76 political action committee workshop.

Center staff were invited to speak at 20 additional events in 1987/88. Eighty union members have acted as adjunct faculty at center events. Evergreen faculty and staff are also active in center events, ten having assisted in presentations in 1987/88.

Enthusiastic center supporters are many. Following are comments from a few satisfied clients.

Mr. Leahy's effort to design and deliver labor history and labor education in the Seattle-Tacoma area is a model of cooperation between trade unionists in their world of work and an academic institution reaching out to that community.

William W. Winpisinger, International President, IAM&AW, referring to our center-designed Union Steward Training program for District Lodge 751.

I have just hired two organizers from our rank and file that have completed the organizing class at Evergreen. Dan Leahy has done an outstanding job and I'm proud to be able to say these organizers attended the classes taught right here in Washington.

Dave Jordan, Business Manager, IBEW Local 46 in Seattle, commenting on our New School for Union Organizers.

The (center staff) have just transformed 50 frustrated unionists into the strongest labor leaders this state will ever see.

Trina Dempsey, President of AFSCME Local 275 in Grays Harbor County, commenting on our June 1988 summer school for Trade Union Women.

The center's activity reports will be available to reviewers at the time of their visit.

C. SPECIAL INSTRUCTIONAL ACTIVITIES

The college provides a wide array of alternative learning models as part of its regular programming. Experimental learning formats such as independent study, internships and study abroad occur frequently throughout the curriculum. Consequently, two centralized credit-generating alternatives, the Prior Learning Experience and cooperative education (internships) are both described elsewhere with the activities consolidated into the Hillaire Advising Center (Chapter VII). International study is currently under review and the committee report, described earlier, is available upon request.

Several other activities, however, which will be described here, serve the needs of students who are unable to attend full-time programs, day-time programs or programs given in the Olympia area.

1. Leisure Education: Few programs are offered at Evergreen on a less than full-time basis, limiting the options for part-time and

community students. The Leisure Education program provides non-credit-generating part-time options for both community members and students to engage in activities of a more recreational nature than possible through the regular curriculum. A description and analysis of the leisure education program will be found in the final portion of the chapter on the Division of Recreation, Wellness and Athletics in Chapter VIII.

2. **Summer School:** Summer school provides further options for the many community members who are unable to enroll full time or to matriculate.

- a. **Description.** Summer school is operated on a self-supporting basis as a part of the academic administration of the college. It is directed by a senior academic dean (currently Dr. Michael W. Beug) and supported by his administrative assistant, Paula Butchko. Program revenues are generated entirely by course tuition and pay 100% of faculty salaries, summer program operating budgets, advertising, student activities fees, the building fund and 17% of the senior dean's salary. Revenue from the summer school is also used to enrich program budgets and to support faculty and staff development during the regular academic year.

The summer school head count enrollment was 1,130 in 1988 (up from 1,002 in 1987) including 1,067 undergraduates and 63 graduates. The total credits generated in 1988 were 7,662 (up from 7,151 in 1987). In the summer of 1988 we offered 80 courses which included six off-campus courses, 20 evening courses and three weekend courses. Eighty-one faculty were employed on contingent contracts. Pay is based on a percentage of the academic year salary (24%) and the percentage of full-time teaching on a uniform scale approved by the Board of Trustees. Overloads are generally not permitted but, in exceptional cases, a full-time staff person is allowed to teach one four-quarter-hour course.

Summer school is planned by seeking proposals from the regular academic year faculty and then hiring a small number of adjunct faculty to fill in any perceived gaps in the curriculum. Vitae are maintained on all faculty and the faculty evaluation procedures in place during the regular academic year are employed during the summer as well.

All revenue comes from tuition payments. Resident tuition is the same as the academic year tuition, plus 10%. Non-resident tuition is the same as academic year tuition.

Credit and evaluation policies are the same as during the regular academic year. For time-shortened offerings, total seat time must be maintained at a minimum of 10 hours per quarter hour of credit generated.

- b. **Analysis and Appraisal:** The student population is predominantly full-time students continuing from the regular

academic year. All students are evaluated by a narrative evaluation and each in turn evaluates the summer program and the instructor. Student needs are assessed in annual open student meetings and program proposals are solicited from students. All course proposals are submitted to the campus community for comment as the summer catalog is being developed.

The budget is handled in conformity with the central business office fiscal policies and procedures and is managed by the same personnel who manage the academic year budget. In recent years the self-supporting nature of the budget has worked well for the institution and the program has consistently produced some revenue used to enrich the general academic life of the college. Self-support for summer school was initiated when Washington State removed summer funding as a budget saving measure several years ago. The program itself, however, is not truly self-supporting since only the faculty and 17% of one dean's salary come from summer revenues. All staff salaries for secretarial support, registration/records, admissions, academic advising, library, etc. come out of the regular academic year appropriation. No staff are employed exclusively for summer school except for three to six adjunct faculty each year.

All facilities of the college are available in the summer, and, since the program is small compared to the academic year program, all space and facilities are adequate.

3. Off-Campus Programs: The Vancouver campus provided upper-division interdisciplinary programming to the Vancouver, Washington community. It is being phased out because responsibility for upper-division work in Vancouver has been allocated to Washington State University by the Higher Education Coordinating Board.

The Tacoma program is described in Chapter III as one of the specialty areas receiving review in the past five years.

D. SERVICE TO GOVERNMENT AND COMMUNITY

1. Washington State Institute for Public Policy (WSIPP)

- a. Structure: A board of directors governs the WSIPP. Each caucus of the senate and the house selects a member of the board. In addition, two legislators represent the Senate Majority Leader and the Speaker of the House. The board includes two appointees of the Governor, four university administrators, and the senate and house committee staff directors. Current board members are:

Senator Max Benitz
Senator Alan Bluechel
Senator Marcus Gaspard
Representative Tom Bristow

Representative Brian Ebersole
Representative Steve Van Loven

Chuck Clarke, Department of Community Development
Gary Robinson, Office of Financial Management

Patrick Hill, The Evergreen State College
Ronald Hopkins, Washington State University
Dale Johnson, University of Washington
Sam Kelly, Western Washington University

Greg Pierce, Director, Office of Program Research, House
of Representatives
Edward Seeberger, Director, Senate Committee Services

- b. **Purpose:** The mission of the Washington State Institute for Public Policy is to assist policymakers, particularly those in the legislature, in making informed judgments about the most important, long-term issues facing Washington State. Staff of the institute work closely with legislators and legislative, executive and agency staff to define medium- to long-term issue areas that can benefit from academic involvement. Staff develop short project proposals and amplify them in discussions with practitioners. The institute's board of directors approves each area of activity or larger project that is taken up. Academic experts are identified, linked up with appropriate state staff, and carry out projects for some defined audience.

The WSIPP budget includes \$160,408 from state funding which supports three full-time staff. The director, Russell Lidman, is an Evergreen faculty member on leave from the graduate program in public administration.

- c. **Activities:** The institute sponsors research studies, organizes conferences, manages reviews of technical and scientific topics, conducts seminars, provides consultation, and otherwise seeks to strengthen the links between state government and Washington's academic community. Some of the activities listed below have been completed and others are continuing. New activities will commence during the next several months.
- 1) **Conferences/Symposia:** The institute has sponsored or co-sponsored conferences or symposia on the following issues from 1985 to the present: trends in the support of families; higher education and economic development; liability-an educational forum; voter participation; "Debtbusters" simulation; nuclear waste; organizing for modern management: a symposium for legislators; the economies of the state and its regions; nuclear futures; workforce now and in 2000; focus on literacy.
 - 2) **Studies:** The Institute generated the following reports from 1986 to the present: Sewage Sludge Disposal and

Utilization Study: Land Application; Forecasting Aid to Families of Dependent Children (AFDC) Caseloads in Washington State; Improving Voter Turnout: An Analysis; Personal Income Trends Show Widening Gap Among Washington's Regions; Welfare Reform: Implications of Recent Studies; Alternative Uses of Unemployment Insurance Trust Funds: A Survey of Recent State Initiatives; Employer Involvement in Child Care: Assessing Benefits; Increasing Higher Education's Contribution to Economic Development in Washington; The Washington State Input-Output Study for 1982; Regional Long Waves of Economic Development in the Washington Economy; Elasticity of Tax Revenues and Revenue Stability: Washington State's Tax System and Proposed Alternatives to It; The Service Sector of Washington State's Economy: Growth Patterns and Structural Change; Metro/Non-Metro Shares of Service Sector Activity in the Washington State Economy; A Study of Undergraduate Fees at Four-Year Public Institutions of Higher Education in Washington State: 1986-87 Academic Year; Alternatives to On-Site Sewage Systems: A Review; Issues in the Organization of Social and Health Services; Impacts of Washington State's Correctional Institutions on Communities; Models of Industrial Extension Activities.

The following studies and projects, among others, are in progress:

- * Washington State Family Independence Study: Mandated by the legislature in the 1987-89 budget, this study is conducted in conjunction with the Legislative Budget Committee, the Department of Social and Health Services, the Employment Security Department, and the Office of Financial Management, and will provide information on both public assistance recipients and people at risk of being on assistance in Washington. The study is coordinated by Russell Lidman with support from institute staff members Ann Vandeman and TESC faculty member Greg Weeks. The survey research is conducted by the Social and Economic Sciences Research Center at Washington State University.
- * Family Independence Program (FIP) Program Evaluation Advisory Panel: Mandated by the 1987 legislature in the legislation authorizing FIP, this panel is composed of national and state experts to advise the Legislative Budget Committee on the evaluation of the Family Independence Program. Work will continue through the 1989-91 biennium.
- * Washington Public Policy Fellows Program: The fellows program will support applied research on topics of immediate or near-term interest to the state and will support the communication of those

research findings to policymakers and staff. The Washington legislature created the fellows program in the 1989 session and appropriated \$326,000 for the biennium.

Fellows will work in Olympia, with an office in the institute. Resources are available to support two fellows who will normally be on staff for a year. Fellows are compensated at the level of their current academic salary. They will be provided research and secretarial support.

The priority topics, around which recruitment of applicants was based, were selected by the WSIPP board. Applications for the first year's fellowships were due in July 1989 for awards which will begin in September.

- 3) Newsletters: The institute issued the following newsletters since January 1986: Trends in the Support of Families; Policy Indicators for Washington State; Issues in Education for Washington State; Organizing for Modern Management; The Economies of the State and Its Regions; Nuclear Futures: A Conference Summary; Workforce Now and 2000: Match or Mismatch?; Focus on Literacy.

2. Graduate Programs:

Each graduate program has a mission to support public service through its curriculum but also through the efforts of its faculty. Faculty teach at half-load and are expected to engage in community service or "beyond teaching obligations."

Masters of Environmental Studies faculty members are involved in a variety of community service activities. Several faculty have produced studies that are being used by state and local agencies in the formulation of environmental policy. During the winter and spring quarters of 1989, moreover, the faculty and director were heavily involved in the planning of a national conference on environmental studies and history which was held at Evergreen. The director and faculty are also very active in several professional organizations such as the North American Association of Environmental Education, the Northwest Association of Environmental Studies, and the American Society of Environmental History. In addition, the faculty and director have substantial scholarly agendas which have produced papers, articles, and presentations delivered to local, state, and national conferences, and most student projects directly concern the improvement of public service in Washington State.

3. Lecture Series; Cultural Events: Evergreen enriches its community with a broad range of activities which are open to the public. The library's resources are available to the public and the campus recreation center is used by the public for a fee. More proactively, Evergreen provides multiple public lecture activities,

notably the annual Unsoeld Speaker, the "Piece of My Mind" series, and the "Cutting Edge" symposia. These activities occur in the community as often as on campus. The campus hosts a constant procession of art shows through the Evergreen Galleries as well as a travelling exhibition service. Evergreen Expressions provides an annual series of performing arts events, many bringing culturally diverse perspectives to the Olympia cultural scene. Campus festivals such as Earth Fair and the enormous extravaganza Super Saturday which brings 25,000 people to campus, testify to the importance that Evergreen places on college/community relations.

VII. HILLAIRE ADVISING CENTER

A. DESCRIPTION OF CO-LOCATION

At the start of fall quarter 1987 we opened the new Hillaire Student Advising Center which brought together in one attractive and readily locatable center the important student service functions of academic advising, cooperative education, prior learning (PLE), career planning and placement, First People's Advising Services, KEY special services and the dean of Student Development. Staffing was increased to add a receptionist for the area and a director of the combined functions of academic advising, cooperative education and PLE. In 1989-90 we will add an additional half-time academic advisor and .25 FTE to cooperative education staffing.

The director reports to one of the academic deans and the dean of Student Development reports to the vice president for Student Affairs. To further increase the integration of the areas and maintain regular contact between the Student Affairs division and the Academic Affairs division, the dean of Student Development has been attending meetings of the academic deans on a weekly basis.

An organization chart of the area follows.

B. THE ACADEMIC ADVISING OFFICE

1. History and Description: When Evergreen's 1979 Accreditation Report was submitted, the Academic Advising office had been working for about a year to implement recommendations of a 1978 Advising Task Force, recommendations that for the first time established a formal faculty advising system at Evergreen. In this system, the director of Academic Advising (a position into which faculty rotate for two-year terms) assigned students to faculty advisors and coordinated advising activities. The director also met with students to give advice when the students' assigned advisors could not assist them, and performed other advising-related tasks.

For a variety of reasons, the system of assigning students to faculty advisors failed. Without a requirement to see their advisors, many students did not do so. As is the case at most colleges, most faculty did not like to do advising, and did not do it well. Budget cuts in the advising office in 1984 made it difficult for the staff to administer the system. The approach that eventually evolved, and that is still in use, relies heavily on informal advising between students and the faculty with whom they are studying; a system which has good potential, since the faculty get to know their students so much better at TESC than at traditionally structured colleges. Often, however, the burden is on the student to ask for help from the faculty. If faculty are unable to help a student, they may refer that student to the

Academic Advising office. Many students go directly to the Academic Advising office instead of first asking their faculty for advice. The only time a student is required to see an advisor is when he or she first enters Evergreen; before their first registration, students are expected to attend an advising session, usually one hour long. Staff from the advising office and representatives from the faculty talk to students in large groups and sign the students' registration forms.

Thus the responsibility for formal academic advising at Evergreen now rests primarily with the Academic Advising office. This office is staffed by the director (still a rotating faculty position), a full-time program assistant, and between one and four part-time student workers (the number depending on availability of funds and of qualified students). The director of academic advising's duties include meeting with students by appointment and during daily drop-in hours; helping students with long-range curricular planning; helping students with selection of programs for the coming year or quarter; locating appropriate faculty for further advice in students' fields of interest; advising prospective students for Evergreen's Teacher Education program; approving the program choices of all Upside-Down degree students; giving advising-related workshops, such as "How to Write a Self-Evaluation" during orientation week and at other times when requested; and advising students having problems with current programs and/or faculty.

About half of the director's appointment time is taken up by students (many of them not yet admitted to Evergreen) interested in Evergreen's Teacher Education program; this highly specialized advising usually requires more time per student than any other advising, and is presently done only by the director. For other advising, the director receives a few hours per week of assistance from the director of the Hillaire Student Advising Center; the program assistant also does advising, especially on a drop-in basis. In the fall of 1988, the provost requested that a number of faculty replace a committee assignment with two hours of work each week in the advising office. Most of the faculty rejected this request; however, two faculty (one of them a former director of academic advising) and two deans have regularly met with students, by appointment, in the advising office in 1988-1989.

In addition to direct advising, the advising office serves as an academic information center for the campus. The office's activities, supervised by the program assistant, include publishing a Student Advising Handbook each year; making program schedules available to students; collecting syllabi (when possible) from faculty and making them available to students; publishing academic updates to notify faculty, staff, and students about changes in the curriculum; and keeping bulletin boards with the latest curriculum information posted on them.

In November 1987, the advising office began keeping statistics on the number of people who contacted the office for advice or information. The statistics are not precise, since many contacts

undoubtedly went unrecorded, but they do at least indicate minimum levels for the year between November 1, 1987, and October 31, 1988:

Total contacts: 12,518
Appointments: 979
Drop-ins: 4,553
Phone calls: 6,846

The office files contained some data from 1984-85, so it was possible to make a comparison of numbers of contacts for the period from November 7 to March 17 for three different years (1984-85, 1987-88, 1988-89). The numbers of advising appointments did not vary markedly (348, 397, 375), but those for drop-ins (1161, 1554, 2026) and phone calls (1198, 2235, 2384) climbed significantly.

2. **Analysis and Appraisal:** The advising "system" described above needs improvement. As college enrollment has grown over the past ten years, the size of the advising office staff has remained approximately the same, and faculty have become less systematically involved in advising. A survey of current students in 1988 showed that 67% of the students had used academic advising services at some time, giving the office a tie for fifth rank among 19 TESC services in level of use; the office ranked eighteenth out of nineteen in average satisfaction (13% very satisfied, 29% satisfied, 32% neutral, 18% dissatisfied, and 8% very dissatisfied), and these rankings fell below national norms. The reasons for the low satisfaction ranking were not clear, but perceived lack of accessibility to a knowledgeable advisor must have been among them.

Even before the student survey results were known, the college recognized the need for improved advising. In 1986 the provost charged an Academic Advising Advisory Board "to propose a model for providing better long-term academic advising at the college (one designed in conjunction with the faculty's long-standing role in advising), better coordination among present services and a stronger educational emphasis." As a result of the board's recommendations, the Academic Advising office was made a part of the new Hillaire Student Advising Center. The board hoped that better coordination of the college's various advising services would be achieved by locating those services in the same area, and that students would be better served by that coordination and by placing the services in a prominent location. From the Academic Advising office's standpoint, however, little seems to have changed except that Academic Advising's increased visibility has heightened the student body's expectation for assistance. Thus, for example, the number of drop-ins increased from 1554 in November through March, 1987-88, to 2026 for the same period in 1988-89, an increase of about 30%! Any increased communication with Career Development, Cooperative Education, and KEY may well be countered by decreased communication with Admissions, where Academic Advising was formerly located.

Consistent with the recommendation of the Academic Advising Advisory Board to seek ways to involve all faculty in advising, the college is not standing still on the advising issue. Three initiatives are under way for the next biennium, any or all of which could make significant difference:

- a. Some of the load on the Academic Advising office will be lifted next year if, as expected, a half-time Teacher Education advisor is added to the staff. This should allow the director of Academic Advising to devote more time to much-needed coordination with faculty and with other advising services. It is not clear, however, to what extent the teacher education advisor will make a difference, since students now fill advising appointments two to three weeks in advance, even though the director has recently reduced most of her appointments from one hour to 30 minutes in length, to make space for more students. The possibility exists that the Teacher Education program will be converted to a masters-level program, in accord with the recommendations of several studies. Were that conversion to occur, this aspect of the advising problem would lessen dramatically.
- b. The provost and the deans have again initiated an attempt, this time with greater lead-time, to involve faculty in academic advising as a substitute for committee assignments. Several problems might be solved if faculty representing diverse areas of the curriculum could thus spend regular time in advising. The director of Academic Advising could count on support in areas in which she lacks expertise; at present she simply does the best she can, and suggests that the student try to locate faculty member X. We might, as a side-benefit, develop a pool of experienced faculty who would be willing and well-prepared to serve a term as director of academic advising.
- c. In connection with the college's commitment to a substantial effort at assessing student development and outcomes, an effort is proposed to institute a portfolio advising system. If faculty agree to this idea, the system could involve the first genuinely programmatic attempt to integrate advising with curriculum.

The Academic Advising Advisory Board expressed the hope that all faculty would become involved in advising. The history of attempts to involve them is not encouraging. The college should, nevertheless, continue trying to find ways to get more faculty support for its academic advising efforts.

C. PRIOR LEARNING PROGRAM (PLE)

1. Goals: The goal of the Prior Learning office is to carry out the 1974 report on non-traditional credit and acceleration credit which stated that we should "give people credit for things they learn

before coming to college if that learning resembles what gets credit in college; and we "should not give credit for experience or skills in themselves, but rather for demonstrating understanding."

2. **History:** Although refinements have been made over the past fourteen years, the general philosophy and overall structure of the program remain essentially as originally conceived in 1974. In 1984, a full-time coordinator was hired for the PLE program, with responsibility for coordinating student paperwork, advising students, and developing and teaching a course of instruction for PLE students to focus on individual student responsibility and credit for articulated learning rather than validation of experience. A faculty committee meets quarterly to review student documents completed that quarter, and either award credit or advise students of revisions needed to bring their application document up to creditable standards.

Fee structures for the program have altered over the years. There is now a \$35 application fee, a \$50 evaluation fee, and fees for credits awarded to students based on tuition rates in the quarter in which they are awarded their credit.

The coordinator hired in 1984 left her position in the fall of 1987, and, due to administrative difficulties, it was fall of 1988 before a new coordinator was hired for the program. This caused a decrease in student enrollment and success rates, as consistent advising was not available to students in the interim, but the program is once again stabilizing.

3. **Description of Program:** The Prior Learning from Experience program is a method whereby academic credit is given for previous experiential learning. The immediate question raised by that statement -- is all experiential learning creditable? -- serves to set some of the program's parameters. The answer, of course, is that not all such learning is translatable to learning for which colleges traditionally grant credit. Areas of personal growth, while having intrinsic and important value to the individual, are more contemplative in nature and reflect maturing through life experience rather than active, questioning, experiential acquisition of knowledge. It is for reflection upon and clear elucidation and documentation of the latter that students may receive academic credit.

Additionally, the learning experience must be a valid one; it must meet program expectations. There are few requirements, but these must be rigidly adhered to. To be accepted into the program the following guidelines must be met:

- a. Applicants must be regularly enrolled, matriculated students at the college.
- b. The experience must have occurred during a period when the student was not enrolled full-time at any institution of higher education.

- c. The experience itself must be at least one year in duration.
- d. PLE credit must not duplicate any credit already received, whether through CLEP tests, transfer credit, or Evergreen credit awarded through a program or contract.
- e. Applicants cannot be enrolled at Evergreen, quit for a year, then come back for PLE credit.

Upon acceptance into the program, applicants begin a process which must be completed within one calendar year. It culminates in the submission of a document which explains and communicates what the person knows so that someone else, who does not initially understand the material, can develop an understanding through the reading of the document. During this time the coordinator is involved in assisting the student. Each student in PLE is required, as of fall of 1988, to take a four-credit class which covers the development of expository writing skills and a grounding in learning theory, so that students can develop skills in reflection on and analysis of their own learning processes. The PLE office also does formal reviews of each student's document at two stages of the process: mid-point review is completed approximately half-way through the student's document development, and pre-submission review is done shortly before the student finalizes the document to submit to the committee. The purpose of these reviews is to assist the student in identifying, defining, articulating, and documenting the experiential learning within a framework of a highly organized, structurally sound, well-written presentation.

As might be expected from this description, the process is both demanding and time-consuming. And the workload is exacerbated because the student working toward completion is enrolled in a credit-generating program or contract of study at the same time. For this reason it can, and often does, take up to a full year to complete a PLE document.

When the document is complete it is ready for review. The PLE committee meets once or twice each quarter (depending on the review load) to discuss PLE submissions and make credit decisions. Documents favorably reviewed are awarded credit on committee recommendations, and a narrative evaluation expressing the group decision is provided for both the student's and the college's records. The successful PLE candidate is billed for the amount of tuition, and credit is officially entered on the student transcript as soon as the amount owing has been paid. On the other hand, if no credit is awarded, the review committee provides constructive criticism in writing and the applicant is allowed to rewrite and resubmit the document. Two rewrites are allowed, for a total of three submissions.

Current recommendations by the Northwest Association of Schools and Colleges and the Council for Adult and Experiential Learning

dictate that fee structures for experiential credit should not be based on the number of credits ultimately awarded. Since Evergreen does use a system which bases fees on credit awards, we are currently studying the possibility of switching to a fee structure based on services provided students during their PLE process. A report on this study and recommendations are due by the end of the year.

4. **Analysis and Appraisal:** The PLE program at the college is congruent with the overall institutional goals. The group decisions of the review committee reflect the commitment to collaboration that has been inherent in the structure of the college since its inception. As traditional academic specialty lines are crossed and intellectual and emotional risks are taken by student, staff, and faculty alike during these review sessions, mutual support is a necessity. For the student applying for external credit there is no better test of analytical skills, precise communication, and independent initiative. Thus the program mirrors the goals of the institution itself and is in harmony with all other programs of study offered on the campus.

With fourteen years of history now, several facts emerge. The thoughtful and insightful planning that preceded actual implementation strongly reinforced the probability of establishing an effective and successful program. The planning group, in the spirit of all academic planning for the college, designed with meticulous care and clear thinking an option that would serve students well.

The hiring of a full-time coordinator for the program centralized support efforts for students working within the program, gave students a consistent and reliable source of information about program policies and procedures, and also relieved faculty of the burden of scheduling and monitoring for students in the program. The coordinator also provides information to faculty about professional developments in the field of external credit evaluation and assessment, and works to provide consistent review guidelines from quarter to quarter. Until 1988, this was problematic as members of the faculty review committee changed quarterly. As of this year, faculty are assigned to the review committee for the entire year as part of their governance responsibilities, and the coordinator is currently working with the faculty members of the review committee to develop a faculty-training seminar to be utilized each fall as new members of the review committee are appointed.

Also developed this year were a series of workshops to assist students in the continuing development of their documents, after their participation in the required classroom study is complete. These workshops cover assessing learning, essay writing, editing, giving and receiving constructive criticism, and organizing materials to write. Additionally, a student work group has been developed using a response group format, which meets weekly, and, under the guidance of the coordinator, allows students to critique

each others' developing work and to network with other students in the same process.

At this point, faculty involvement in the advising process during the development of the students' documents has been minimized, as over recent years that responsibility shifted to the coordinator's position. Due to increasing loads of students entering the program (see statistics) and increasing responsibilities for the coordinator, faculty involvement should perhaps be increased again to its previous levels.

PRIOR LEARNING PROGRAM

STATISTICAL DATA

1982-84

7 submitted but denied credit
22 submissions; 15 awarded credit

1984-85

10 students submitting, 2 awarded credit

1985-86

38 students successfully completing, averaging 31 credits each

1986-87

43 students successfully completing, averaging 36 credits each
no data on drop-outs or total enrollment

1987-88

Fall Quarter
40 students finished successfully, no data on average credit
Winter and Spring Quarters: no program

1988-89

<u>Quarter</u>	<u>Applied</u>	<u>Awarded Credit</u>	<u># Credits Awarded</u>
Fall	4	2	60
Winter	1	pending revisions	
Spring	Anticipate 11 submissions		

D. COOPERATIVE EDUCATION

1. **Program Goals:** The goals of the Cooperative Education program give rise to program functions, help determine office responsibilities and serve as the general framework for related analyses and assessments. Current program goals are as follows:
 - a. To facilitate and coordinate the identification, development, maintenance, and enhancement of opportunities for:
 - 1) students to achieve their academic objective through carefully planned, guided, and supervised learning activities in "on-the-job" and other "real world" learning environments;
 - 2) students to explore career options, make tentative career decisions and begin career preparations through participation in activities related to any one or more of the program's components; and
 - 3) off-campus agencies and organizations in the public and private sectors to make optimal use of the resources available to them through the Cooperative Education program.
 - b. To contribute in all ways both feasible and appropriate to the individual and collective efforts of students, faculty, staff, and administrators to maintain and improve the integrity and effectiveness of institutional programming.
 - c. To function effectively as a programmatic vehicle for productive dialogue between and among members of the on-campus and off-campus communities.
2. **Internships:** Internships are an integral part of the student's total academic program, and are as academically creditable as any other learning for which credit is awarded at Evergreen. Each internship is sponsored by a member of the faculty.¹ The intern's activities at the internship site are guided and supervised by a field supervisor. Specific arrangements for each quarter of internship are planned, negotiated, and agreed to in advance by student, faculty sponsor, and field supervisor. Negotiations culminate in a signed, formal document which sets forth the student's learning objectives, specifies details of the internship and

¹Some internships conducted through Individual Learning Contracts are sponsored by uniquely qualified staff who have been given prior approval by the academic deans to serve as contract sponsors.

academic components and stipulates the responsibilities of each member of the internship team. This document then is filed with the office of Cooperative Education.

Faculty sponsor and field supervisor are expected to collaborate in structuring and guiding the student's learning and in providing the student with periodic feedback concerning his or her progress and achievement. At the internship's conclusion, the faculty sponsor determines the amount of credit to be awarded. This determination is based at least in part on the field supervisor's written evaluation of the student's performance and on the student's self-evaluation.

Students may conduct internships only through their enrollment in either a coordinated studies program, a group contract, or an individual learning contract. All internship opportunities and the types of internship positions students obtain are broadly representative of the college's interdisciplinary curricular offerings.

Regardless of the curricular mode through which internships are conducted, the majority include a strong, individually tailored academic component.

The strength of the academic component is particularly important in the case of what is termed an employment-related internship. The employment-related internship represents an institutional response to both the need and the opportunity a number of adult students have to effect creative relationships between their programs of study and their positions of employment during a portion of their Evergreen education.

In brief, an employment-related internship may be conducted when a student who is already employed can make arrangements with his or her employer for learning activities in the work environment which: (1) are related to his or her academic objectives; (2) are decidedly different from those ordinarily done in meeting the responsibilities of his or her position; and (3) potentially will lead to documentable learning outcomes beyond the level of his or her previous academic achievement.

It is expected that the application for an employment-related internship will be submitted well in advance of the quarter for which it first is being proposed and that it will be approved before arrangements with the faculty sponsor and field supervisor have been finalized. Application approval is contingent primarily on the evidence it contains concerning potential for significant academic progress.

From the preceding, it should be clear that the internship program permeates the Evergreen curriculum, serving as an important instructional means toward comprehensive and diverse academic ends. While the primary emphasis is on the liberal

arts character and value of internship-related learning, the internship experience also can serve additional important purposes for those students who participate. They provide a vehicle for exploring career interests and making tentative career choices. For some students, an internship provides the income needed to remain in school. Finally, for the student who conducts an internship during his or her final quarter(s) as an undergraduate, the experience helps to effect a smooth transition between college and initial full-time employment.

3. **The Office of Cooperative Education:** The program unit responsible for administering the college's highly decentralized internship program is the office of Cooperative Education.

Since the Cooperative Education office is co-located with the Academic Advising office, Career Development, First People's Advising Services, KEY Services, and the Prior Learning from Experience program, the Cooperative Education director position was eliminated and the staffing has been as follows: One lead counselor (1.0 FTE), one ten month counselor, one program assistant (1.0 FTE), three workstudy student positions, and one institutional student position at 13-15 hours per week each. The student employees provide back-up clerical, receptionist, paraprofessional counselor and publicity duties.

4. **Current status:** For the program year 1987-88 (fall 1987 through summer 1988), 453 individual students conducted internships. Enrollment in programs and contracts involving internships generated 6,266 student credit hours, accounting for 5% of the college's total student FTE. Internship sites included family farms, large and small business organizations, museums, social service agencies, artists' studios, labor organizations, television and radio studios, newspapers and magazines, schools and colleges, and government agencies at the state, city, county, federal and tribal level. Fourteen percent of these internships were conducted on campus; 86% were conducted off campus, of which 7% took place outside the state.

Internships provided through the curriculum in programs and group contracts are typified in the following 1987/88 curriculum: "Health: Individual and Community" (enrollment: fall-91, winter-79, spring-54); "Mass Communications and Social Reality" (enrollment: fall-36, winter-33, spring-27); "Energy Systems" (enrollment: fall-24, winter-17, spring-17); "The Pacific Northwest: Culture, Religion, and Design" (enrollment: fall-24, winter-23, spring-11); "Making Contemporary Music" (enrollment: fall-19, winter-17); "Great Works" (enrollment: fall-61); "Respect" (enrollment: fall-77, winter-112, spring-114); "Problem Youth" (enrollment: fall-25, winter-23, spring-18); "Physical Systems" (enrollment: fall-24, winter-21, spring-20); "Human Health and Behavior"

(enrollment: fall-95, winter-85, spring-71); "Molecule to Organism" (enrollment: fall-48, winter-39, spring-36); "Nutrition" (enrollment: spring-10); "The Helping Professional" (enrollment: fall-24, winter-24, spring-24); "Psychological Counseling" (enrollment: fall-47, winter-41, spring-32).

E. TESTING

Assessment of reading and writing skills through a locally designed instrument was discontinued at Evergreen beginning fall quarter 1988. Evaluation of the internal assessment procedure yielded the conclusion that faculty in academic programs received information on student reading and writing abilities through program assignments earlier than results of the institutional assessment were received. Since this measure was redundant and received later, the procedure was abandoned.

The Higher Education Coordinating Board now requires that freshman students submit standardized test scores when making application to the college. At present, the quantitative portions of these tests (typically the Washington Pre-College Test or the Scholastic Achievement Test) are judged sufficient indications of entry-level quantitative skill development.

Recent action of the Higher Education Coordinating Board will dramatically change the approach of TESC and other public institutions to the subject of testing, specifically, and assessment in general. The board has abandoned its concern for standardized testing in favor of institution-specific testing. The plan of each institution, however, must include the following components: collection of entry-level data on students; mid-course assessment of the writing and quantitative skills, end-of-program assessment, alumni and employer satisfaction surveys, and periodic program-review. The legislature has provided the college with \$400,000 for the 1989/91 biennium to initiate and report upon assessment activities.

The academic deans are currently engaged in discussions to identify strategies to elevate the importance of quantitative skill development among students. Entry-testing of quantitative skills for purposes of advisement will be reviewed once these strategies take shape.

F. STUDENT DEVELOPMENT

1. **Introduction:** Within Student Affairs, the Student Development unit is administered by the dean of Student Development, and supported by a full-time secretary. The following programs make up the student development unit: Career Development, Counseling and Health Services, First People's Advising Services, KEY-Student Services, Student Activities administration, student media (Cooper Point Journal newspaper and KAOS radio station) and Upward Bound.

The Student Development unit has responsibility for providing a variety of services to reinforce and support the academic experience of Evergreen students and to assist in the coordination of institutional efforts to increase students' retention rates. The unit operates from the philosophy that student development is the process that describes an individual's academic and personal growth in an educational setting. The desired outcomes are: to maximize the students' potential as learners and to assist students in making optimal use of institutional resources. Student Development supports the stated role and mission of Evergreen, namely "to provide educational opportunities that prepare citizens to participate in our quickly changing society." These endeavors are accomplished through the primary goals of providing services to support and reinforce students' development and working collaboratively, across units and divisional lines, to develop and implement programs reflective of the college's mission.

2. **Student Orientation:** The goal of the fall orientation program is to provide new incoming students with information and opportunities to make a successful transition into the academic and social life of Evergreen. This goal informs the following more specific objectives:
 - a. To provide new incoming students with an overview of the history, narrative evaluation system, and the mission of the college through group presentations.
 - b. To acquaint new incoming students with the facilities and learning resources of the college through tours and open houses.
 - c. To promote opportunities for personal interaction to reduce isolation through scheduled social activities and events.
 - d. To familiarize new incoming students with policies, procedures and other pertinent governance information through group presentations and orientation community forums.

Major changes which have recently occurred in the orientation program include:

- a. Meeting with new students in small groups to emphasize information and activities that include all the steps leading to registration. The registration process is facilitated by peer advisors who have been trained to assist new students through their first registration process.
- b. More social activities programmed by Student Activities administration with funding coming from service and activities fees.
- c. Inclusion of a family brunch on Saturday and Sunday as a means of kicking off orientation week.

- d. Development of a model seminar on an assigned reading to familiarize new incoming students with the seminar process. The seminars are led by faculty volunteers and over 400 students, both new college students and transfers, participate.
- e. Placing more emphasis on encouraging new incoming students who register in the spring to participate in the fall orientation program.

The success of the fall orientation program for new incoming students is primarily due to the collaborative efforts of the Orientation Committee. The committee includes the vice president of Student Affairs; the dean of Enrollment Services and special assistant; the dean of Student Development; an academic dean; representatives from Housing, Student Activities, Hillaire Student Advising Center, Alumni Relations, KEY-Student Services, and First People's Advising Services; and the coordinator of recreational activities. This group plans, implements and evaluates the program with the assistance of student managers of Housing and a host of student peer advisors. Over the past five years, we have received positive feedback from faculty and students on the content and the manner in which the orientation program is delivered. The primary challenges for future student orientation programs are:

- a. to provide more orientation for transfer and new incoming students entering the college during spring quarter, to further enhance orientation activities and rates of participation throughout the fall quarter; and
- b. to conduct follow-up student interviews to gather feedback on orientation programs and activities.

3. First People's Advising Services (FPAS):

- a. **Organization and objectives:** The main objective of the office is to provide support services for students of color toward their retention and eventual graduation from the institution. This is accomplished by advocating for and collaborating with, other student-service providers to broaden their perspectives and programs so that students with diverse backgrounds will feel validated and will use their services. For instance, this year the FPAS collaborated with career development to produce curricula for a module entitled "Cultural Identity, Integrity, and Work." This particular class delved into the issue of defining cultural identity and how that impacts our values and decisions around career choices.

Simultaneously, the coordinator of peer support works to provide direct advising and culturally specific counseling services to students of color, which are available on a walk-in or appointment basis at the campus counseling center or within our own offices. Again, much collaboration occurs with

other direct service providers, such as the counseling center and campus housing.

The office currently has the following positions: one full-time director, one full-time 10-month coordinator/counselor, one half-time office assistant, one federal workstudy office aid, three state workstudy paraprofessional counselors, two institutional paraprofessional counselors, and one dorm outreach paraprofessional.

- b. **Analysis and appraisal:** The FPAS office specifically addresses the college's mission to increase celebration of diversity by its vigilant support of students of color and their concerns.
- c. **New Initiatives:**
 - 1) Within this biennium, the legislature allocated funds for additional support for increasing the retention of students of color. These appropriations were utilized to bolster the peer support office by elevating the coordinator position to full-time 10 months and requiring of it a master's degree level of professional training. The monies also allowed for one institutionally supported student paraprofessional and a half-time office assistant. This has increased the number and level of quality of services for students. In combination with other units on campus, we will re-conceive some of our roles in order to provide better support services to the Tacoma campus.
 - 2) The allocation of funds for peer support, as well as the programmatic shift and move in the Hillaire Student Advising Center has allowed the director to develop and initiate new service program ideas. Several new ideas are:
 - a) This past fall the director worked closely with admissions in the development of a First People's conditional admissions process. We had three students of color admitted conditionally through the office, whose academic progress has been closely monitored. We are continuing to refine this process, as well as the support services, to be provided these students upon admission.
 - b) In an effort to better support the First People's community (faculty, staff, students) across campus, the idea of a First People's Congress has been initiated, and a staff member has volunteered to chair its efforts. The purpose of the First People's Congress is to implement a mechanism by which the community at large could seriously share information and support each other.

- c) An advisory board has been developed to formalize the work that volunteer advisors for the five student groups of color provide. This avenue offers an opportunity for student coordinators to share what they are working on and to receive feedback from their peers as well as the other advisors. It is also used for seminars on topics or issues germane to the well-being and/or survival of the five student groups.

- c. **Projected/Future Initiatives:** Further collaboration with Student Activities is projected to formalize and implement a spring hiring policy for coordinators of the five student-of-color organizations. Along with this will be a plan for culturally specific training for those new coordinators.

Research is currently being conducted on mentoring programs, as a possibility for a new service. Initially, we are exploring the feasibility of such a project and are looking toward implementing a small pilot project with our conditional admits for either fall of 1989 or fall 1990.

4. Career Development:

- a. **Mission/goals/objectives:** The Career Development center at Evergreen complements the college's educational philosophy by encouraging students to increase their independent initiative, self-confidence and responsibility through learning about career options, choices and resources. The student is supported in planning a college career and designing a post-graduate plan that reflects the student's abilities, interests, skills, values, preferences and personal goals.

Career Development is a part of Evergreen's liberal arts and sciences interdisciplinary curriculum. We have been building what is now an extensive liberal arts and sciences career and employment education program. We seek to educate students about their choices, careers, cultural identity, personal integrity, employment, graduate school programs, employers organizations, life/work planning, job search strategies, portfolio preparation, employment interviewing, resume writing, problem-solving, overcoming barriers, career development and decision-making.

Our work is accomplished by one full-time director/career counselor, one full-time career counselor and a program assistant. We train, supervise and utilize student staff for paraprofessional services, research, publicity, resources development and intake functions in the center. This unit has built an extensive liberal arts and sciences career-and-employment-education program including the following services:

- 1) Career education workshops

- 2) Career planning programs - DISCOVERY, LifeDesign, and VANGUARD (Quarterly)
 - 3) Graduate school workshops
 - 4) On-campus employer advising program/recruiting
 - 5) Individual career, employment, and graduate school advising
 - 6) Practice examinations, graduate school admissions
 - 7) Career assessment and testing
 - 8) Portfolio and resume clinics
 - 9) Course work modules: "Cultural Identity, Integrity and Work" (winter quarter); "Career and Lifework Planning" (spring quarter)
- b. Career center resources: Current career resources are as follows:
- 1) Career resource library (3,500 volumes)
 - 2) Washington Occupational Information Service (WOIS)
 - 3) Employment listings (full time, part time and summer)
 - 4) SIGIPLUS: System of Interactive Guidance and Information
 - 5) Alumni Career Educator File and Parent Information Network
 - 6) Placement evaluation system (PLES) and placement report
- c. Analysis and appraisal:
- 1) Utilization: The number and percentage of students and graduates using the Career Development center services in a typical quarter (fall 1988) include: 405 individual appointment contacts, 333 visitor to campus contacts, and 468 individual program participants for a total of 1,206 students served or 43% of the students population (2,800). Individual interviews are conducted with most of the graduating seniors to ascertain their career and employment plans, to orient them to our alumni services and to discuss the follow-up survey they will receive each year.

This process expands our contact to 584 seniors or 80% of the 720 graduating seniors.

- 2) Graduate Placement Report: Ninety-one percent (91%) of the most recent graduating class indicate that they are employed or attending graduate school. This percentage typifies the record of Evergreen graduates based on annual information gathered after graduation on each class since the college began in 1971. Of this percentage 65% are employed, 13% are in graduate school, and 5% are homemaking, traveling or enjoying other pursuits. Of the employed graduates, 40% are employed in their area of interest, 24% are working in other areas of interest. This information is used by the college's admissions, legislative liaison, alumni, college relations and academic advising offices. It is summarized and made available to prospective students and to community members on request.
- 3) Positive and Negative Elements of the Activities of the Career Development Center: The positive aspects of the college's program are as follows: the educational approach to career development, individual and group programming, increase in employer outreach, increase in employment listings extensive follow-up on graduate placement, increase in contact with first and second year students and re-location to the Hillaire Student Advising Center.

The negative elements of the program include: insufficient contact with faculty and academic programs, insufficient staff to substantively expand employer outreach, contact or employment listings, (this unit has had no increase in staff since 1975), and temporary adjustments and adaptations to relocation.

ORGANIZATION CHART FOR THE
HILLAIRE STUDENT ADVISING CENTER

ACADEMIC UNITS

Student Advising Center
Director - Joyce Weston

Patty Marks - Secretary

Academic Advising Office

Betty Ruth Estes - Director
Kitty Parker - Program Asst.

Office of Cooperative Education

Betty Lochner - Lead Counselor
Susan Ramsauer - Counselor
Steven Kant - Counselor (temp.)
Jennifer Oatman - Program Asst.

Prior Learning from Experience Program (PLE)

Judy McKenzie - Coordinator

STUDENT AFFAIRS UNITS

Dean of Student Development

Stone Thomas

Michele D'Alessandro - Secretary

Career Development

Wendy Freeman - Director
Leticia Nieto-Johnson -
Career Counseling
Specialist
Maureen Eddy - Program Asst.

KEY Student Services

Sherry Warren - Project
Director (on leave 88-89)
Steve Bader - Acting
Project Director 88-89
Trish Geringer - Learning
Skills Specialist
Colleen Wine - Program Asst.

First Peoples' Advising Services

April West-Baker - Director
Eugene Fujimoto - Peer Support Coordinator
Polly Wurth - Office Assistant

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VIII. STUDENT SERVICES

A. INTRODUCTION

1. Mission and Goals: The Student Affairs division exists to support and reinforce the student's academic experience at the college and to extend their learning experience by providing opportunities for social, emotional, physical and leadership development in a safe but challenging environment. Since the 1984 update of the 1979 Accreditation Report, the Student Affairs division has changed dramatically as a result of a campus reorganization. The college's new president enlarged the division to include Housing, Recreation and Athletics, Campus Security, and support services for students of color. These new units joined in a new configuration the existing units of Admissions, Registration and Records, Financial Aid, Career Development, Counseling, Veterans Affairs, Health Services, Student Activities, Campus Media, and Childcare.

The dimensions of the new Student Affairs division may also be described as follows:

Total number of employees:	84
Annual Operating Expenses:	\$1,625,000
Annual Expenses Influenced:	
Auxiliary Enterprise	\$3,100,000
Grants and Contracts	200,000
Financial Aid	6,000,000
Annual Revenues:	
Activity Fees	\$ 750,000
Housing Rentals	1,800,000
U.S. Dept. of Educ.	2,550,000
Dedicated Student Fees	240,000
Other Aux. Ent. Revenues	550,000

The organizational structure of the Student Affairs division is headed by the vice president for Student Affairs and is assisted by an administrative secretary, an administrative assistant for budget, and a part-time campus grievance officer. The primary functions of this office include coordination/advocacy of the division's agenda in relationship to the college's mission and goals and the division's needs. The office of the vice president for Student Affairs is also responsible for personnel selection, retention, and management; financial planning, management, and accountability; and inter- and intra-divisional communication. In addition, the office is involved in formal and informal conflict resolution and administers the student grievance and appeals process. The vice president serves on the president's management team and advocates student interests in administrative decision-making. The new division includes:

Enrollment Services: Includes Admissions, First People's Recruitment, Registration and Records, and Student Aid, functions consisting of 24 employees and an annual budget of \$660,000. This unit is also responsible for the Enrollment Coordinating Committee, the Peer Advisor Program, scholarships, commencement, and the new student enrollment program.

Student Development: Includes Career Development, Counseling and Health Services, Childcare, Student Activities, First People's Advising and Peer Support Programs, KEY and Upward Bound programs and campus media -- consisting of 22 employees and an annual budget of \$1,000,000. This unit also coordinates new student orientation and mediation services, and represents the college on the Communications Board, a college/community board that advises the student newspaper and radio station.

Campus Housing: Provides housing and resident life programs for 1,000 students. The unit consists of seven employees and an annual budget of \$1,000,000. Campus Housing has grown dramatically since 1979 increasing by 60% or from 600 beds to 1,000. This means we can now house one-third of our students on campus and, through adjacent privately owned facilities, more than 50% of our students live within walking distance of campus. This additional housing has significantly improved the sense of community on campus and is enhanced by the addition of a Housing Community Center, a site that houses a small student-operated restaurant and store and serves as a gathering place and location for housing programs.

Recreation and Athletics: Provides recreation, wellness, two intercollegiate sports programs, the College Recreation Center, and the Leisure Education Program for students, faculty, staff, and the community. The unit consists of 11 employees and has a budget of \$500,000. Phase II of the Recreation Center facility, a multi-purpose gymnasium, will open by fall of 1989.

Campus Security: This unit consists of nine employees and a budget of \$260,000 and provides law enforcement, safety education, and public service to the campus and community.

Major student policy statements include the Student Conduct Code, the student governance plan (the Student Union) and the S&A policy and procedures. All are available upon request.

2. Analysis and Appraisal:

- a. **Relation of program objectives to college's mission.** This division supports the academic values of the college in a variety of ways. The most obvious is the effectiveness of the Enrollment Services Division in articulating to prospective students the distinctiveness of the college. The Admissions office has done an admirable job of explaining a very different kind of education in positive terms so that students select Evergreen because it matches their educational goals

and values. Alumni reports of satisfaction with their choice of Evergreen and improved retention rates support the assertion that we are presenting an accurate picture of the institution to external audiences.

The Student Affairs division also functions in a way to model the foci that constitute the conceptual centerpiece of this self-study. Addressing the issue of significant differences is a common theme of our orientation program, our training program for student paraprofessionals, programs offered by student organizations, the First People's Advising Services, Campus Housing, and the Counseling Center. For example, about 60 student paraprofessionals undergo one full day of cross-cultural training in the fall prior to orientation. During orientation, we offer a model seminar experience for first-year and transfer students which requires that they read a book and participate in a seminar prior to the beginning of classes. More often than not, the chosen book has been written by a person of color dealing with issues of race and culture which become the subject matter of the seminar.

The focus on personal engagement is exemplified in our division by the amount of authority students have over their own affairs. As our social contract states, we do not operate "in loco parentis". Students choose their own curriculum, but have multiple sources of guidance available to them for that purpose. Students control the expenditure of their entire Student Activities fee for programs they identify as relevant to them, subject only to formal approval by the Board of Trustees. Annually, many students initiate new programs, such as a student escort service and the campus recycling effort. They also initiate community forums on issues such as women's empowerment, Central America issues, and Salish culture. They spearheaded an effort in cooperation with the two other area colleges to bring Jesse Jackson to speak in Olympia and they organized a college/community organization with an advisory board to attempt to improve relations between the college and the community. Many of our students are agents of social change and see themselves as capable of making a difference.

Through the ways in which we conceive our student employment program and our extensive use of paraprofessionals, we provide many students with opportunities to see the connections between theory and practice. From the beginning, the college conceived of its institutional and work-study funded jobs as another way for students to learn outside the classroom, not just as a way to get the routine and boring work of the college done. Student paraprofessionals hold responsible positions in housing where they participate in decision-making and the management of resident life. In the Counseling Center, Career Development, and First People's Peer Support, students counsel other students under close supervision and after extensive training. Enrollment peer advisors assist new students through the registration and orientation process and

student medical assistants work in the Health Center, taking patient histories and performing limited medical tasks. At Evergreen, students do not talk about having "just a workstudy job." Their workstudy employment could be as varied as Student Employment Coordinator, Curator's Assistant, Student Athletic Trainer, Electronic Media Production Assistant, Computer Consultant, KAOS (radio station) Program Director, or Animation Instructional Film Assistant. Rather than the uniform wage employed on most campuses, the student pay-scale varies depending on the level of responsibility the position entails.

The value of cooperation is modeled in the Student Affairs division in two major ways. First, students sit on almost all DTFs with faculty and staff to formulate and recommend policies to administrators. In DTFs students learn to bargain, disagree with authority figures, but ultimately to cooperate in making a policy or hiring recommendation. The dominant management style of the division is one of teamwork. Students observe managers consulting about decisions with co-workers and many student employees attend regular unit staff meetings. Cooperative work styles are widely, but not absolutely, practiced in the division and reinforce the importance of cooperation in the student's academic life.

While Student Affairs reinforces many of the college's academic values, we are caught in the contradiction of being hierarchically organized, just like any other state college, while advancing our own and the college's philosophy of collaboration and cooperation. This contradiction is perceived by many students and is periodically a source of ambiguity and tension between students and administrators as well as among various levels of staff.

- b. **Facilities and Financial:** The adequacy of space and financial support varies tremendously. On the positive side, the space and financial support for the vice-president's office is adequate. The space needs of students for on-campus housing, the community's need for a large multipurpose meeting and activity space, and the needs of staff at current level in the Enrollment Services have all recently been addressed through new construction and remodeling.

Even at current level, the financial support for most programs ranges from slightly to very inadequate. The reason is three-fold: 1) for the past two biennia, the state has funded only instruction and capital costs; 2) in earlier biennia, student services' space and financial needs were low on the state's priority list; and 3) in the history of the college it was thought that the coordinated studies model of learning, being both a social and an academic community, would greatly lessen the need for traditional student-services.

The financial result is that service providers have had to decrease the quality of programs in order to meet basic mandatory demands. Some examples include the reduction of student contact hours in Financial Aid and Admissions in order to meet the demands of inquiries, applications, and increased state and federal reporting requirements. Counseling, advising, career development and admissions have moved increasingly toward working with groups of students more than with individuals. In the past two years, campus residential life has increased by 417 students without a corresponding increase in security and housing personnel. Of equal concern is the delay in funding deferred maintenance items in housing, such as 17-year-old carpets and mattresses. The debt service for new housing (which was a higher institutional priority) will further delay deferred maintenance projects.

With the exception of a special allocation from the legislature to beef up efforts in minority recruitment and retention, counseling, health and career advising services have had no increase in staff since the mid 1970s while our student population has increased by more than 1,000 students. Additional staff for other units with either new or historical needs also have not been funded. At this time, requests have been submitted internally that partially address this underfunding in Security, Financial Aid, Admissions, Counseling, First People's Advising Services, KEY Student Services, and Upward Bound. In the past four years, all support costs excluding personnel have decreased by nine percent.

The cumulative result of the underfunding is less service to students in spite of extraordinary efforts on the part of the staff and reduced morale as a result of not being better able to meet student expectations.

3. **The Future:** In spite of the underfunding of this division due almost entirely to external policy about funding higher education, the future of the division is not correspondingly bleak but challenging. The reorganization that resulted in enlarging the division and bringing together related student services has been good for students, staff, and the college. In addition, the Student Affairs division works in a supportive administrative environment where interdivisional problem-solving is the norm rather than the exception. We have worked collaboratively rather than competitively to develop solutions to these problems.

B. ENROLLMENT SERVICES

1. **Introduction:** The Enrollment Services subdivision offers a variety of services to prospective and currently enrolled students in a coherent and integrated manner. The physical proximity of the offices which make up the subdivision enhances our chances for achieving the above goal. As a unit, the staff is committed to

serving the students from a recruiting as well as a retention perspective.

The Enrollment Services subdivision consists of the office of the dean of Enrollment Services, who reports directly to the vice president for Student Affairs, the Admissions Office, the Financial Aid Office, and the Registration and Records Office, which includes the Veterans Affairs Office. In January, 1988, the First People's Recruitment Office was created and added to the Enrollment Services subdivision, reflecting the college's goal of achieving a more culturally diverse campus.

The office of the dean of Enrollment Services has the primary responsibility for the coordination of services. In addition, the dean's office provides a variety of services for new and continuing students, e.g. administration of the college's scholarship program, adjudication of student appeals, commencement planning, monitoring of academic progress, and orientation planning. The dean and other personnel work closely with the director of Institutional Research to produce a wide variety of internal and external reports related to enrollment.

2. First People's Recruitment Office:

- a. In order to further the college's commitment to attract students from the different under-represented ethnic groups, this office was established in January 1988. The office reports directly to the dean of Enrollment Services and has as its primary role the coordination of all the activities to recruit high school and transfer students of color.
- b. **Description:** This office is currently staffed by a full-time, twelve-month coordinator and a full-time, ten-month secretary. A number of students work as peer advisors during different times of the year. Another staff position will be reallocated by fall 1989 and will allow us to significantly enhance the recruitment and retention of students of color.
- c. **Analysis:** As the following chart shows, we have increased the enrollment of students of color in all categories except for Native Americans over the past four years. We expect our new First People's recruiter and newly conceived offerings in Native American Studies will produce even greater gains toward this major college goal.

Minority Student Enrollment				
FALL	1988	1987	1986	1985
<u>Olympia</u>				
African American	118 (29%)	91	94	102
Native American	54 (20%)	45	59	67
Asian American	122 (27%)	96	82	67
Hispanic	59 (16%)	51	52	47
<u>Tacoma</u>				
African American	64	53	55	39
Native American	1	3	4	1
Asian	6	2	3	2
Hispanic	3	1	7	5
<u>Vancouver</u>				
African American	2	3	1	2
Native American	2	5	4	4
Asian American	---	3	1	---
Hispanic	---	1	2	2

3. Admissions Office: A new admissions policy was approved by the Board of Trustees on May 23, 1989. The new policy was instituted as a result of external requirements mandated by the Higher Education Coordinating Board, and the desire on the part of the Evergreen community to have this policy reflect our values and aspirations, recognizing the uniqueness of our curriculum and our commitment to achieve a more diverse student body.

The policy follows:

Freshman Admissions Criteria: 85% of the freshman class will be admitted from the cohort of students who graduated in the top half of their high school graduating class, and whose combined high school GPA and test scores meet the admissions index established by the Higher Education Coordinating Board. Selection will be based on a ranking that will include academic factors, i.e. GPA and class rank, and "diversity" factors, i.e. members of protected classes (physically challenged individuals, ethnic groups, and Viet Nam era veterans), first generation of the family to attend college, and older adults (25 years or older).

Transfer Admissions Criteria: 85% of the transfer class will be admitted from the cohort of students who earned at least 40

credits of transferable credits at accredited colleges or universities prior to the application deadline for that quarter, and who a) have a minimum GPA of 2.00 (on a scale of 0-4), b) are in good standing at the last institution they attended, and c) have completed a variety of courses in the liberal arts and the sciences. Selection will be based on a ranking that will include academic factors, i.e. combined college GPA, completion of 90 transferable college credits or an Associate of Arts degree or an Associate of Technical Arts from a Washington community college with which Evergreen has negotiated an "Upside Down Degree Program", and "diversity" factors, i.e. members of protected classes (physically challenged individuals, ethnic groups, and Viet Nam era veterans), first generation of the family to attend college, and older adults (25 years or older).

Alternative Standards for Freshman and Transfer Admissions:

The college may admit up to 15% of the freshman and transfer class through the use of alternative standards. However, all freshman must meet the following requirements established by the Higher Education Coordinating Board:

- a) Submit a score on the SAT, ACT or the WPC, provided that the WPC is taken prior to 6/1/89;
- b) Have earned a 2.00 high school SPA or a passing score on the GED tests;
- c) Complete prescribed high school course requirements with no more than three subject years waived; and
- d) Present evidence of success outside the classroom and motivation to succeed in college.

Admissions Criteria for Returning Evergreen Students:

Returning Evergreen students who 1) have not attended another college since they left, 2) have not yet graduated from the college, and 3) left in good academic standing will be given the highest priority for admission to the college.

- a. Description: The functions and responsibilities of the Admissions Office include coordinating the overall institutional effort to recruit enough qualified freshman and transfer students to meet the college's contracted enrollment. For this purpose the college formed the Enrollment Coordinating Committee which includes the vice president for Student Affairs, one of the academic deans, faculty members appointed by the Faculty Agenda Committee, the director of Academic Advising, the director of Institutional Research, the dean of Student Development, students, and the dean of Enrollment Services, who chairs the committee. Managing enrollment has been a crucial activity as the demands to enter the college in the past five years has exceeded our enrollment capacity. During this period of time, the college has

steadily increased its enrollment of high school directs, a seriously under-enrolled group in 1979. At the same time, we have sought to balance this increase by continuing to provide the best access possible to transfers, Evergreen's historical enrollment mainstay. These efforts at enrollment management have, as the enlarged freshmen cohort moves through the curriculum, created a greater demand for upper division study, a need currently being addressed in academics.

The importance of the community college transfer to Evergreen's well-being is significant. This group, and our adult students in general, have felt well-served by the college, have self-selected the college over the years because of this match, and enable us to effectively serve the place-bound adults in South Puget Sound.

The high school/college relations program includes the following:

- 1) Participation in the High School Conference Tour sponsored by the Washington Council on High School/College Relations.
- 2) Individual visits to targeted high schools.
- 3) Extensive mail contact with high schools, e.g. newsletters, posters, special announcements, etc.
- 4) Participation in the national college fairs in Seattle and Portland, Oregon.
- 5) Very limited out-of-state visits, i.e. one week in Portland, Oregon and one week in Honolulu, Hawaii.
- 6) Participation in college nights sponsored by individual schools. Selected members of the alumni represent the college at some of these events.
- 7) College nights, sponsored by the college, for prospective students and their families in Seattle, Tacoma, Bellevue, Spokane, Yakima, and Olympia.
- 8) Sponsoring a yearly on-campus conference for high school counselors within the state.
- 9) Participation in professional organizations, e.g. the College Board, the National Association of College Admission Counselors, that strive to smooth the transition of students from high school to college.

The community college articulation program includes:

- 1) Participation in the Community College Conference Tour sponsored by the Washington Council on High School/College Relations.
- 2) Individual visits to all the community colleges in the western half of the state, from which most of our students come.
- 3) Extensive mail contact with division chairs, counseling staff, and deans, e.g. newsletters, special announcements, targeted posters, etc., at all community colleges in the state.
- 4) Participation in the Inter-College Relations Council of the Washington Council on High School/College Relations.
- 5) Participation in the national college fairs in Seattle and Portland, Oregon.
- 6) College nights, sponsored by the college, for prospective students and their families in Seattle, Tacoma, Bellevue, Spokane, Yakima, and Olympia.
- 7) Sponsoring a yearly on-campus conference for community college counselors and faculty for all community colleges within the state.

The following statistics identify student progress toward desired goals:

Percentage of Students Graduating in Four Years		
YEAR	ALL NEW STUDENTS	ENTERING DIRECTLY FROM HIGH SCHOOL
80-84	45%	23.4%
81-85	45%	22.2%
82-86	42.7%	16.2%
83-87	44.1%	21.1%
84-88	48.5%	30.7%

Percentage of Students Graduating in Five Years

YEAR	ALL NEW STUDENTS	ENTERING DIRECTLY FROM HIGH SCHOOL
80-85	51.3%	37.8%
81-86	49.2%	35.1%
82-87	49.8%	30.5%
83-88	49.5%	36.6%

Academic Delinquency

	<u>1987</u>	<u>1986</u>	<u>1985</u>
Number of Students on			
Academic Warning	278	261	250
Required Leave of Absence	63	60	77

The admission requirements are administered firmly. However, the Admissions Committee, made up of the assistant to the dean, the Admissions counselors and the coordinator of the First People's Recruitment office, may admit 15% of new students under alternative standards. These offers of admission are made on the individual merits of each application. For example, the committee will consider such information as the amount of time since the applicant was in school, letters of recommendations from individuals who know the applicant's situation well, personal letter from the applicant, and "fit" between the student and Evergreen.

- c. **Statistical data:** The following chart shows the increase in interest in attending Evergreen over the past five years.

	<u>1988</u>	<u>1987</u>	<u>1986</u>	<u>1985</u>	<u>1984</u>
Inquiries	10314	10152	7645	7815	6944
Offers of Admissions	1879	1886	1608	1632	1695
Number of Returning Evergreeners	92	108	81	128	155

The next chart shows enrollment by year, department, and class levels for the last four years. The chart does not reveal the significant improvement in freshmen enrollment since 1979 where the numbers increased from 201 to 510.5 by 1985.

FALL & WNTR	<u>1988</u>	<u>1987</u>	<u>1986</u>	<u>1985</u>
Frosh	647.6	503.4	526.9	510.5
Soph	644	589.6	507.1	486.6
Junior	847.5	758.3	714.2	675.2
Senior	856.7	816.1	759.3	745.2
MES > MPA	121.1	102.3	98.7	98.5

In addition, the pattern of summer school enrollment is reflected in the following chart. It is important to note that our summer school has been self-supporting since 1982.

SUMMER	<u>1988</u>	<u>1987</u>	<u>1986</u>	<u>1985</u>
Frosh	6	10	58	32
Soph	69	34	94	102
Junior	205	135	207	198
Senior	653	471	272	624
MES > MPA	83	67	68	62

Evergreen has had two off-campus programs. June of 1989 marked the graduation of the last class from the Vancouver program, a result of policy at the state level which switched responsibility for serving Clark County from TESC to Washington State University. The chart below shows the enrollment pattern in these off campus programs.

FTE:	<u>1988-89</u>	<u>1987-88</u>	<u>1986-87</u>	<u>1985-96</u>
<u>Tacoma</u>				
Summer	65.69	65.04	92.73	79.20
Fall	141.33	111.87	120.49	105.70
Winter	133.91	112.12	122.15	118.26
Spring	137.61	101.75	98.34	112.20
<u>Vancouver</u>				
Summer	35.27	26.59	36.20	24.80
Fall	77.51	87.12	84.54	67.13
Winter	64.67	74.60	75.05	63.93
Spring	56.40	75.39	65.48	65.73

The number of graduates by degrees for the past four years follows:

NUMBER OF GRADUATES	<u>1987-88</u>	<u>1986-87</u>	<u>1985-86</u>	<u>1984-85</u>
BA	697	660	620	597
BS	83	94	97	52
BA/BS	6	16	11	13
MES	3	7	7	--
MPA	18	23	19	24

Enrollment projections follow for the next ten years for on- and off-campus programs. Through the strategic planning process the college will set a goal for ideal college size after which enrollment levels should stabilize.

Fall	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>
Projected Enrollment					
Olympia	2975	3075	3075	3175	3175
Tacoma	125	125	125	125	125
	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>
Projected Enrollment					
Olympia	3275	3275	3375	3375	3375
Tacoma	125	125	125	125	125

4. Registration and Records Office:

- a. **Description:** This office seeks to efficiently and accurately enroll new and continuing students and communicates formally, several times each quarter, with faculty members regarding their class enrollment and other related matters.

The dean of Enrollment Services and the assistant to the dean work closely with the academic deans when the need arises regarding curriculum and faculty matters, such as the enforcement of deadlines for the faculty to file their evaluations of students, the monitoring of students' academic progress, and the addition and deletion of academic programs and courses.

Our student data system, carefully designed with the assistance of the Computer Services staff, is superior. As a result, the quality of the reports produced from this office are accurate and answer the informational needs of the administration, faculty and students. Many of these reports are done in conjunction with the Institutional Research office.

All permanent student records are kept in a vault that can withstand fire for three hours. In addition, new inactive records are microfilmed yearly; two copies of the film are made, one kept on campus and the other stored at the Department of Archives for the State of Washington. Beginning summer of 1989, all active records will also be microfilmed for additional protection. This action will eliminate some of the concerns raised in the 1974 Report regarding lack of adequate protection for active student records.

The college has now been in existence for 18 years. Former registrars took great care to adhere to the suggested professional standards outlined in publications such as the ones mentioned above. Current staff has continued that tradition through reading of professional journals, such as College and University, and attendance at regional AACRAO conferences.

The Registration and Records office was remodeled extensively during the summer of 1987. The vault, which contains the students' permanent records, was enlarged, and the outer office gained some additional space as well. The current space is airy, pleasant to work in, and very appropriate to serve the needs of our students.

The office is easily accessible to students and faculty. The office is part of the cluster of the Enrollment Services offices and just a few feet away from the Cashier's office, Student Accounts office, and the Payroll office.

5. Office of Financial Aid:

- a. **Mission:** The major objective of Evergreen's financial aid program continues to be "to ensure that no eligible student's educational progress is slowed because of financial reasons."
- b. **Description/analysis:** The majority of financial aid programs are regulated by federal and state agencies. As a result, financial aid policy-development is largely dictated by federal and state regulation. However, in areas where institutional discretion is permitted, a disappearing task force is charged to ensure that, wherever possible, the goals of the college are supported. Between DTFs, the director of Financial Aid regularly informs the dean of Enrollment Services of changes in the financial aid environment requiring adoption of new policies and practices or revision to existing ones.

During the past ten years the amount of financial aid dollars received by Evergreen students has more than doubled (increasing from \$1.97 million received by 834 students in fiscal year 1978 to \$5.85 million received by 1426 students in fiscal year 1988).

The systems support to the financial aid operation has undergone major improvements. Ten years ago, we had no on-line access to the college's information bases. We presently have on-line access via five terminals to the Registration, Admissions and Student Accounts files. Our internally developed financial aid system allows staff to input awards and order award-letters immediately. In addition, we recently acquired a financial aid software package which permits us to track documents and recalculate need in a more efficient manner than our previous manual procedure. The financial aid software package also has many features which cannot be used because of its inherent incompatibility with our internally developed financial aid/accounts receivable systems. We have need of one comprehensive integrated financial aid system that retains all the features of our internal financial aid system and the acquired software package and also provides for automatic packaging, award simulations and manipulation of financial aid data in various formats.

Federal and state funds comprise 81% of the financial aid received by Evergreen students. Consequently, in order to comply with federal and state requirements and, also, to be consistent in our use of the term "financial need", Evergreen uses the system of need-analysis dictated by Congress known as Congressional Methodology for all its need-based financial aid programs. Fiscal year 1988 was the first year that the Congressional Methodology was used. Problems pertaining to the reasonableness and fairness of this methodology are now being worked out on a national level.

In order to comply with state and federal regulations, we monitor satisfactory academic progress on at least a yearly basis. Evergreen's credit-reporting procedures and timelines do not seem conducive to the timely reporting of credit, making our monitoring efforts extremely difficult. Additional effort needs to be focused on resolving this perennial problem.

Evergreen's student employment program has operated in much the same manner over the years. The primary objective of the program remains "to assist students in earning funds to offset the cost of their education while also providing them the opportunity to gain skills and work experience." Approximately 720 students work on campus each month, averaging eleven hours of work and earning an average wage of \$54 per week. The number of students unable to work because of insufficient funds is unknown. We do know, however, that workstudy is still available to eligible students who need and want it, even though two-thirds of the academic year has elapsed. In 1977-78, 310 students earned \$246,720 under the federal workstudy program compared with 266 students earning \$341,541 ten years later (1987-88). The state workstudy program continues to grow (52 students earned \$57,926 during fiscal year 1978 compared with 128 students earning \$211,563 during fiscal year 1988). Also, Evergreen's dollar commitment to institutional student employment has nearly doubled (from \$368,973 in 1977-78 to \$722,314 in 1987-88). In addition to on-campus employment, our job bank assists students in obtaining off-campus part-time employment by maintaining a listing of part-time positions available in the local community.

A major feature of Evergreen's student employment program comes from the variety of employment opportunities offered on and off campus. Students have worked in such varied positions as electronic media technician, aquarium biologist aide, math tutor, photo lab aide, foundry apprentice, living skills instructor for the developmentally disabled, and teacher aide. Our cooperative effort with employing units on campus and with Evergreen's internship program is quite strong. As funds have permitted, the college has funded a temporary job-developer position during the summer to develop off-campus part-time employment opportunities. That position has not been funded in several years.

Evergreen's grant programs have progressively increased each year: students received \$2.3 million in fiscal year 1988, compared with \$1 million in fiscal year 1978. On the other hand, the proportion of gift-aid funds to the total amount of funds provided to students has been eroding. Fifty-two percent of all financial aid funds available to Evergreen students during fiscal year 1978 were in gift form (scholarships,

grants, or waivers). Last year only 40.5% of the total aid received by students was in gift form.

Three percent of Evergreen's undergraduates receive scholarships from the college. The average scholarship is \$1,330. The major institutional sources of scholarship funds come from members of the alumni, and parents of current students and alumni, friends and benefactors through the college's foundation. The diversity of Evergreen's scholarships attract students with a wide range of talents (e.g. academic, artistic, community service, etc.). The major weaknesses of the scholarship program include: 1) insufficient funds to meet the need/demand; 2) a limited number of scholarship opportunities available to continuing students; and 3) some extremely small scholarships (\$200-\$300) which take as much time to administer as the larger ones.

Evergreen administers an institutional short-term emergency loan fund designed to assist students with temporary need. Approximately 1600 short-term emergency loans are approved each year with loans ranging from \$30 to \$750. At the end of fiscal year 1988, the principal in the emergency loan programs exceeded \$250,000.

During 1987-88, 295 students received Perkins/NDSL loans totalling \$350,976. Although our yearly federal contribution to the Perkins Loan program is declining, the program continues to increase in size due to an increasing amount of repayments from students. A number of factors have contributed to the lowering of our PKN/NDSL default rate from 29% ten years ago to 5.48% last year including providing more loan information to borrowers before the first disbursement, conducting loan debt counseling workshops, gathering more information about borrowers from various sources, conducting individual exit interviews, and making a concentrated effort in collections. Evergreen's Guaranteed Student Loan Program has experienced considerable growth over the years: in 1977-78, 57 students received GSL loans totalling \$77,383. Last year 639 students received GSL loans totalling \$1.65 million. These loans range from \$500 to \$7500 per year. In addition to the Perkins/NDSL and GSL loans, our students received other long-term student loans totalling \$260,609 last year. The combined total of all long-term student loans represented 38.5% of the total amount of financial aid received by Evergreen students last year, compared with only 14% of the total amount of assistance received by students ten years ago. In comparison with other four-year colleges in Washington State, the number of GSL recipients considered to be in default by the Washington Student Loan Guaranty Association is quite high (16.74%) and a matter of serious concern. Additional staff and resources are needed to implement programs directed towards reducing this rate. In addition, some students are attracted to high-cost academic offerings which entice some economically disadvantaged students to

borrow more than they can reasonably expect to repay, given the projected income level of positions in their chosen fields. Financial aid recipients have participated in such high-cost programs as art and film-making programs as well as programs encouraging or requiring study in Japan, China, Southeast Asia, Africa, Norway, Greece, France, and Panama. The additional costs of \$1000 - \$4000 per year were met with student loans; thereby increasing the total loan indebtedness of financial-aid participants.

- c. **Present and projected needs:** Current resources have not kept pace with the changing financial-aid environment over the previous ten years. The following requirements which have increased our workload were not in existence ten years ago: financial aid transcript requirements, verification, Selective Service registration monitoring, I-90 employment requirements, numerous revisions to the GSL program, student loan debt counseling requirements, Congressional Methodology, revised independence criteria, and additional requirements for the non-subsidized federal student loan programs. The trend of requiring timely implementation of new regulations is likely to continue with drug-abuse monitoring requirements and pre-application student loan interviews already on the financial aid horizon. With only a .42 increase in FTE, we have been operating in a retrenchment mode for several years, decentralizing some functions by giving up responsibility for administering scholarships and active participation in part-time job development, reducing our accessibility to students in order to take care of paperwork, limiting our short-term emergency loan program, limiting participation in campus outreach efforts, and cutting back on training and development activities. If successful in the current budget process, Financial Aid will receive a full-time counselor for 10 months which will significantly improve our ability to respond to student needs. The financial aid operation of the future needs to be much more sophisticated in its handling and manipulation of larger amounts of data, more accessible to students, more diligent in its efforts to disseminate important information to students, and more able to take advantage of technological advances in order to deliver services to students in a timely and effective manner. If the college continues to grow, Financial Aid will need additional staff and space proportionate to the additional numbers of students.

C. COUNSELING AND HEALTH SERVICES

1. Counseling Center:

- a. **Mission/goals/objectives:** The purpose of the Counseling Center is to provide mental health care to Evergreen students. To support the level of wellness for the entire community, the costs are free or kept to a minimum so that all students can

benefit, as well as enjoy the convenience of services being located on the campus.

Counseling seeks to offer services which facilitate personal development and growth, with the primary responsibility to provide personal counseling. Counseling activities include one-to-one professional counseling, walk-in counseling, emergency counseling, academic counseling, workshops/groups, outreach services, consultation and training, and community outreach.

- b. **Description:** Since its inception, Counseling's paramount objective has been to emphasize the developmental approach to serving the students, faculty and staff of the Evergreen community. This has been accomplished in two ways: 1) by offering personal counseling and a wide range of workshops and group activities; and 2) by committing to activities which promote mental health on the entire campus. The latter is carried out through contact with academic programs, formal and informal talks with faculty and student groups, involvement with staff and through campus media.

The Counseling Center is currently staffed with a director of the Counseling and Health Center; one full-time mental health counselor, M.Ed.; five undergraduate interns; one part-time drug and alcohol counselor, M.A. on a one-year grant (for four hours each week); two faculty volunteers at two hours each per week; and one mental health counselor, M.A. at eight hours per week. This person specializes in multicultural counseling. The professional staff is clinically supervised by a licensed psychologist who meets with the staff two hours each week.

The director has the responsibility for the direction and coordination of the Counseling and Health Center at Evergreen, a 10-month operation. The director's specific duties include: program development for the Counseling and Health Center, overseeing staff training and supervision, functioning as intake counselor on a drop-in and scheduled basis, coordinating office functions and procedures, conducting workshops and groups, providing personal counseling and serving as consultant to faculty, staff, and students. The director is also responsible for maintaining working relationships with other campus office and community agencies.

The mental health counselor has a full load of clients, is in charge of supervising peer counselor interns, provides groups and workshops and consults with staff and faculty on mental health issues.

The peer counselor interns provide walk-in counseling, co-facilitate workshops, and see clients in counseling relationships. Each student receives in-service training as well as supervision. The number of student staff is

necessarily small so that adequate training and supervision is assured by professional staff.

- c. **Analysis and appraisal:** Counseling Services' strengths are reflected in the total number of persons who were served and the number receiving particular services.

Total Annual Figures	85-86	86-87	87-88
Total number of persons served	435	453	463
Total number of contacts	2,238	2,421	2,194
Percent of Olympia Campus Served	18%	19%	18%
Based on Olympia FTEs	2,400	2435	2601.8

The Counseling Center program evaluation occurs in the following ways:

- (1) Monitor goals and objectives;
- (2) At least once yearly questionnaires distributed to clients to invite feedback;
- (3) Ongoing evaluation and assessments by staff.

Changes which have resulted from the last evaluation are as follows:

- (1) Professional staff salary increases;
- (2) A grant was secured for drug and alcohol counseling, assessment and referral four hours per week;
- (3) The number of students seeking counseling exceeded the counseling hours available in the Counseling Center, making a waiting list necessary.

In an appraisal of the Counseling Center, the following needs have been identified:

- (1) To increase the professional staff in order to be more effective in meeting counseling needs as enrollment and requests for service increase; an additional counselor has been requested in the current budget process.
- (2) To develop more programs and services for students of color;
- (3) To expand the training program for student staff;
- (4) To provide assessment and resources for more long-term treatment for those individuals who need or desire it;

- (5) To increase communication and cooperation with student organizations which provide peer support within the college;
- (6) To provide a drug and alcohol program;
- (7) To attain professional reception/office support staff.

2. Health Center:

- a. **Mission/goals/objectives:** The major goal of the Health Center is threefold:

- (1) To provide an initial source of help for currently enrolled students who have a known or suspected health problem;
- (2) To maintain the health of each individual through individual routine physical examination; and
- (3) To contribute to the educational process of the student by helping each individual recognize his or her own health-care needs.

The Health Center provides an effective screening process and professionally competent staff to give prompt attention to medical needs of the students. In addition, and in line with Evergreen's goal, the clinic encourages education in health matters. This is a unique function of the clinic which is not duplicated in other local health care facilities. Patient instruction is provided, and follow-up appointments are scheduled for checking back. Students are encouraged to take an active part in determining their medical care. This health education promotes and encourages the development of a healthy community.

- b. **Description:** On September 2, 1982, the Board of Trustees approved a mandatory health fee of \$15.00 per quarter to be charged to full-time on-campus students. The fee was implemented winter quarter 1983.

On June 12, 1987, the Board of Trustees approved a \$5.00 per quarter increase in the student health fee in order to enhance the Health Center services to Evergreen students. The additional revenues generated allowed:

- (1) The extension of the office hours of the center increasing the amount of service available to students;
- (2) The extension of the contract time of the nurse practitioner, clinic representative, program assistant and women's health care specialist;

(3) A predictable source of funding for the Health Center.

Because of the health fee, there is no charge for the office visits. Students are only assessed a fee for laboratory services, prescriptive medications and supplies, i.e. syringes, sterile dressings.

In 1979-1980 a Health Services auxiliary enterprise budget was established. A small fee for service was established (\$3.00 per visit). This budget was mandated to remain solvent at all times. The revenue generated was used to expand the pharmacy and to purchase laboratory services. This budget continues to remain active and a valuable asset to the center. It is currently used for all recharge purchases which include supplies such as condoms and contraceptive cream as well as testing fees and prescriptive medicine. The Women's Clinic was totally funded by Student Activities fees when it was established. Student Activities funding continued to decline over the years and in the fall of 1988 all funding ceased and was replaced by increasing the health fee.

In 1987-88, the Health Center increased its hours and is open from Monday through Friday including a Wednesday evening clinic. The full-time staff consist of the nurse practitioner, a women's health care specialist, a clinic representative, and program assistant. The physicians work a total of 14 hours during the week seeing patients concurrently with a nurse practitioner and the women's health care specialist. When the physicians are not in the clinic, one is always available by phone for consultation. First aid classes, blood drives, stop-smoking clinics, AIDS education, self-breast exams and other educational workshops are offered by the Health Center. Work study and volunteer students help screen patients, prepare instruments, and assist with other necessary clinical/clerical work. Full low-cost lab services are available utilizing five different medical labs with ongoing negotiation to provide highest quality at the lowest cost. Students are trained to handle in-clinic minor microbiological tests, i.e. strep, pregnancy, hematocrit, and urinalysis.

The Women's Clinic is staffed by the women's health care specialist assisted by a women's clinic coordinator (a student working 19 hrs./wk) and five work-study and volunteer students. Together they offer pregnancy counseling, birth control and counseling, primary women's health care and educational material addressing diseases, treatment, and preventative care as well as safer sex workshops and AIDS/HIV education.

Procedures: For every student seen in the clinic a chart is compiled, thoroughly noting history, symptoms, diagnosis, and treatment. All charts are strictly confidential and handled

only by workers directly involved and trained to work in the clinic.

There is complete general practice care for problems ranging from respiratory illness to removal of moles or warts. Those situations that cannot be handled in the clinic are referred to the Olympia medical community. Major diagnosis or major medical problems are referred out.

The Health Center also maintains a working relationship with the outside medical community. These services are used when needed for specific referral for extensive diagnostic workup. An updated referral list of available outside agencies, private physicians, and dentists is maintained to meet this need.

- c. **Analysis and Appraisal:** Patient load for the Health Center is as follows:

Total Annual Figures	85-86	86-87	87-88
Total Number of Students Served	1,141	1,125	1,241
Total Number of Appointments	2,970	3,025	3,874
Percentage of Olympia campus served	48%	46%	48%
*Based on Olympia FTEs	2,400	2,435	2,601.8

In addition to the charted visits, the center averaged an additional 20 inquiries per day from students seeking general health care information and/or referrals to available outside community resources.

The need for more staffing continues in the Health Center, particularly for a licensed practical nurse to support the nurse practitioner. Relying upon students to do the medical assistance, though educationally significant, does not meet the need for consistent professional help. The space limitation, though improved, acts as a barrier to expanding services and promoting a smoothly functioning service.

Looking ahead to the next ten years the Health Center will need to upgrade its medical equipment and to become computerized. The practitioner's requisite for licensing mandates 50 credit hours of continuing education yearly to upgrade their skills. The budget must allow for these educational expenditures. The Health Center is funded by dedicated funds, therefore, all staff salary increases must be reflected in annual budget increases. There will also be a need for monies for additional professional staff as well as support staff.

Because the Health Center is dependent upon student health fees and receives no institutional/state funding, there will be a need for more student-driven revenue to meet the legislative salary increases and mandated incremental raises. There is also no current provision for any staff replacement costs due to illness or no provision for reclassification. Increasing benefit costs must also be addressed.

In summary, over the next ten years, in order to continue to provide low-cost quality health care to the Evergreen student population, an expanded budget will be required for adequate staffing, updated equipment and adequate space.

D. BOOKSTORE

The Evergreen State College Bookstore is a wholly owned subsidiary of The Evergreen State College. The bookstore's mission is to provide a wide range of services which support the academic and residential life functions of the college. The bookstore opened in July 7, 1972 in its current location within the College Activities Building. The bookstore is recognized by the Evergreen learning community as an integral part of the college educational mission. The facility is well designed and has the flexibility to change as Evergreen changes.

The bookstore is a part of the Finance and Administrative Services division of the college. The director reports to the vice president for Finance and Administrative Services. The director is responsible for planning, personnel, cash, fiscal control, and marketing. The staff of the bookstore include 6.5 FTE classified staff and approximately 20 student workers on a 15 hour/week schedule.

The bookstore's annual volume for the 1988-89 fiscal year will be approximately \$1,500,000 with sales per student of \$535. The bookstore's net income of \$45,000 will be used to improve services and update equipment. Financial analysis is provided monthly by Evergreen's accounting office and is funded by the bookstore. Vender payments are fully automated and located in the bookstore accounting office.

The bookstore facility includes 9580 sq. ft. with approximately 7500 sq. ft. of sales floor, 1480 sq. ft. for shipping and receiving, and 600 sq. ft. for offices. The store is arranged by departments consisting of textbooks, general and reference books, school/art supplies, sundries, greeting cards/gifts, sportswear, photo supplies, and computers. The bookstore also operates a satellite store in the Housing Community Center.

Program books - The textbook department is as unique as the Evergreen educational model. The seminar mode creates a vastly different selection of books and alters traditional purchasing procedures. Evergreen students buy their books on a weekly basis to keep up with their seminar reading. The result is a larger program book inventory than that of traditional college stores. Also, most program books change each quarter and are seldom reused. This greatly lessens the

number of used books available to students. The annual textbook sales volume is \$700,000. The textbook department is fully automated including all purchases, sales, and returns.

General Books - The general book department contains over 7,000 titles and has an annual sales volume of \$175,000. It is the great strength of the bookstore and provides the learning community with a wide variety of supplemental and leisure reading material.

Supplies - The supply departments of the bookstore include school, office, art, and photo supplies. The bookstore is also responsible for providing all college units on campus with office supplies including letterhead stationery and envelopes. Due to the remote location of Evergreen, the bookstore supply departments have developed a very broad merchandise mix. Annual volume in these areas is approximately \$250,000.

Others - The departments of sundries, cards/gifts, and sportswear represent a volume of approximately \$360,000. These areas provide convenient access to merchandise and also reflect the image of the bookstore. Evergreen's mascot, the Geoduck, allows for the marketing of unique insignia items.

Computers - The newest department (1987) of the bookstore is computers and software sales. These products are sold on very low margins to allow students to buy at the very best prices. The primary computers sold are Apple Macintosh with some sales of Zenith products.

Services - The bookstore provides other services for the campus community. These include ticket sales to all Evergreen events; photo processing; laser printer tickets for the Computer Center; Intercity Transit passes; gift wrapping and mailing; information services; special orders for any book and most supply items; and a professional staff to assist in helping students, faculty and staff to fulfill their special educational supply needs.

The Branch - The Branch is a small convenience store open during school sessions, seven days a week. Its hours are Monday - Saturday 6:00 p.m. - 11:00 p.m., and Sundays 1:00 p.m. - 11:00 p.m. The facility is 1200 sq. ft. with an annual sales volume of approximately \$100,000, and an average customer count of 250 per night. The Branch operates as a student-run business with the coordination and assistance of the bookstore director. Its purpose is to provide students with late night snacks, as well as such staples as bread and milk.

The store sales volume has grown from \$550,000 in 1983 to \$1,500,000 in 1989, while the student body has only increased 10%. This sales increase was due to a revamping of the merchandise mix and a change in operational philosophy. In 1983-84 the image was altered to reflect service rather than profit orientation. The campus community, especially the students, responded with increased purchases.

It is a current goal to further automate the bookstore to include inventory control and point-of-sale systems in the near future. The

bookstore will continue to expand to meet the growing needs of the Evergreen community.

E. COLLEGE HOUSING

1. Goals: One of the primary goals of Campus Housing is to develop a sense of community where freedom and responsibility are highly valued and appropriately balanced. The staff strive to foster an interpersonal environment which reflects concern for the rights and needs of the individual and the needs of the community as a whole. Opportunities for staff and residents in housing affect and change the environment, and complement the academic mission of the college.

In addition, the Housing division strives to provide a high quality of care and maintenance for the housing environment while keeping rental rates reasonable for students. Routine evaluations of programming and staff help improve services to students.

2. Physical Environment:

a. Description:

- 1) Phase I: During 1971, the college opened three five-story residence halls, ("B", "C", and "D") one ten-story hall ("A") and 19 duplexes (Mods). The residence halls are constructed of reinforced concrete. Building "B", "C", and "D" are almost identical in design with a capacity of 84, 80, and 85 respectively. These three buildings have a combination of 2,3,4, or 5-person apartments.

Building "A" is similar to traditional residence halls in that the 28 single studio and 58 double studio rooms share bathrooms, and each floor has a community kitchen. This building has a capacity of 179 students.

The Mods are wood-frame construction; each unit is identical with two-bedrooms, one bathroom, living room, and kitchen/dining room. The Mods have a capacity of 148 students.

The number of square feet per person in each sleeping room are as follows:

<u>Type of Unit</u>	<u>Square Feet per Person</u>
5-person apartment	92
4-person apartment	95
3-person apartment	93
2-person apartment	81
4-person duplex	75
2-person studio	88
1-person studio	92

- 2) Phase II: During 1984 and 1985, the college leased 50 and 100 beds off-campus to meet the demand of increased applicants. During fall of 1986, the college applied for a Department of Education low-interest loan. When the loan was not awarded, the college sold revenue bonds to finance Phase II, a complex of seven three-story, wood frame apartment buildings and the Housing Community Center. These building were opened fall of 1987 and house 200 students. There are four one-bedroom apartments, 29 four-bedroom apartments, and 13 six-bedroom apartments.

The design for Phase II was based on a 15-page survey sent to all residents who overwhelmingly emphasized the need for individual bedrooms. The number of square feet per person in each sleeping room is 95.

All units have centralized mail service and coin-operated laundry facilities in "A" building, the Community Center, and the Mods. Similarly social spaces for residents are available in "A" building, the Community Center, and the Mods. All units are furnished with a bed frame, mattress, desk and chair, wardrobe or closet, and night stand; apartment units also contain a couch, coffee table, dining table and chairs. Local telephone service, U.S. West Communications, is available directly to students. Courtesy phones are located in each building and provide free local service.

- 3) Phase III: During fall of 1988, the college turned away 400 students who had applied for campus housing. The college again sold revenue bonds and broke ground for Phase III, a 213-bed apartment complex almost identical to Phase II, in March 1989. Minor design changes were based on a survey sent to residents of Phase II during the fall quarter. This project will open fall quarter, 1989, increasing the total program capacity to 989 beds.

The original Campus Master Plan called for 25% of the enrollment to be housed on campus; with the addition of Phase III Housing, approximately 30% of the student body will reside on campus, an increase from 600 to 1,000 students since 1979.

- 4) Retention and Occupancy Levels: Retention rates have steadily increased from spring to fall quarter the last four years. From spring to fall, 1988, Housing had an 85.7% retention rate, 65% in 1987, and 54% in 1985.

Occupancy levels have remained high also. Since the last re-accreditation, occupancy levels for fall quarter were as follows:

1980	94.9%
1981	98.5%
1982	84.8%
1983	94.2%
1984	99.1%
1985	99.2%
1986	98.6%
1987	95.5%
1988	99.2%

The last two years, occupancy throughout the academic year has averaged 95.5%

- b. **Safety:** Safety inspections are routinely accomplished by a daily walk-through of all facilities by housing maintenance staff. During fall and spring vacations, residents are notified that maintenance staff inspect each and every apartment to ensure that fire extinguishers are full, alarm systems are functional, and ceilings containing any asbestos material are sealed.

Housing created a new permanent position, a competent-class asbestos worker, in 1989. This position will develop a six-year plan to remove or encapsulate all asbestos material within the ceilings of A,B,C,D and the Mods.

McLane Fire Department responds to any fire alarms within four minutes of the alarm. As part of their contract with the college, McLane annually inspects all extinguishers and tests all alarm systems. During 1987, the college installed a new campus-wide fire detection system. Fire procedures are covered at the beginning of each quarter with all residents during their building meetings.

- c. **Custodial and Maintenance Services:** Housing provides custodial and maintenance services under the direction of the Housing Facilities Manager. Work orders are processed within 48 hours of the request. Except during bona fide emergencies, maintenance staff never enter apartments without a written 24-hour notice.

Residents have primary responsibility for the cleanliness of their apartments and are billed for any extraordinary cleaning or damage at the time they check-out. Common areas are cleaned daily by student staff.

3. Support Services:

- a. **Corner Cafe:** The Corner Cafe, or "Slow Food Cafe," is a 15-member collective operated in the Housing Community Center. Their primary goal is to serve nutritious, low-cost food. The Corner serves breakfast and dinner Sunday through Friday. All

policies and planning are established through consensus decision-making. They develop an annual survey to meet changing residents' needs and conduct three formal evaluations of service during the year.

- b. **Student Development Programming:** Two percent of student rental revenue is set aside annually for activities programming. Eleven student managers facilitate activities programming for major and minor activities based on residents' needs. Programs do not allow alcohol.

Housing sponsors approximately 200 activities during the academic year. These range from free weekly to annual events encompassing cultural, educational, and recreational programs. Examples of educational workshops include death and dying, acquaintance rape, sexually transmitted diseases, burn-out, conflict resolution, alcohol awareness, and ethnic heritages.

Housing works closely with the campus departments of Recreation/Athletics, Student Activities, and Counseling and Health Services for activities programming. Many events are co-sponsored.

Guidelines and policies are routinely evaluated on an annual basis by staff to ensure that programming and structures enhance compatible and cooperative community living. In addition, an annual survey including all Housing Services is mailed to residents.

Student discipline is also viewed as another means of supporting student development. The Housing Handbook/Contract outlines residents' rights and responsibilities. As a general rule, staff handling disciplinary action observe a three-step process: advisement of violations and warning, advisement and probation, eviction. This policy is based on the individual's right of due process and is part of the college-wide grievance and appeals process.

Over 60 student staff are hired and trained by Housing each year. These staff all engage in formal training programs. Similarly, each individual student has a formal evaluation with his/her supervisor annually.

- c. **Off-Campus Housing:** The college Housing office maintains a listing of privately owned apartments and houses, but does not approve or inspect any of these listings.

- 4. **Future Planning:** The most significant challenge facing Housing will be deferred maintenance and removal or encapsulation of asbestos. An eight-year deferred maintenance plan has been developed to refurbish the original resident halls; an asbestos plan is also being developed. Until both tasks are accomplished, future construction will not be possible.

F. FOOD SERVICES

The Evergreen State College Food Service is contracted by Marriott, Inc. Food Services' mission is to provide a wide range of meals to support a diverse student, faculty, staff and conference need. The campus food service attempts to balance high quality offerings at affordable prices.

Food Services has been contracted since the college opened in 1971. A. R. A. Slater was the original contractor, but only for the first year of operation. In 1972, SAGA Food Services was then chosen to provide the contracted service. In 1985, Marriott, Inc. assumed control of SAGA. The contract has been renewed on a yearly basis since 1972. Food service on the Evergreen campus is unique because there is not a mandatory board plan. The dormitories have kitchens and most students eat breakfast and dinner in the residence halls. Dormitory residents are free to choose between our dining services, off-campus resources, or preparation of their own meals. Marriott offers a discount plan (Scrip) for students who wish to buy meals for an extended period of time.

Financially, the food program has not been very successful until recently. The growth of the summer conference business since 1985 along with the recent growth of the student body have helped to stabilize Food Service revenues. Between 1983 and 1989, Food Service volume has increased from \$525,000 to approximately \$1,000,000. Marriott provides the college with a percentage of the gross revenues generated. These revenues are used to pay for new equipment, fixtures, repairs, rental space, and a portion of the salaries of a liaison (The director of the Bookstore and Food Services) and accountant. Food Services is a part of the Finance and Administrative Services division of the college. The director reports to the vice president for Finance and Administrative Services.

Marriott provides the college with a professional manager and well-developed management systems for food service operations. The manager is responsible for selecting, hiring, and training of all employees. There are currently ten full-time and twenty-five student part-time employees. Marriott is responsible for purchasing all food inventories and any liabilities incurred, as well as health and sanitation requirements.

The campus food services are located in the Campus Activities Building (CAB) on the first and second floors. The Greenery is located on the first floor and is open five days a week from 7:45 a.m. to 6:00 p.m. It is a full service cafeteria-style facility serving a wide variety of prepared and made-to-order meals. Although the kitchen is adequate for growth, the scramble area and seating capacity are inadequate for the current campus size. The Deli is located on the CAB second floor. It serves sandwiches, pizza, soups, and a daily variety of hot foods. The hours of the Deli are 7:15 a.m. to 9:00 p.m. Monday - Friday, 9:00 a.m. - 6:00 p.m. Saturday, and 11:00 a.m. - 6:00 p.m. Sunday.

The current Marriott contract expires in June of 1990. There has been extensive interest from Marriott competitors for the new contract. Intensive discussions and preliminary design work to remodel the CAB first floor have been in progress throughout the 1988-1989 school year. The remodel will provide for an expanded serving area and double the seating capacity in the Greenery. The expansion will allow for a full-service bakery and additional hot-food stations to enlarge the entree capabilities. Other improvements in the near future include automating the revenue-collection system to a card system.

6. STUDENT ACTIVITIES

1. Mission/Goals/Objectives: Since the 1984 accreditation update, the Student Activities Administration has undergone additional revision. The present staffing pattern includes the director of Student Activities, a student group advisor, and a secretary. The Student Activities Administration provides administrative support for the Services and Activities (S&A) Fee Review Board, and advising services for S&A-funded student organizations, including those located at the branch campus in Tacoma. The S&A Fee Review Board has allocation authority for nearly \$700,000 in student fees. That body determines priorities for funding co-curricular services and activities. The program has lent itself to facilitating social, political, and recreational art needs, which have taken the form of clubs, symposia, instructional workshops, lectures, films, and concerts. In addition, the program has provided support for childcare, radio broadcast, and newsprint services as well as support for management of the Campus Activities Building.

The management of co-curricular activities has been primarily a student-centered responsibility. However, full-time managers have responsibility for budget oversight. These managers include the director of Evergreen Childcare Center, campus radio station manager, the advisor to the student newspaper, and the director of Student Activities. These program managers all report to the dean for Student Development. The college Board of Trustees receives budget recommendations from the S&A Fee Review Board and exercises final budget approval. This unit's goals and objectives include:

Goal: To assist students to actively represent and promote their co-curricular interests.

Objective: To provide operational assistance to the S&A Fee Review Board.

Objective: To provide budgetary and administrative support, advising and training for student organizations.

Objective: To actively support students to develop a model for student governance.

Goal: To enhance cultural diversity through activities and operations.

Objective: Adhere to affirmative action policies in all hiring.

Objective: Sponsor and support culturally diverse events and activities.

2. Analysis and Appraisal: The objectives as stated have been achieved. An average of 70 S&A funded events are supported in a typical academic quarter. These events have been offered by 49 paid student group coordinators from approximately 25 student organizations. Attendance at these events ranged from 30 to 300 people. This suggests that a high percentage of the student body participate in co-curricular activities and benefit from the services offered.

The Services and Activities Fee Review Board recognized the existence of a recycling initiative on the part of the college's General Services which was underdeveloped and underfunded. The S&A Board entered into a partnership with general services resulting in a more comprehensive and stable program.

The S&A administrative process continued to focus upon the selection and training of board members and the allocation of S&A fees. This high profile and political process has undergone considerable development and refinement since 1985. The S&A Board established priorities and guidelines for funding which have assured financial support for organizations representing protected classes; increased funding for recreational sports and the childcare center; created a student communication center; provided computer hardware and software, including a desktop publishing system; and maintained a broad spectrum of other student organizations and services. At the same time the S&A Fee Board placed itself in a position to allocate funds for a capital project to expand the Campus Activities Building.

The Services and Activities Fee Review Board increased financial support to the Evergreen Childcare Center. The program has gone from one full-time professional staff person and a part-time childcare specialist to a director and three professional childcare specialists. In addition to this enhancement, S&A contributed \$30,000 of their building reserves and co-funded a new facility which opened Fall of 1986. Because of this significant commitment the center is able to serve more student parents and their children and provide a stronger program.

The Communications Board comprised of Evergreen State College students, staff, and community members advises the president of the college, as well as others, relative to legal and philosophical issues concerning publications and FM radio broadcasts. By-laws for this board were revised in 1989.

The campus FM radio station is currently researching an application to join the National Public Radio Broadcast System. NPR status

would generate additional funding opportunities enhancing the financial stability of the station. The implications for the campus station would include expansion of facilities, extension of training and broadcast opportunities, and elevating the station's role in covering the work of state government.

H. DIVISION OF RECREATION, WELLNESS & ATHLETICS

1. **Introduction:** The Division of Recreation, Wellness and Athletics serves the college community through programming informal and formal recreational activities, by providing non-credit bearing instructional courses in life-enriching activities (Leisure Education), by providing athletic programs at many levels including intercollegiate men's and women's soccer and swimming. In addition this division operates the college's recreational facilities and fields.

The division is administered by eleven full-time employees and an army of students. This represents an increase since 1979 of eight full-time staff members. A major improvement since the 1979 report was written has been the successful upgrading of our intercollegiate athletic coaching positions to full-time status. This was accomplished by combining coaching duties with the division's need for a pool manager and an athletic trainer. The remaining staff include a full-time budget accountant, a recreation sports coordinator, a coordinator for the division's Leisure Education Program, a facilities manager, and an assistant director. Funding for these positions has been secured from multiple sources, including the Student Services and Activities Fee Review Board which funds the major share of the program and facilities operation, the college, and independent sources.

2. **Recreation Facilities Operation:**

- a. **Mission:** The division strives to ensure a safe and satisfying environment in which to recreate.
- b. **Description:** The following facilities fall within the jurisdictional responsibilities of this division:
 - 1) The College Recreation Center, which by fall of 1989 will include:
 - a) One large multi-purpose area which can be utilized for sports, stage entertainment, exhibition, or general assemblies of up to 3,100 people at a given time;
 - b) Two smaller multi-purpose rooms suitable for large group meetings;
 - c) One weight training room equipped with free weights and machines;

- d) Five racquetball, handball, wallyball courts;
 - e) An eleven lane swimming pool with separate diving well;
 - f) A wellness laboratory with an assortment of measuring devices and cardiovascular equipment;
 - g) Two seminar/classrooms;
 - h) Locker and shower rooms equipped with saunas;
 - i) An athletic training and first aid room;
- 2) The Recreation Pavilion
 - 3) The Playfields: Since 1979 three fields have been added to the original area, providing space for five usable competitive fields for soccer, rugby, flag football, ultimate frisbee, boomerang, or other similar activities. At the time of this writing a sixth field is being developed and could become usable during the ensuing biennium.
 - 4) The Track: A four-lane, 440-yard cinder track surrounds Field Four and has been used by joggers and competitive track athletes since its completion in 1980.
 - 5) The Outdoor Tennis Courts
 - 6) Sailing Moorage Site at West Bay Marina: Since 1979 the college's recreational sailing program has made dramatic changes from one which included three sloop-rigged sailboats moored offshore from the north end of the college's beach, to a program which includes ten sailboats, a rescue power boat, two floats, and a storage shed, all located at West Bay Marina on Budd Inlet. The purchase value of the boats, the recreation float, and the shed, new, would be in excess of \$100,000. In addition, the SeaWulff, which is a responsibility of the academic deans, has been used for recreational charter and the Resolute, which is a 44' sloop rigged luder, may be launched soon; thus adding an additional boat to the potential for revenue-producing recreational charters.
 - 7) The Recreation Arts Studio on Driftwood Road: A major reduction in the division's recreation arts program was implemented in 1985, and essentially eliminated the position of Recreation Arts Program Manager. Along with the position went the messy arts studio and the jewelry laboratory. This resulted in a move of the college's child-care operation from the Driftwood House to what was the messy arts facility. The Driftwood House has become

a temporary facility for several visual arts such as silk screening and weaving.

- 8) **The Wilderness Resource Center in the College Activities Building:** The initiative to create a non-credit outdoor type activity program evolved shortly after the accidental death of Willie Unsoeld and Janie Diepenbrock in 1979. The Wilderness Resource Center has since been a staging facility for recreational use of wilderness resources. Since its inception, the Wilderness Center has logged over 400 backcountry trips, has contributed an inventory of technical wilderness equipment valued in the thousands of dollars, and has been primarily involved in safety instruction.
- 9) **The Ski School Hut and Crystal Mountain:** The Ski School has virtually exploded during the past ten years to become one of the best ski schools in the Northwest featuring small classes and quality instruction at Crystal Mountain Ski Resort. The major addition of an outreach service to the Aberdeen-Hoquiam area has extended school enrollment to over 100 annually.
- 10) **The Canoe Storage Station at the North End of the College's Waterfront:** In November of 1985, crew was started as a club sport. Borrowing a 30-year-old wooden four-oared shell, over 70 Evergreen students were taught to row. Leasing boathouse space from a community rowing club, Evergreen Crew has become a familiar and respected participant in Northwest regattas. Crew now rows in five four-oared shells (two owned by TESC) and a pair/double.

3. Recreational Sports Program:

- a. **Mission:** To provide recreational opportunities that at once reduce stress, promote fitness, and enhance self-esteem for the individuals involved, and that encourage a sense of community and belonging on campus, appealing to the most diverse possible cross-section of the student body. None of these offerings are credit-generating.
- b. **Description:** The unit provides the following:
 - 1) Activities which reduce isolation on campus;
 - 2) Activities aimed at meeting students' needs for casual play and diversion;
 - 3) Sports club offerings for more advanced competition;
 - 4) Activities which encourage participation by those traditionally disenfranchised from sports; the non-athletic, women, people of color, the physically and sensory challenged.

4. Intercollegiate Athletic Program:

- a. **Mission:** To provide the highest level of athletic competition in selected sports compatible with the goals of the institution.
- b. **Description:** At the time of this writing the college supports men's and women's soccer and swimming. Sailing, tennis, cross country running, and track and field were reduced to club sport level in response to the Strategic Plan of 1985-86, which directed staff and resources away from athletics and into wellness programs.

5. Wellness Program:

- a. **Mission:** The Evergreen State College Wellness Program is designed to develop individual spirit, mind and body through a variety of programs.

Stress management, weight management, healthy back, smoking cessation, aerobic, fitness appraisal, and other workshops are tailored to meet individual needs by a professionally trained staff.

Objectives of the Wellness Program:

- 1) To gain a greater understanding of the importance of health enhancement as it pertains to our own lifestyle;
 - 2) To incorporate wellness into our lifestyle and make health enhancement a vital part of our everyday activities;
 - 3) To develop happier and healthier individuals;
 - 4) To develop self-confidence and self-respect and an appreciation of one's own worth as an individual.
- b. **Description:** Since the Strategic Plan was developed in 1985-86, the division has provided direct interdisciplinary instruction in wellness to academic programs in addition to conducting its own non-credit Leisure Education course offering entitled "Pathways to Wellness" and "Fitness Assessment and Design". Staff members have also taught subjects such as nutrition, physical fitness for over-stressed people, and physical education for young children. The new phase of the College Recreation Center contains a Wellness Laboratory and a director of Wellness Programs has been requested in the current budget process. At the time of this writing a review has been undertaken to determine the status of the wellness aspect of the Strategic Plan.

6. Leisure Education Program:

- a. **Mission:** To provide non-credit-generating educational opportunities for The Evergreen State College students, staff, faculty and alumni, and members of the surrounding community which emphasize a state of wellness by means of physical fitness, outdoor pursuits and enrichment activities in an organized progression to accommodate varying levels of skill and abilities.
- b. **Description:** Leisure Education is a self-supporting, non-credit-generating, leisure studies program which offers educational opportunities for The Evergreen State College students, staff, faculty and alumni, and members of the surrounding communities. The educational and recreational goals of the program emphasize a wellness concept by offering courses and workshops in physical wellness, outdoor pursuits and enrichment activities in an organized progression to accommodate varying levels of skill and abilities. Simply stated, the philosophy is to provide recreational programming for the enjoyment and fun of leisure-time pursuits and lifelong learning. Everyone is invited to participate.

Quarterly, Leisure Education offers 70 to 90 course activities which include but are not limited to: fitness classes, aquatic instruction, martial arts, dance and performing arts, fine arts, music and media, natural science, business and finance, writing, professional development and personal growth workshops, adventure activities, bicycle maintenance, hiking, rock climbing, mountaineering, skiing, sailing, kayaking, rafting, ski school, Evergreen Swim Club, and more.

The staff consists of one full-time professional employee who advises, organizes, and operates the program, 70-100 part-time temporary employees and volunteers, and the curriculum team which assists in curriculum design and hiring instructors involved in outdoor activities which have potential risks.

I. CAMPUS SECURITY

1. **History:** During Evergreen's planning period a campus security unit that would handle law enforcement and public safety was not included in the organizing structure of the new college. Those administrators involved in planning felt that fundamental law enforcement functions could be performed by local authorities, in Evergreen's case the Thurston County Sheriff's Department, and a unique and comprehensive Social Contract outlining expectations of student and staff behavior would be the means to resolve conflict internally. Eventually, administrators decided that they preferred a more student development approach to the enforcement of college regulations and general law. In 1971, the first director of Campus Security was hired.

Originally the newly formed security unit was staffed by student aides and one security guard. Because of expectations of professional and comprehensive responses to public safety needs, the guard position with its functional limitations was abolished and additional officers hired. And, because of the inherent responsibilities and accountability of actions and associated legal implications, the student staff was phased out and replaced with trained full-time officers. While the Board of Trustees has not, to date, enacted a resolution creating a campus police department, officers, after completion of training and demonstration of competency in legal knowledge and application, are commissioned under the County Sheriff to perform law enforcement activities on campus. The effect for the campus is essentially that of having a police department, whose authority derives from the Sheriff's commissions.

When called upon to do so, campus officers may enforce laws in a very traditional way. However, to truly fulfill the spirit and essence of Evergreen's philosophy and be responsive to individual's needs, many situations are addressed and solutions realized using an internal adjudication process rather than the criminal court system. And many times officers themselves will act as facilitators between a victim and perpetrator if doing so sees justice done and the likelihood of problem recurrence is diminished.

2. **Description/Organization:** Evergreen's Campus Security unit is structured as a security entity with the ability to provide nearly all aspects of police service as necessity dictates. Title 28B RCW allows the Board of Trustees or Regents of Washington State colleges and universities to establish their own police departments for campus law enforcement and public safety needs. Of the six four-year public colleges and universities only Evergreen has never invoked the authority to create a police department (one university recently rescinded its original decision and thus dissolved the police department). For law enforcement authority, Evergreen officers rely upon law enforcement commissions provided by the Thurston County Sheriff enabling them to act with full enforcement authority, but restricting them to the college's property. While security activity has involved responding to and investigation of such matters as felony assaults, armed robbery and theft, a majority of the unit's requests for service are in the area of public assistance such as: starting stalled cars, personal protection escorts for persons walking alone at night, and room and area access. Another element of security activity involves campus physical plant protection by vehicle and foot crime prevention patrols along the roads and grounds. Security operations include:

- Protection of persons and property on campus.
- Investigation of crime, identification and apprehension of suspects.

- Identification and correction of physical safety problems, investigation of personal injury accidents.
- Enforcing traffic laws, correcting illegal parking situations, assisting in traffic accident investigations.
- Effecting compliance with college rules and regulations.
- Establishing and maintaining professional liaison with regional law enforcement, providing mutual aid as appropriate.
- Providing various services and assistance to the public.
- Offering personal security awareness programs for public safety.
- Working closely with other campus units and groups to enhance campus safety and promote working relations and provide assistance.

The Security unit has three tiers or levels of staffing and associated responsibility. The chief's position is that of administering operations and directing the unit's activity to ensure goals are achieved. The position, however, due to the small size of staff, may do field work and/or assist with investigations and all other aspects of operations. Just beneath the chief are two sergeants with direct supervisory responsibilities who are also responsible for field work, patrols, and other public service/safety activity. The officer position--currently there are five positions in this class--is the basic level of staffing. They may perform various service-related activity or respond to felony calls and everything in between. The staff's orientation and training in law enforcement and public safety is supplemented with interaction skills to resolve or minimize problems and to be responsive to individual needs and sensitivities within the campus population. Communications, records, and clerical support is provided by a communications officer position.

A 1985 reorganization under the present administration resulted in Security being attached to the Student Affairs Division, with the chief reporting to the Vice-President for Student Affairs. Because of Security's approach to student-related matters and the proposition of internal problem solving, a close relationship with the other units (Counseling and Health Services, Dean of Student Development, Housing) in the division has proved beneficial.

3. **Statistical Information:** The full service aspect of security operations is probably best exemplified by the nature of involvement in various kinds of public safety/law enforcement incidents, and that, reflected in case reports, document the activity. While simple numbers of reports do not tell the whole story, they at least give some indication of levels of work volume and how that impacts the unit and campus.

Reports in all categories taken during a five-year period are:

1984	658 reports
1985	789 reports
1986	2,598 reports*
1987	4,063 reports
1988	4,056 reports

*During the 1986 reporting year an additional category of "Public Service" was added to the existing categories.

Currently work volume and activity levels for the security unit as a whole are high and with the addition of new housing on campus the effect has been a marked increase in the report categories of property damage and disturbances to which the staff respond. This unit has requested an additional officer position in the current budget process.

4. Analysis and Appraisal: During the past several years a distinct improvement has occurred in the area of staff development and training. Opportunities not only for additional training but specialized instruction more germane to specific functions of campus public safety and how that is approached, have been realized. This has tended to increase staff skills in dealing with the issues and problems associated with college campuses in addition to the more traditional law enforcement instruction.

Through professional association and involvement, additional inroads have been cultivated for training and development utilizing existing resources available through local law enforcement agencies and the County Prosecutor's Office. Seminars directed at the changing legal system and state laws and their application have been well attended by security staff.

Affirmative action goals, while not fully realized, have at least improved with women officers covering eighteen of the twenty-four hours of coverage a majority of the week. Considering that over fifty percent of the college student body is made up of women students, this has worked to the unit's benefit in terms of functional ability and image.

While some positive advances have been made with professional behavior based upon orientation and training, many problems and unresolved issues remain for future consideration, and hopefully action. Goals of additional staffing and more resources and adequate equipment remain unattained. Officer and community safety issues have not been addressed by additional staffing, arming of officers or establishment of a campus police entity. In June 1989, an officer filed an unsafe labor practice complaint with the State Department of Labor and Industries because the staff has not been authorized to carry arms.

5. Future: Future planning efforts must focus on overcoming staff-morale problems, officer safety issues, possible litigation and abuse of property concerns, through increasing the unit's size and availability of resources to effectively do the job. During fall academic quarter of 1989, there will be approximately 1,000 students residing on campus. Statistics have shown over the years that due to the youthfulness of that resident population, much of an officer's time and activity during a specific shift is directed to the resident areas. Hopefully, the ratio of available Security staff to residents will be improved through the recent budget request.

Other foci for future planning and direction include employing more creative means to acquire unit equipment, possibly from other law enforcement agencies, and further development of staff skills from both on and off campus educational opportunities. Finally, while it is difficult to do so unless as a reaction to an emergency or tragedy, community involvement in crime prevention and personal safety programs must be increased and designed to achieve maximum personal security awareness.

J. ALUMNI RELATIONS

1. Introduction. Evergreen currently has 11,000 graduates. During the next decade we expect to add 800 to 900 graduates annually. As a young institution with very mobile graduates, we face the challenge of keeping track of a rapidly expanding alumni population. The diversity and unique interests of our current and future alumni add to the challenge of refining and successfully operating an effective program. Additionally, a significant number of our alumni take up residence outside of the local area. Since we will nearly double our alumni ranks during the next ten years, keeping accurate up-to-date records will require a comprehensive system and devoted staff.
2. Description. Our current paid staff includes a director of Community and Alumni Relations who spends less than half-time working directly with alumni activities. Until recently, the director also had Conference Services report through his office and shared a secretary with that operation. Available secretarial time actually amounted to less than 20%. As of this summer the administration took steps to rectify this inadequate staffing situation by budgeting a full-time office assistant and refining the director's role and reassigning some of his responsibilities. The volunteer staff consists of a twenty-four-person Alumni Board which meets quarterly and an Executive Board which plans much of the alumni programming.

Establishing a fully operational alumni office will greatly expand our capacity to serve individual alumni requests, keep current records, provide service to the Alumni Board and create programs which match alumni interests and institutional needs. Our Career Planning Office, the Registrar's Office, Library, Recreational

Center, and Educational Programs of the College are also committed to serving alumni and finding new ways to respond to their interests.

3. Analysis and Appraisal.

- a. We estimate that we have accurate records on approximately half of our graduates, but some incomplete records on an additional 25% and no known addresses on the remaining 25%. Although we make every effort to keep accurate information on our alumni we intend to continue improving our system.

This fall we will launch a campaign to improve our records on all alumni by working in cooperation with the Registrar's Office, Career Planning, and other units of the college. We will also utilize our quarterly publication, The Review, to ask for help in locating lost alumni. Based on the result of our work we may contract with a well established electronic research company to assist with further updating of our records.

- b. Our forms of contact with alumni need improvement. Due to budget and staff limitations our follow-up contacts currently consist of a fall, winter, and spring edition of The Review, invitations to annual receptions in select locations, responses to individual inquiries, and our annual fund mailing series and phone-a-thon. This year we plan to add a summer edition to The Review and a special mailing series to all graduates. In addition, we are contracting the Harris Publishing Company to print an alumni directory. They will attempt to reach every graduate by mail or phone which represents another important form of contact. We will utilize their contact process to obtain additional information on our alumni.
- c. In the absence of a fully operational alumni office we have not developed a continuing education program specifically directed at alumni. However, through our standard promotion efforts many alumni participate in our cultural, social, and educational events. Alumni also represent a significant number of leisure education class participants. We eventually expect to develop a Summer Institute Program and Domestic and Foreign Travel Program specifically designed for alumni.
- d. Financial support from alumni has increased substantially in the past few years. Since the first year of operation 12% of all graduates have made some form of financial contribution to the College. The annual figure increased from 8% in 1987-88 to 11% in 1988-89. We expect that figure will continue to rise. An annual gift of unrestricted funds will continue to be our greatest need. As our relatively young alumni become professionally established we will focus on urging them to increase the size of their annual gifts.

- e. Alumni representatives are directly involved in nearly all major decision making activities of the college. This involvement includes: representation on the Board of Trustees, the Foundation Board, President and major administrative position search committees, major policy Disappearing Task Forces, and almost anywhere else in policy decision activities where interest is evident. The college has a commitment to alumni involvement in the operation of the college which strengthens the institution and contributes to our success.
- f. The college's dedication to maintaining a cooperative working relationship with the Alumni Board in the face of the board's unpredictable nature and history of major transitions is a noteworthy accomplishment. A healthy tension continues to exist which is created by a discussion of the legal position of the board and the type of formal relationship desired. The board's effort to function somewhat independently of the college, while desiring a working relationship and support from their alma mater, continues to be defined. The college's recent move to upgrade the alumni office operation is also a clear statement of commitment to improving our alumni program. One of the first steps to be taken, once we set up our new alumni office, will be to design and implement a comprehensive survey and analysis of alumni interests and concerns. Results of our comprehensive study will be used to reconstruct our alumni programs to better serve our graduates and increase their involvement in all aspects of the college.

IX. LIBRARY

A. INTRODUCTION

The Evergreen State College Library is exceptional in many aspects. The designers strove to build library services to match the innovative nature of the college at large. In designing services and making policy we continue to attempt to pursue the following goals established by the founders:

- To integrate media and print information services so that students learn about and gain control over information in whatever form;
- To emphasize direct personal service over behind-the-scenes technical support to avoid creating a mere warehouse of books;
- To provide equal service to all academic patrons, assuming that undergraduate student research is as important as research by faculty or administrators;
- To assure that users do not merely receive information from us, but also an understanding of how to do research themselves;
- To provide the most efficient responsive service possible with a minimum of unnecessary rules or bureaucracy;
- To attempt to create a humane working environment.

In maturity, it is clear that research skills are, at The Evergreen State College, considered to be an essential feature of the liberally educated person. The college's mission, to prepare students for the complexity of our rapidly changing world, makes the ability to adapt and learn beyond graduation a high priority; research is the key to that ability. Several structural characteristics make it very clear that the centrality of research skills and hence the library are taken seriously here. They include:

- A high level of institutional funding for the library;
- Integration of library research-methods instruction into academic programs;
- A rotation program which requires that library faculty teach and allows teaching faculty to work in the library;
- The expectation that library faculty have the same seminar and governance responsibilities as teaching faculty;
- The expectation that the Dean of Library Services is a member of the faculty and of the team of deans who constitute the sole academic-management unit of the campus.

These structural elements assure that the library is central to the academic community and responsive to its needs. Below, there is further description of how the five animating values of the college are reflected in library services. The effect is extremely high user satisfaction and faculty support.

There are, however, significant challenges to the library's ability to respond to the needs of the campus. Some are external: inflation of journal prices and the explosion of opportunities for automation are two of these. Others are distinctive to the current transitions Evergreen is experiencing such as an intense focus on multicultural perspectives and the new emphasis on faculty research. All are new demands placed upon the library without concomitant resources. It is clear that, as Evergreen evolves, the library is equally in the throes of changes which require both new funds and the re-allocation of existing resources.

B. MISSION STATEMENT

The goal of the library according to budget statements is to "aggressively serve students, faculty, staff and community members of Southwest Washington with high quality learning resources, including collections of printed, audio and visual materials and to provide excellent media services to the campus community." Since the time that statement was written, the mission of the college no longer includes a specific mission to serve Southwest Washington. The statement would stand except for that phrase.

The term "aggressively" attempts to capture in the short space available in budget documents the fact that the library at Evergreen is not merely a collection of materials; it is a very proactive teaching institution. It is more important, according to the service philosophy of the library, to teach people how to access, evaluate, synthesize, and generate knowledge than it is to have a large number of books and journals. Accordingly, we attempt to give patrons the skills and confidence to access the entire world of recorded knowledge, rather than to simply find their way around our stacks. Since librarians are uniquely trained in using, accessing and assessing information from diverse and even contradictory fields, perspectives and cultures they carry a particular burden within Evergreen's mission to prepare students for the world of the future. That burden is to train both faculty and students in the effective utilization of information sources in a complex information age. In fact, the library is aggressively seeking entrance into academic programs, leading the way for faculty to recognize the importance of library- and media-literate graduates.

The other key element of the mission statement is that our services include all media services and media instruction for the entire campus; services which are exceptional considering the size of the college and in that they are centrally housed for use by the whole student body rather than majors in media or education only. The premise is that information is recorded in many formats other than print and our students must be comfortable with all the formats, without segregating what they know by how it is recorded.

As the introduction outlines, several particular ways in which the library meets its goals are distinctive. The following section describes just how closely the activities of the library match the academic agenda, as captured in the five foci.

C. RESOURCES/SERVICES IN VIEW OF THE FIVE FOCI OF THE EDUCATIONAL PROGRAM

1. **Interdisciplinary Studies.** In view of the interdisciplinary nature of the Evergreen education, the library works to help students understand the relationships among the arts, humanities, natural sciences and social sciences. The students' ability to make reasoned choices by synthesizing information from a variety of sources (such as contained in the library) is of vital importance. The inherently chaotic nature of published information is an excellent laboratory for the development of an interdisciplinary perspective, whereby the researcher must create his or her own order according to the particular subject of his or her research. In support of interdisciplinary instruction and research, there are no branch libraries at Evergreen; all material (print and non-print) is housed in one centralized location, rather than being secluded for the use of one group of students or faculty, as in a music library or an education library.

The budget and the process for acquiring materials is also centralized. While most colleges have separate departmental budgets we have one budget to buy materials for the entire campus and all disciplines. The entire selection process is open to everyone. Any student, staff or faculty can request acquisitions to make a purchase. Consistency and coverage are assured by a team of subject specialist librarians who complement the library request process with collection development procedures and tools used by librarians throughout the profession. The Resource Selection Policy outlines the philosophy and processes which assure collection development standards and will be available at the time of the team visit or by request.

The artificial delineation of information into a variety of formats (print, video, computer, visual, audio) is also broken down at Evergreen. The role of library media services and Media Loan at Evergreen is substantially different from the role of "audio-visual" areas at most colleges and universities. Usually such departments provide very limited services. At Evergreen, our mission is not merely to deliver equipment. More importantly, we facilitate the use of, access to, and understanding of media tools for learning, viewing them as one among a variety of information sources.

For example, students who are taught to produce slide/tape programs understand more about the "packaging" of information than those who are not active producers. Students who are taught to edit videotape understand something about the shaping of television realities with a greater depth than those who try to understand the

same without hands-on media experience. The study of communication theory is enhanced by the student experiencing communication (media) production.

While some students learn most by using their written communication skills, others need experience as well with non-print and electronic media. Students in programs on local history or environmental issues are often more enthusiastic about the subject matter when they have a chance to communicate their knowledge in various media. We enhance learning by making the academic uses of media by faculty, students, and staff members possible. We do that in programs and individual contracts in which the content centers on the medium itself ("Mass Communications and Popular Culture," "Shadows," "Visual Anthropology," "Studio Project," etc.). We work as well in other programs in which media assist in the process of learning and discovery ("Autobiography," "French Culture," "Foundations of Visual Art," "Ways of Knowing").

Library media services also encourages media literacy across the curriculum by offering media modules ("Media for the Uninitiated," "Media Production," "Audio in Media," "Photography," etc.). These courses are open to all students and students from disciplines other than the media arts are strongly encouraged to enroll. Media equipment and facilities are available to all students, not just students of the arts or of media-related programs.

We also work with faculty in interdisciplinary programs to integrate media projects into course content. This approach enables students to learn skills and intellectual content simultaneously. For example in "Interpreting Art and Literature" students produced media translations of already existing works. In "Images of the American West" students were assigned a final slide/tape or photography project centering around aspects of the history and geology of the West. Students in varied programs learn the technological skills on how to communicate these ideas from trained staff who work in the library.

2. **Personal Engagement.** The theme of personal engagement in the Evergreen education manifests itself in many operational aspects of the library. The first arena in which this is apparent is in book selection. Faculty rarely use textbooks, finding that the already digested material is both unchallenging and narrow. Within the library we have incorporated this concept into an acquisitions practice which avoids materials which pre-digest information; we seek to develop strong collections of primary materials so that students have a chance to see the ideas of others directly rather than through ideological filters.

If students are to read, analyze, and evaluate original works themselves, then it is also counterproductive for the faculty to do too much winnowing of materials for students' consumption. They will obviously choose the reading list for their classes (although they are often open to revision as students make suggestions), but they will only suggest research sources the students should use to

gain further insight into a topic. Therefore, users do not find a large reserve room in the Evergreen library. The reserve shelves are intentionally limited so that faculty will not place a permanent collection of materials at the student's disposal, obviating the necessity for them to get into the collection and find things for themselves. The assumption is that the students are much better off learning to be confident in the library and making discoveries than absorbing only a carefully pre-selected segment of information.

An additional distinctive service found in the library is that the check-out period is one quarter in length. In many institutions this period is two weeks to a month for undergraduates, a quarter or semester for graduate students and sometime around retirement for the faculty. At Evergreen we assume that undergraduates are involved in serious, extensive library research, and that they therefore have as much need as anyone for long-term borrowing privileges. This policy matches our long-standing attempt to keep services as equal as possible for all patrons, whether they are students, faculty, staff or even community members.

These ideas, equality of service and undergraduate involvement in research, lead also to heavy use of interlibrary loan by undergraduates. All workshops and tours tout the availability of interlibrary loan and all levels of users are introduced to indexes which lead very clearly to collections beyond our own; interlibrary loan is assumed to be the rule rather than the exception. This focus has arisen also from the fact that we are a small college, started a collection in 1970, and have no hope to serve all our patrons' needs within our walls.

The expectation that students will learn to be effective researchers as undergraduates leads to a heavy emphasis on bibliographic instruction. The general expectation that students take extraordinary responsibility for their education leads to exceptional instruction methodologies. The emphasis on instruction pervades reference service where we avoid responding to questions with limited informational answers; instead, we attempt to make sure that students learn how to access information. This sometimes frustrates the traditional user who may want to be given the answer rather than having to dig it up for him or herself; the effect, however, is to contribute to the student's life-long learning skills. Reference service, then, is always conducted as an education process. Additionally, faculty are heavily encouraged through letters, through presentations at faculty planning activities, and through new faculty orientation sessions, to incorporate major library instruction workshops into their program planning. We ask that faculty plan to have their students attend library presentations with a specific research activity already assigned so that students are more likely to be engaged in what they are learning. We discourage tours which are canned or generic, especially those requested at the beginning of the year when the students have no idea what their library needs will be during the year. Finally, the workshops are individually designed

based on information about what the students have been studying and what their project parameters are. Workshop design is further refined as we interview the students when they attend the workshop; most of the librarians will design their presentation around one of the student's actual projects. Through these devices, then, bibliographic instruction is imbedded in the program, and it is provided at the level of specificity appropriate to the needs and skills of the students. We find that one of the keys to success is that the student has committed to her or his topic and that library skills are therefore seen as critical. What does not work is silly treasure hunts or entirely librarian-defined workshops which make clear the assumption that the student is unable to determine his or her own information needs.

For the future, the ideal is to further integrate library instruction with the academic programs. Rather than attempting to teach the students everything they need to know in a one or two hour session, it would be much better to have librarians working periodically with the students as their projects and skills develop, adding further levels of complexity as the students gain command of simpler tools. In fall of 1989 one of the library faculty will be working on this model, working one-quarter time with a program, seminar with the faculty, guest lecturing, designing research projects, and providing the library research instruction to back that up. We cannot expect to provide that depth of support across the college, but we hope to develop course-integrated models which will replace some of the many workshops we provide and which will impact students more consistently across the college. As a further step toward a course-integrated model, each library faculty member will affiliate with a program beginning in fall of 1989 taking responsibility for assuring a fairly in-depth level of bibliographic instruction in that program throughout the year.

Other ways in which the library acts upon the expectation that students as well as faculty and staff take responsibility for the education provided at Evergreen is to solicit library purchase requests from students, to prominently display a suggestion board called "If I Ran the Library," and to discourage the generation of unnecessary rules. For example, we do not demand quiet except in a few designated areas, and food and drink are allowed; we expect people to use their own best judgment about appropriate behavior.

3. Theoretical Perspectives and Applications. As stated in the "Five Foci of Academic Self Study": "The connection of theoretical perspective to applications is fundamental to understanding the college's insistence that a liberal arts education is the most useful and most liberating education an individual citizen can receive." This part of the report will look at the ways the library is used to make connections between academic study and the real world. These include internships, individual contracts, class projects, facilities access, research applications and workshops.

Many library staff get involved with student internships either as a field supervisor or as a faculty sponsor. Students have done internships in media loan, media services, reference, administration and throughout the library. A student of administration theory in the Management in the Public Interest program gained practical experience with media administration, computers and video production in library Media Services. Another interned in reference indexing biological keys, a third student worked in library administration on an organizational theory internship, while others have worked in media loan and electronic media to gain practical experience in media management.

Various library staff have acted as faculty sponsor for students internships, including internships which resulted in a variety of video productions, internships at television and radio stations and production companies, and internships with a variety of organizations.

The library has a strong desire to be an information resource and to get information out to the community. Toward that goal we work closely with TCTV (Thurston Community Television), the local public access channel that is connected to the library. Several students have interned at this station and many student productions have aired on the station. These included the programs "Community Artist Television," "Evergreen Magazine," "Narrow Focus" and "Geoduck Film Fest."

Students use the library to research in-depth papers comparable to technical reports in the professions. For instance, students in "Applied Environmental Studies" did an extensive report on the city of Gig Harbor, Washington for which they received instruction in social sciences and urban studies materials from the librarians. Other examples include a group research project on common sense defense, a report on "near death" by a group of "Human Health and Behavior" students and a comprehensive study of Stretch Island. An individual contract student working extensively with a librarian received a patent on a mechanical device; another contract student sponsored by a reference librarian went to Kenya and Rwanda to study mountain gorillas.

The former dean of Library Services and a reference librarian developed a library research course at the Tacoma campus. The class makeup was predominantly people of color who had felt alienated when they tried to use libraries in the Tacoma area. The instructors took the students to the various local libraries to do their bibliographical research projects on important community issues. The students learned to use their local libraries' resources and to feel comfortable using a library. The model developed has continued to the present and is being further refined to be integrated with the Tacoma programs.

4. Cooperation. Many aspects of the library reflect the college's focus on cooperation. One of the major library traditions which supports cooperation is the prevalence of rotating

responsibilities. For example, the Convener of Reference Services has replaced the more traditional Head of Reference. The core responsibilities of the Convener of Reference are to coordinate all reference services, communicate with the reference group members (i.e., librarians, department supervisors and technical staff); call meetings and set agendas; work with a variety of people with a variety of ideas, that is, work as consultant to the reference area; plan and maintain the budget and work closely with the Dean of Library Services. The convener usually serves from one quarter to one academic year, and then is replaced by another member of the reference team.

There are six reference librarians who are faculty librarians, who rotate into full-time teaching positions one quarter out of every three years. When they rotate, the library faculty learn about the distinctive nature of education at Evergreen and improve their instructional skills. The rotations leave the library without the librarians' expertise. One way in which the loss is corrected is that a regular faculty member rotates into the library from his/her teaching duties. This person works at the reference desk from 12-15 hours per week in addition to helping develop the library's collection in his or her field of expertise. In the past years we have broadened our collection in the areas of 20th century Spanish history, Mexican history, dance performance and movement, religion, cinema and film and Third World films based on the collection development done by rotating faculty. Teaching faculty who rotate into the library are also retrained so that their knowledge of information services is current and their conception of library research instruction is enhanced. In this way, rotation serves as continuing education for faculty.

Faculty rotation also occurs in other areas of the library. In 1988-89, the Director of Media Services rotated into the faculty and a performing arts faculty member rotated into the Media Services directorship. The dean of Library Services will rotate out to teach full time next winter quarter. In the past, a rotation has occurred between the head of Non-Print Services (a non-faculty position) and an art faculty.

Rotation is one form of cross-training occurring in the library. The purpose of cross-training is to help the staff better understand how another area functions, and to create a staff with the necessary skills to cover for one another in times of heavy work loads. Cross-training, also, has a positive effect on the staff by giving them the opportunity for growth and variety in their work. There have been staff who have rotated from the library to other parts of the college. For example one of the library's acquisitions staff went to work in the college's business office for a period of one quarter and the business office staff came to work for the acquisitions department. There have been many instances when the technical services staff volunteered to work at the circulation desk for a variety of reasons. One staff from technical services has trained to work in our non-print area, the head of Media Loan has cross-trained in technical services to learn

worksheet inputting and the head of the Media Production Center has been trained in television engineering. Other staff work in positions split between areas, one in acquisitions and periodicals, another in circulation and periodicals and yet another in reference and periodicals.

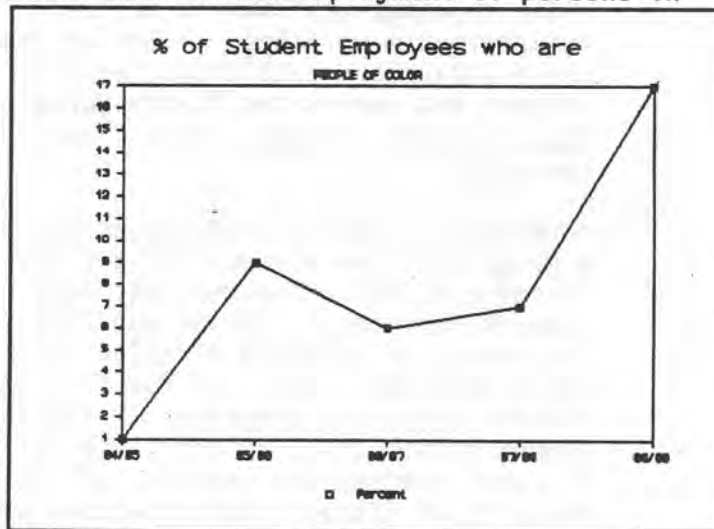
Library staff are currently serving in a broad range of DTFs including in 1988/89 Faculty Hiring, a committee looking at a semester system, International Studies, Assessment, Public Service, and Library/Computer Services. Internal library DTFs are looking at hiring, personnel procedures and staff lounge improvement.

5. **Significant Differences.** The library is committed to providing materials and services that promote multi-cultural literacy and to making the library a hospitable environment for multi-ethnic students and employees. Some steps we have taken to ensure that the above goals are met include carefully monitoring hiring practices; providing racism/diversity workshops for the staff and student employees; hiring consultants to assess our collection; making multi-cultural materials purchases; and promoting these material through displays and staff contacts.

In the area of hiring, the library, as well as the campus as a whole, has been working to increase the diversity of its staff and student workers. During the budget cuts of 1985, the library lost two employees from protected classes. Since that time the library has attempted to reverse this trend and has had some noteworthy successes. Gains have been made in the employment of persons in the 40+ category, a

woman has joined the media services area (a traditionally male bastion) and since budget cuts, the recruitment and hiring of people of color and the physically challenged has increased. From 1987 to the present seven of ten new hires were from underutilized protected classes, including two people

of color, two in the 40+ age category, two physically challenged and one Vietnam-era veteran. All the positions filled with persons from underutilized protected classes were in the public services area providing enhanced visibility for the diversity of our staff. After an unsuccessful attempt to fill the head of Cataloging position, the search has been re-opened with a new position description designed to enhance our efforts to recruit candidates with diverse backgrounds. These positive trends are also reflected



in the increase in hiring of people of color to fill our student, temporary, and institutional positions during the 1988-89 school year. These positions are an important training ground for future library employees. The above graph reflects the increase.

In order to develop collections which would reflect the campus focus on intercultural literacy, the library sought, in 1987, the advice of five outside consultants on the development of our multicultural collection. The consultants were funded by the provost's office. This panel devoted their research to materials on Native American studies, African-American studies, African history, Asian American studies, women of color and Chicano studies. Each consultant submitted a report outlining his or her recommendations in addition to meeting with the library staff and the campus faculty to discuss these issues, placing the library in a position of leadership in intercultural literacy on campus. Along with their narrative reports, the consultants provided the library with a list of purchase recommendations. Ten thousand dollars was allocated for the purchase of these materials and a list of the titles purchased is available as are the consultants' reports. To continue collection development, new faculty with significant multicultural expertise are contracted by the provost to assess the library's collection and to recommend purchases.

The library has provided extensive staff training on issues of racism, sexism and serving people with physical or mental challenges. The skills of faculty, the campus affirmative action officer, and consultants were drawn upon, while book seminars and video showings continue to be held. Since the beginning of 1988 a racism/sexism workshop, videos on learning disabilities and physical/sensory challenges, an affirmative action workshop, a lecture and seminar on Martin Bernal's Black Athena, a seminar on Multicultural Literacy and a diversity workshop have been conducted.

Personal contacts by library staff, displays and videotaping create a hospitable environment for a diverse clientele and promote the use of culturally diverse materials. The newly established Ethnic Support Services Librarian position is the library's contact person for groups of students of color, such as MEChA, First People's Coalition, and UMOJA, and for the Native American Studies and Teacher Education programs. Presentations on multicultural communication given to the "Intercultural Communication: Global Village" program and teaching at the Tacoma programs are further examples of library staff's active participation in the students' education in multicultural literacy. Presentations on "The Day of the Dead," the Jewish Holocaust, self-governance for Indians, "Peoples of Washington," a "Tribute to Japan," Salish Peoples, Germany, Korea, Taiwan, Africa and Black History are just a few examples of recent topics exhibited in the library. Media Services also videotapes special cultural events and lectures, making them available to the campus community.

D. RESOURCES AND UTILIZATION

1. Use Statistics. The following tables and graphs indicate the general increases we have seen in the services provided by each section of the library.

The sole exception is interlibrary loan where a program to purchase frequently requested items has reduced the number of requests we receive.

CIRCULATION BY LC CLASSIFICATION
1986/87 Academic Year

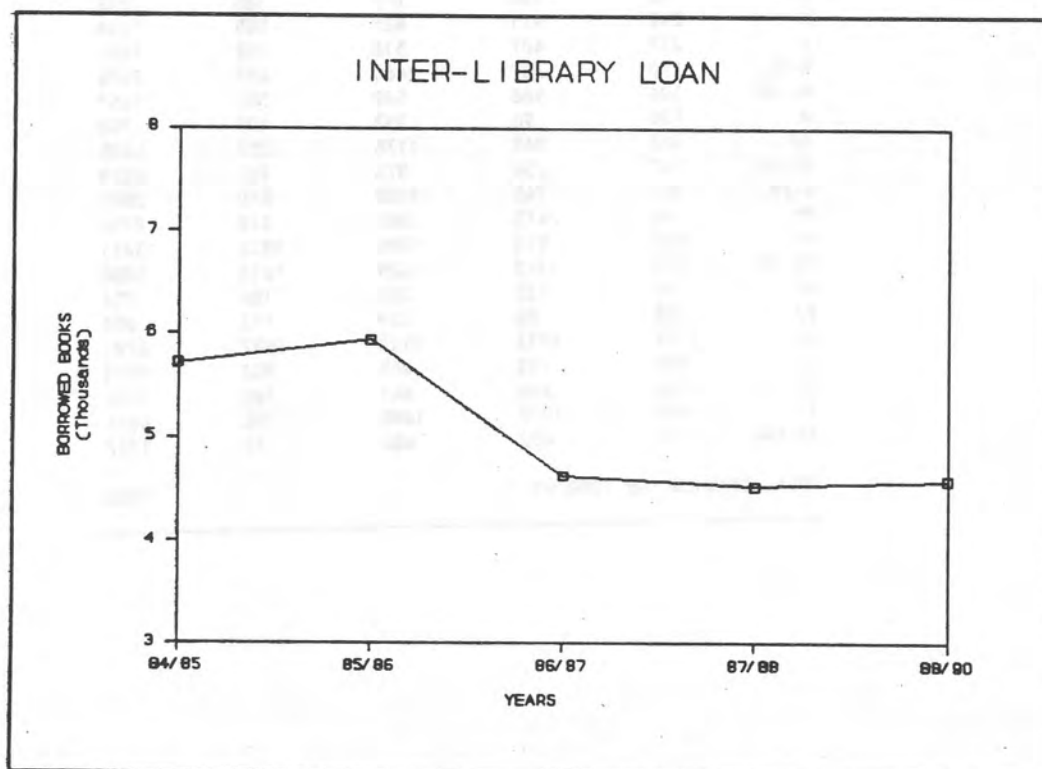
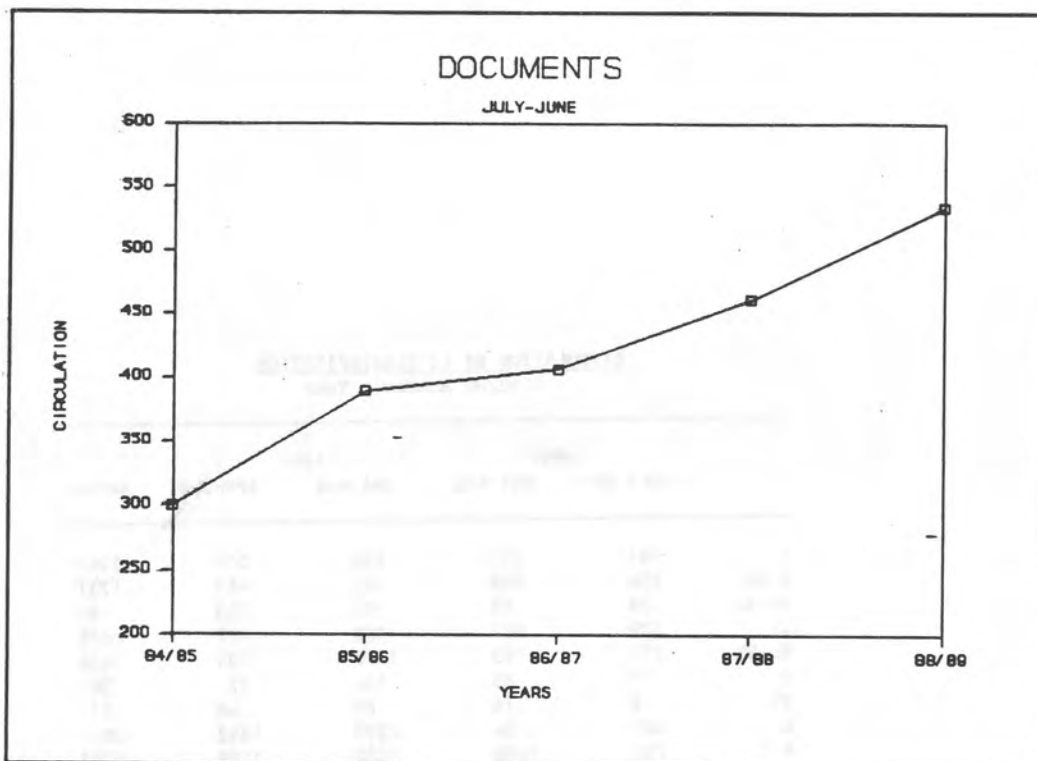
	1986		1987		ANNUAL
	JULY-SEPT	OCT-DEC	JAN-MAR	APR-JUNE	
A	145	221	376	370	1112
B-BD	164	118	452	438	1172
BH-BJ	37	0	57	89	183
BF	212	411	702	744	2069
BL-BX	543	124	719	854	2240
C	42	33	56	81	212
CT	8	0	14	21	43
D	474	265	1072	1071	2882
E-F	663	649	1047	1160	3519
G-GB	47	5	93	69	214
GC	5	0	16	30	51
GF-GT	253	102	367	306	1028
GV	127	51	206	869	1253
H	1191	930	2478	2804	7403
I	1411	138	343	409	2301
J	75	80	215	189	559
K	273	169	405	471	1318
L	209	185	426	439	1259
M-ML	134	94	364	389	981
ML-MT	201	191	462	461	1315
N	84	44	149	198	475
NA	4619	297	843	3577	9336
NB-NX	419	255	808	662	2144
P-PM	307	241	536	711	1795
PN	156	136	414	239	945
PQ	532	480	874	1123	3009
PR-PS	776	460	1369	1447	4052
PT	93	129	194	183	599
PZ	131	74	95	99	399
Q	1317	1980	2094	2462	4853
R	363	710	692	753	2518
S	189	241	1493	450	2373
T	680	949	1042	1135	3806
TX-END	313	383	478	439	1613
TOTAL CIRCULATION 1986/87					72031

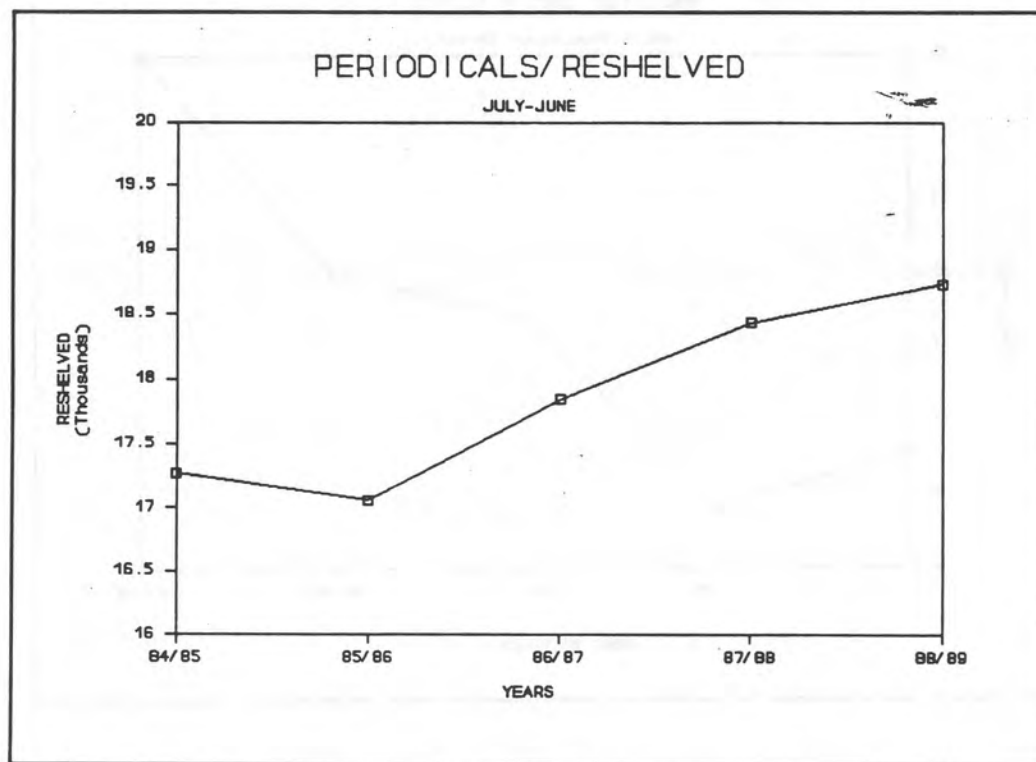
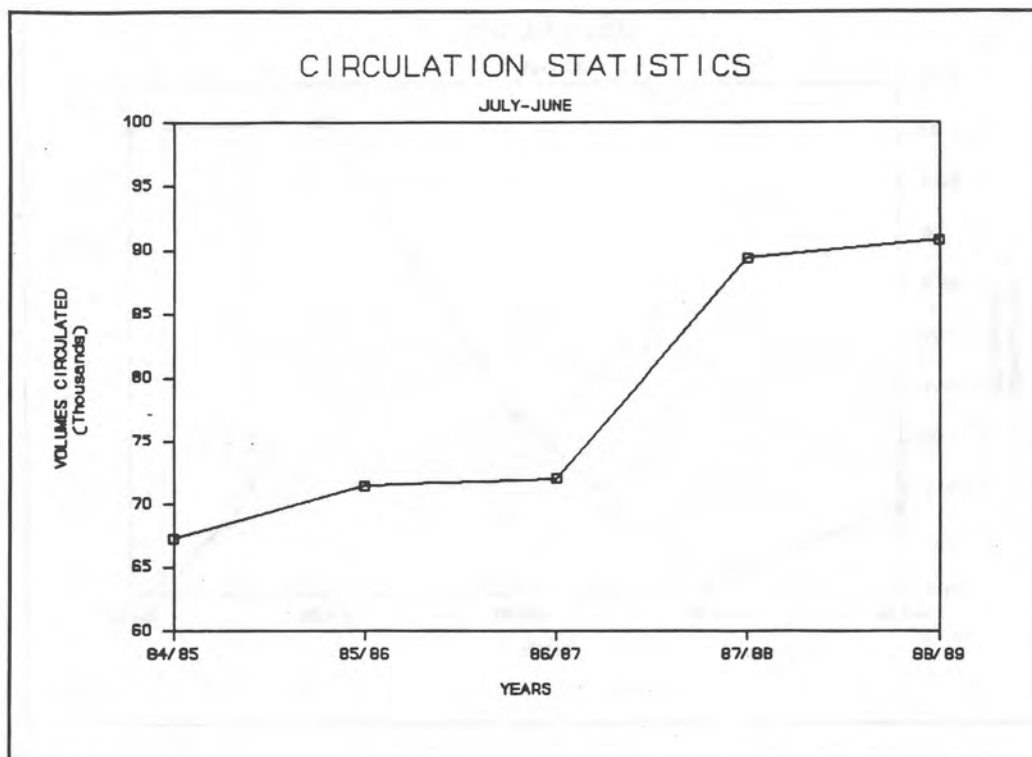
CIRCULATION BY LC CLASSIFICATION
1987/88 Academic Year

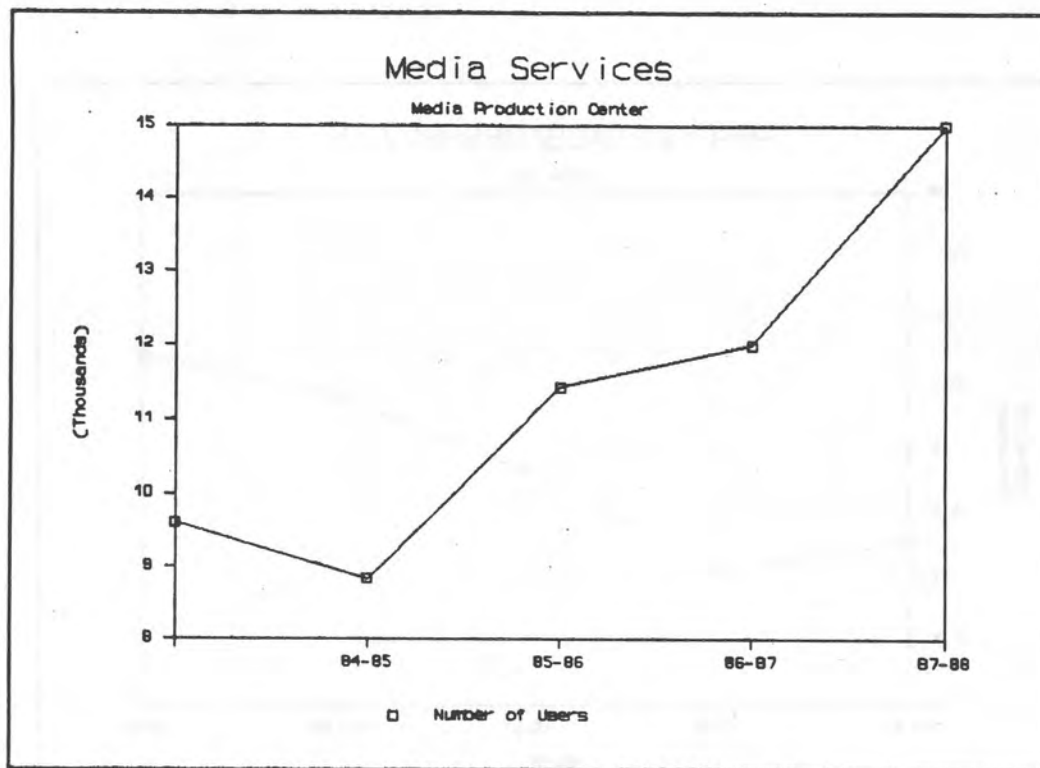
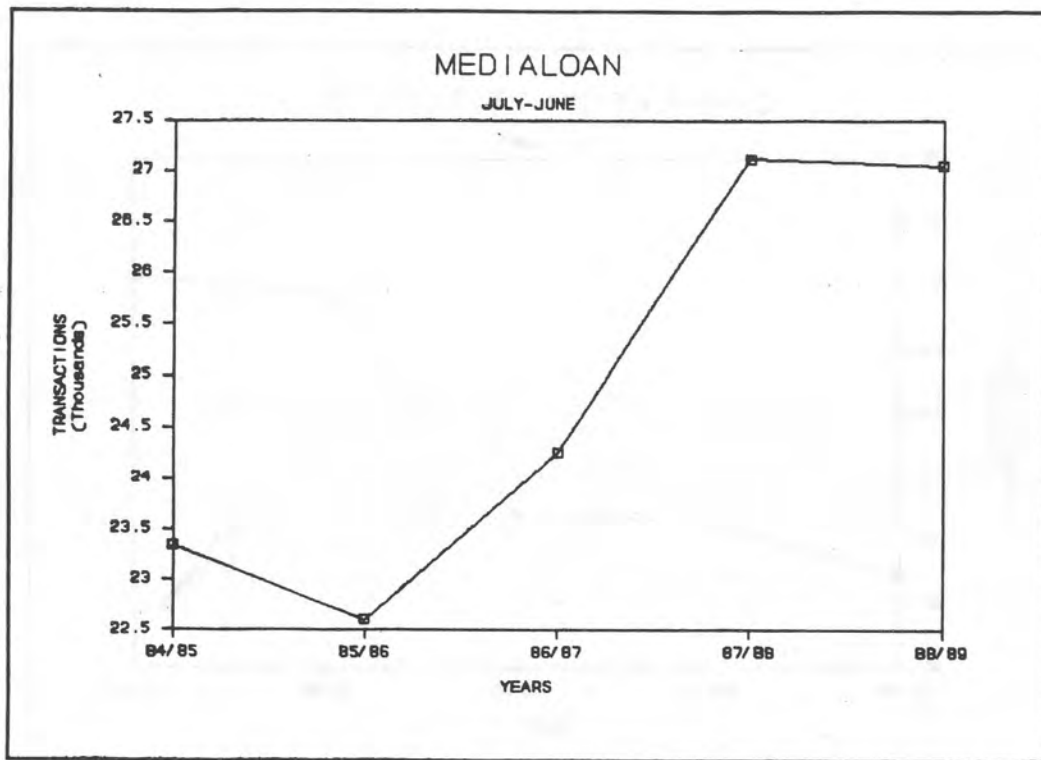
	1987		1988		ANNUAL
	JULY-SEPT	OCT-DEC	JAN-MAR	APR-JUNE	
A	129	262	433	664	1488
B-BD	171	393	671	540	1775
BH-BJ	45	66	76	276	463
BF	430	880	1072	839	3221
BL-BX	372	787	1144	1015	3318
C	47	79	81	73	280
CT	6	12	21	111	150
D	467	999	1540	1632	4638
E-F	623	941	1216	1218	3998
G-GB	34	73	80	88	275
GC	3	18	5	39	65
GF-GT	136	333	439	359	1267
GV	139	195	255	249	838
H	1110	2333	3215	3202	9860
I	127	288	442	391	1248
J	83	131	191	176	581
K	253	2223	697	704	3877
L	181	526	719	625	2051
M-ML	134	368	511	524	1537
ML-MT	206	370	491	546	1613
N	67	144	185	199	595
NA	8931	730	896	926	11483
NB-NX	497	682	831	876	2886
P-PM	306	603	760	928	2597
PN	145	222	411	398	1176
PQ	557	624	1060	1323	3564
PR-PS	740	1183	1446	1788	5157
PT	94	134	124	189	541
PZ	104	90	137	126	457
Q	1454	2046	2240	2712	8452
R	395	686	874	1051	3006
S	196	247	394	339	1176
T	661	821	1540	1265	4287
TX-END	224	364	451	421	1460
TOTAL CIRCULATION 1987/88					89380

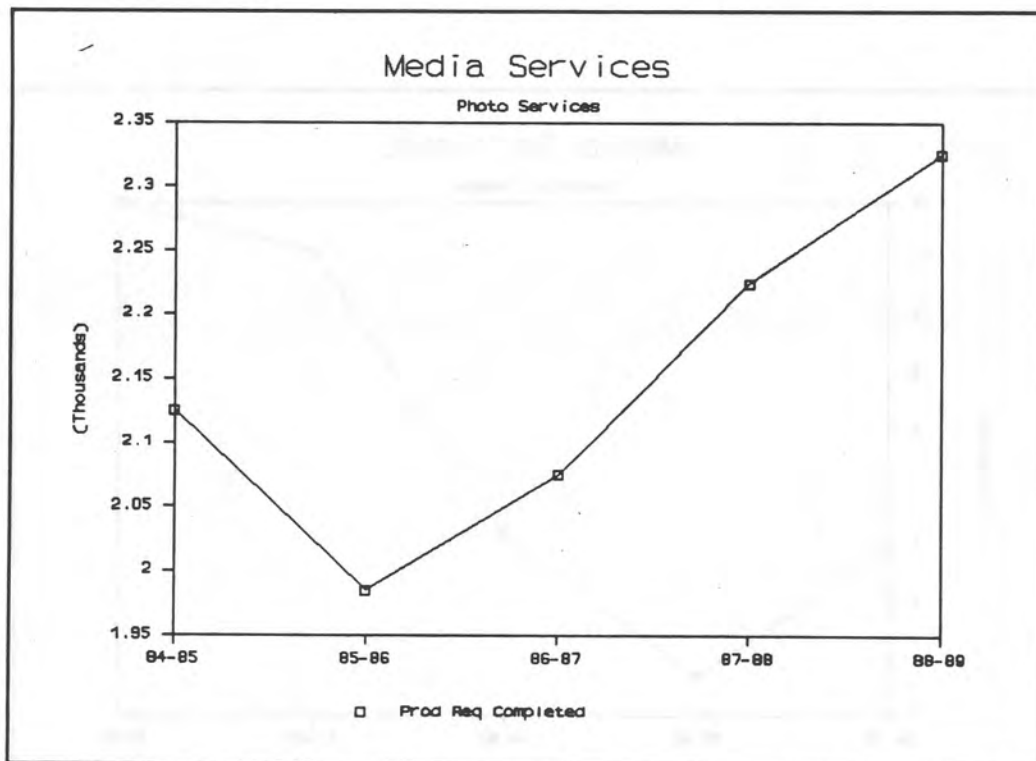
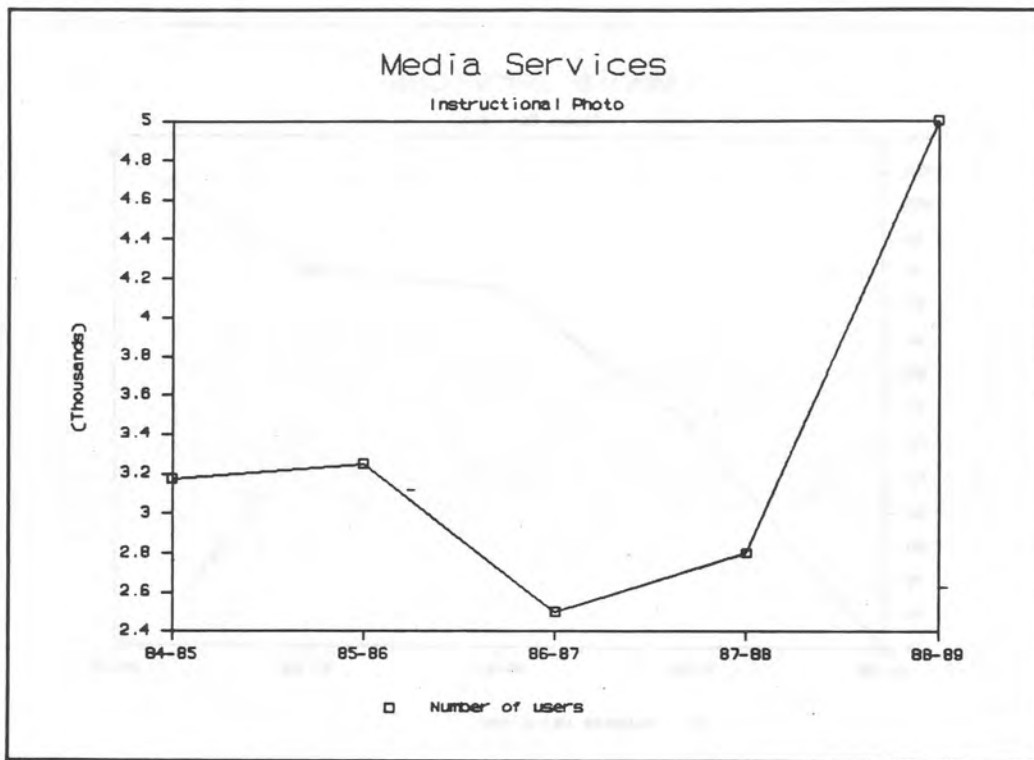
CIRCULATION BY LC CLASSIFICATION
1988/89 Academic Year

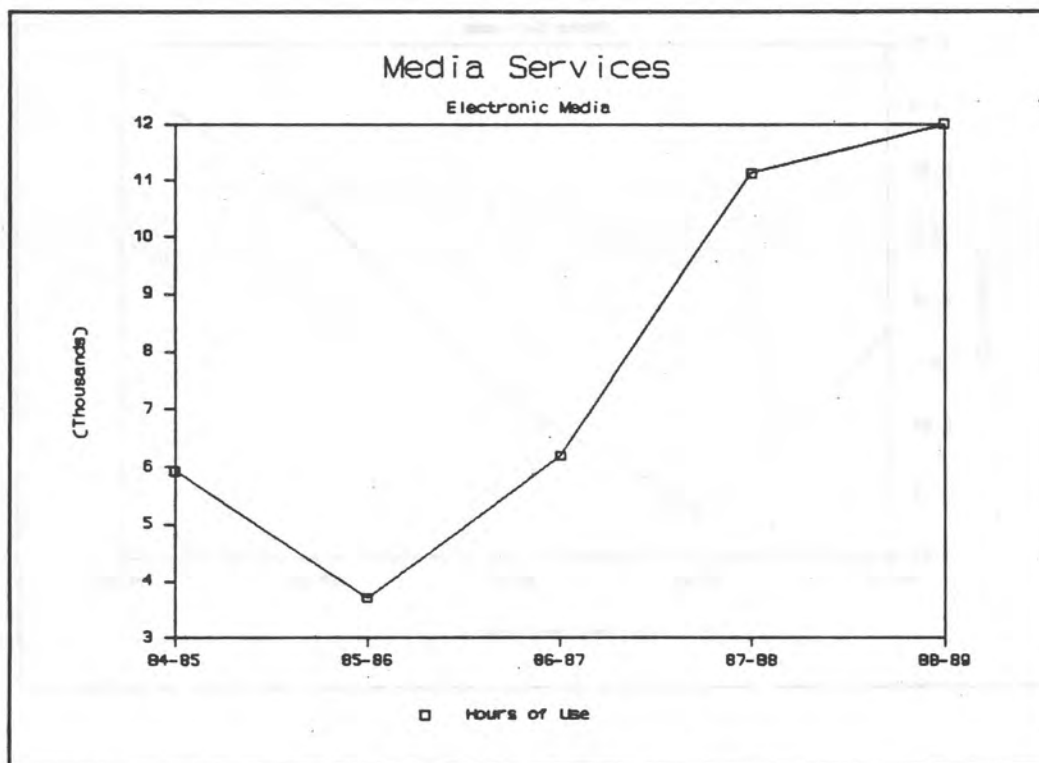
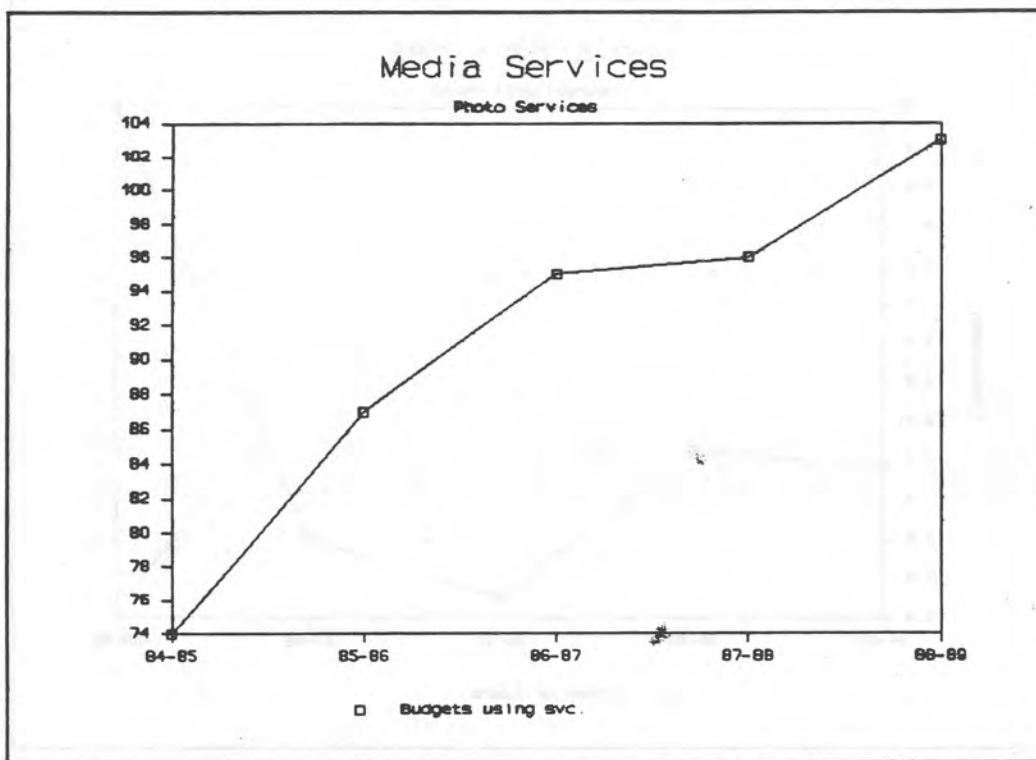
	1988		1989		ANNUAL
	JULY-SEPT	OCT-DEC	JAN-MAR	APR-JUNE	
A	161	313	354	517	1345
B-BD	156	556	536	489	1737
BH-BJ	29	53	100	383	565
BF	379	621	886	792	2678
BL-BX	714	995	1182	935	3826
C	37	83	104	77	301
CT	9	14	22	66	111
D	481	1734	2290	1352	5857
E-F	702	1780	2032	1189	5703
G-GB	59	85	160	79	383
GC	6	7	24	35	72
GF-GT	369	440	491	333	1633
GV	115	186	271	559	1131
H	1271	2533	4414	3003	11221
I	155	449	729	400	1733
J	66	168	245	183	662
K	292	471	628	555	1946
L	237	407	518	532	1694
M-ML	170	387	1460	457	2474
ML-MT	196	588	569	504	1857
N	100	96	313	199	708
NA	307	868	1178	2252	4605
NB-NX	347	734	878	769	2728
P-PH	307	745	1039	810	2901
PN	166	415	1887	319	2787
PQ	507	959	1226	1223	3915
PR-PS	811	1142	1629	1618	5200
PT	92	123	355	186	756
PZ	158	58	329	113	658
Q	1179	1913	3112	2587	8791
R	330	733	948	902	2913
S	182	286	641	395	1504
T	698	1077	1698	1200	4673
TX-END	219	402	686	430	1737
TOTAL CIRCULATION 1988/90					90805











2. COLLECTION STATISTICS

a. Cataloged volumes by classification (ADR = Added during year):

Library of Congress Classification		ADR 84/85	ADR 85/86	ADR 86/87	ADR 87/88	ADR 88/89*
A	General Works	19	10	17	14	12
B-BD	Philosophy	154	153	166	202	188
BF	Psychology	188	168	179	159	138
BL-BX	Religion	365	103	276	283	344
C-CS	History: Auxiliary Sciences	39	29	33	19	24
CT	Biography	13	14	14	7	12
D	History: General and Old World	470	300	661	466	526
E-F975	History: America	418	456	375	305	426
F1000-1140	History: British North America	18	13	9	24	16
F1200-3737	History: Latin America	91	109	197	63	132
G-GB	Geography	68	92	54	72	34
GC	Oceanography	16	18	7	5	8
GF-GT	Human Ecology, Manners and Customs	115	103	105	75	82
GV	Recreation	141	76	52	90	42
H-HA	Social Sciences: General	32	35	32	31	20
HB-HJ	Economics	942	882	831	628	612
HM-HX	Socialism, Communism, Anarchism	689	626	592	465	598
J	Political Science	251	282	237	208	294
K	Law	195	125	120	140	128
L	Education	204	178	201	304	384
M	Music	82	133	121	82	42
ML-MT	Music: Literature and Instruction/Study	206	142	142	113	104
N	Fine Arts: General	209	216	166	133	74
NA	Architecture	69	53	70	43	26
NB-NX	Arts in General	285	311	205	179	112
P	Philosophy and Linguistics	66	54	55	64	64
PA	Classical Languages and Literature	36	44	25	35	16
PB-PH	Modern European Languages	162	132	97	98	76
PJ-PL	Oriental Languages and Literature	56	84	82	44	58
PM	American Indian Languages	1	3	2	10	6
PN	Literary History and Collections: General	379	286	277	295	192
PQ	Romance Literatures	284	203	148	151	148
PR	English Literatures	558	555	421	538	302
PS	American Literatures	706	650	496	585	592
PT	Germanic Literatures	111	56	53	42	38
PZ	Fiction and Juvenile Belle Lettres	11	5	7	51	86
Q	Science	77	53	74	62	66
QA	Mathematics	153	104	154	177	70
QB	Astronomy	40	48	78	36	24
QC	Physics	81	84	89	52	62
QD	Chemistry	47	30	38	28	24
QE	Geology	67	51	54	26	36
QH	Natural History	161	138	185	76	94
QK	Botany	52	51	55	35	22
QL	Zoology	148	200	143	60	70
QM-QP	Human Anatomy and Physiology	77	60	71	40	38
QR	Bacteriology	15	12	14	14	6
R-RB	Medicine/Medical Geography	130	104	116	90	60
RC	Psychiatry	140	126	154	107	112
RD-RZ	Specialized Medicine	60	48	71	56	70
S-SB	Agriculture/Plant Culture	160	101	96	94	90
SD	Forestry	43	11	13	17	22
SF-SK	Animal Culture and Aquaculture	46	42	45	18	6
T-TP	Technology	604	418	322	183	184
TR	Photography	134	104	68	56	22
TS	Manufacturers	77	67	78	72	40
U-V	Military and Naval Science	112	115	152	103	86
Z	Bibliography and Library Science	109	56	72	78	46
	Index Area	24	40	0	3	0
TOTAL		10,222	8,776	8,684	7,510	7,199

*These are projected numbers based on the first 6 months of 88/89.

2. Collection Statistics

b. Collection Size

<u>Holdings</u>	<u>85/86</u>	<u>86/87</u>	<u>87/88</u>	<u>87/89*</u>
Books (volumes)	211,208	217,558	224,646	[231,365]
Books (titles)	150,350	159,312	165,856	[173,055]
Periodicals	1,645	1,645	1,558	[1,600]
Documents	72,559	81,446	91,469	[92,000]
Audio-Visual				
Graphic	[53,792]*	55,415	57,053	[58,553]
Audio	9,872	9,974	10,002	[10,200]
Films	399	399	399	[399]
Video	107	190	234	[284]
Other	148	154	167	[210]
*Estimated				

c. Circulating Equipment

Media Loan Inventory	Total value approximately	\$500,000
	Total item count approximately	4,000

Large item breakdown:

Air compressor - 1	Monocassette Recorders - 25
Amps - 10	Stereo Cassette Recorders - 13
16mm Sync Cameras - 3	Reel-to-Reel Recorders - 10
16mm Silent Cameras - 10	Nagra RR-Recorders - 3
S-8 Sync Cameras - 2	Wollensak Cassette Recorders - 12
S-8 Silent Cameras - 19	Still 35mm Cameras - 80
Video Switcher - 2	2 1/4 Still Cameras - 6
Signal Processing Devices - 13	4 X 5 Still Cameras - 6
PA Speakers - 10	CD-Player - 2
Stereo Speakers - 12	Elemack Crab Dolly - 1
16mm Editing Kits - 6	Light Kits - 10
Turntables - 8	Film Lights - 10
Color Video Cameras - 14	Microphones - 120
VHS Camcorders - 9	S-8 Projectors - 12
Betamax Video Recorders - 15	16mm Projectors - 26
3/4" Recorder - 2	Filmstrip Projectors - 2
3/4" Video Playback - 6	Opaque Projector - 4
VHS Recorders - 10	Overhead Projector - 11
Small Color Monitors - 10	Slide Projector - 12
Large Color Monitors - 10	Marantz Audio Cassette Recorders - 10

3. Student Satisfaction Survey Results. A student survey conducted in spring of 1988 by the campus Research and Planning office generated very positive results in regard to both student use of and satisfaction with library services. The library, at a 96% use rate, was the second most heavily-used service of 19, ranked only after the bookstore. The library had the second highest satisfaction rate of the 19 services, with an average rating of 1.96 on a scale of one-to-five where one equals very satisfied. Only KEY Special Services generated higher satisfaction.

The study went on with a comparison to national use and satisfaction responses. Library use was 4.1% higher than the national norm which was only the ninth most significant difference from the national norm. Satisfaction with the library's services showed, however, the highest positive difference from the national norm of all campus services studied (1.96 versus 2.32 on the same one-to-five scale).

These responses confirm a general impression library staff receive from users that we are exceptionally service-oriented and that our services are well-organized and responsive despite resource limitations and high user expectations.

E. OTHER SERVICES

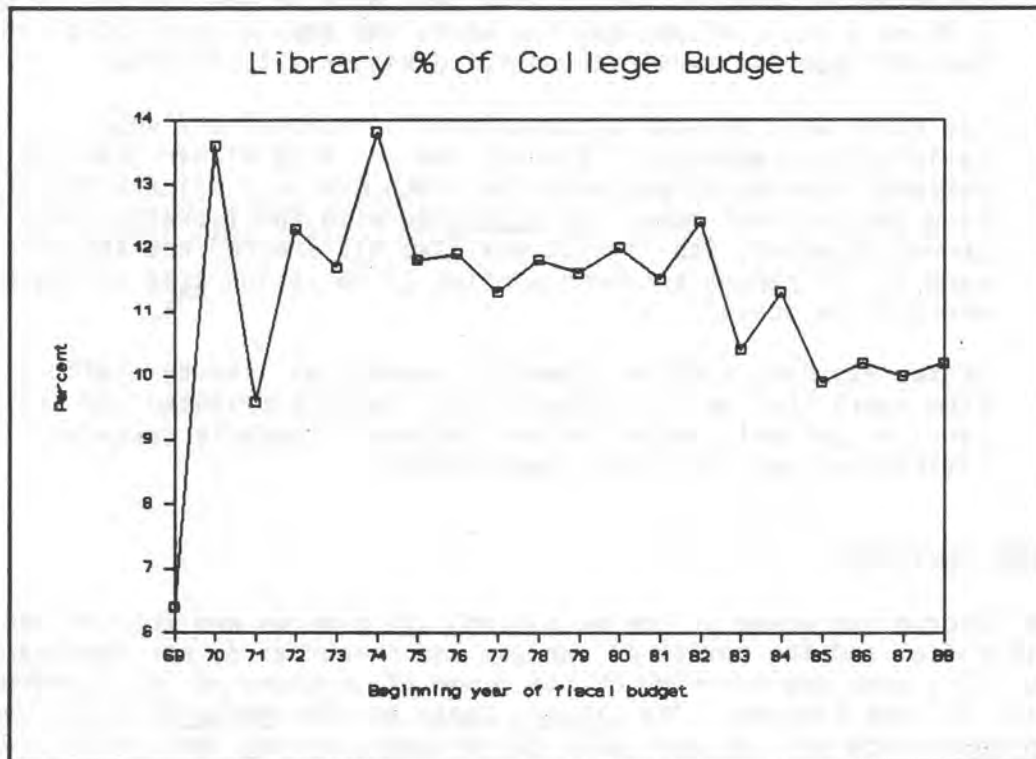
The description above of how we support the mission and foci of the institution and the review of our use and resources do not necessarily provide a complete overview of the range of services of The Evergreen State College Library. The Library Comix and the Media Services User Handbook which will be available to reviewers during their visit, or upon request, provide that overview.

F. FUTURE/DANGERS

Use statistics, the relationship of the library faculty to the instructional faculty, the quality of bibliographic instruction, the quality of reference service and the inclusion of library and media skills across the curriculum all speak to the emphasis this institution places on research as a basic element in a student's education. Following are the library program budget amounts for the past four years and the percentage of institutional funds they represent.

Year	Library	College	% of College Budget
1985/86	1,645,476	16,585,417	9.9
1986/87	1,922,511	18,793,798	10.2
1987/88	1,923,678	19,212,528	10.0
1988/89	2,210,725	21,678,774	10.2

These short-term figures do not show that over the years budget cuts, inflation, curricular shifts, and rapid advances in media and information technology have all taken their toll on the library's ability to respond to the traditionally high expectations of the campus community. The relative support for the library in relation to the campus budget shows consistent loss:



This section will look at the future of library services and will address areas of difficulty, either current or foreseen and our hope for addressing problem areas.

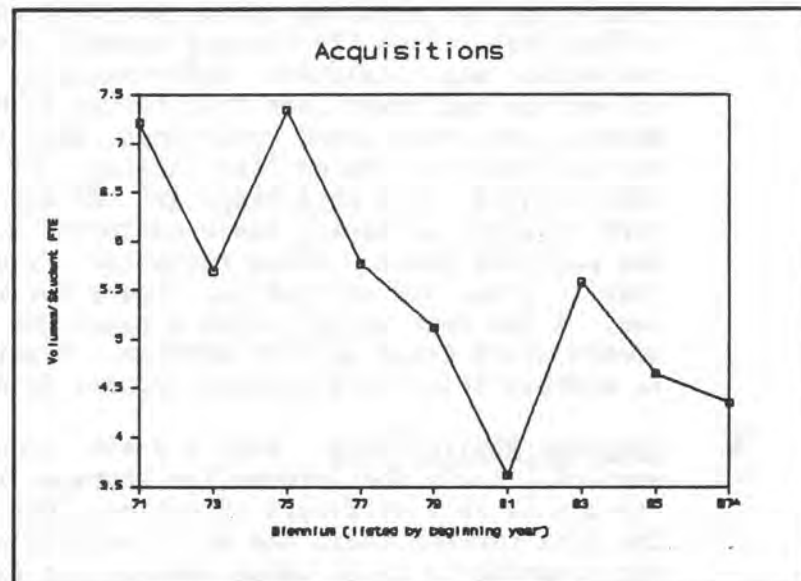
1. **Collections.** The monographic collections of the library are in good shape in terms of the general number of titles; we are in the enviable position of rating "A" according to ARL standards for our size. What these standards do not address is the match between that collection and the curriculum. We do very well on an ongoing basis when selecting materials because of the close affiliation of the librarians with the rest of the faculty and the curriculum; where we run into problems is with the fluidity of the curriculum. The Evergreen curriculum shifts annually as faculty interests and configuration change. Recent emphasis on recruitment of faculty who represent cultural diversity, and the parallel curricular development generate serious pressure on the library collection. In a more traditionally organized college, new course work is rarely established without significant grinding of the bureaucratic wheels; often with financial support as a regularized outcome.

Here, curriculum can be changed without such machinations, and the library runs to catch up. Areas of problems which have arisen from such shifts include: expressive arts, environmental studies, teacher education, management, health, romance languages, Pacific Rim studies and other inter-cultural studies.

The periodicals collection is another problem altogether. Here, as in many institutions, inflation has seriously eroded the periodicals holdings list. Several program reviews identified the periodicals collection as inadequate. Inflation has made it impossible to respond to the interests of "old" faculty, much less newly-hired faculty.

Statistics on the number of books purchased per student indicate the extent to which purchasing power in relation to service population has fallen over the years.

One key element of transition that puts strain on the library is a recognition of the need for faculty-development opportunities. The efforts in this area are described elsewhere; what is significant for the library is that we have little or no collection support for faculty-level research. This puts additional demand on limited resources.



A final serious problem in collections is the area of audio-visual materials. In 1985, the library suffered a major budget reduction in which all resources for purchasing audio-visual materials were cut, as was the position of the non-print librarian who selected and processed those materials. The cut was \$50,007 per year--despite serious expressions of concern in the 1979 accreditation review regarding support for non-print materials. Within the past year the Resource Selection Committee finally became so frustrated with the inability to buy any audio-visual materials that they re-allocated a minute \$4,000 per year from purchasing books to purchasing films, videos and sound recordings. Even this very small amount causes a serious drain on cataloging and processing, however, since there is no additional staff to accommodate these purchases and since the materials (especially sound recordings) are extremely time-consuming to catalog and process for circulation.

The 1989-91 legislative allocation identified \$377,000 in new monies for library materials and equipment. This would represent a significant advance against the erosion in purchasing power identified above. A large portion of this funding (\$80,000) may be eaten up by inflation in the second year of the biennium, but if the inflation rate does not continue it will generate a significant improvement in purchasing power. It is unclear at this time whether the funding is flexible enough to allow our hiring staff to process the new materials.

2. Collection Access. The issue of processing newly-purchased audio-visual materials is related to another long-standing issue: that of cataloging our existing sound recording and musical scores collections. When the library opened, the large sound recording collection was cataloged. Unfortunately, the cataloging for that collection has never been transferred to machine-readable format, meaning that most sound recordings, most scores and a few books are not available in the on-line catalog. Of the 10,000 sound recordings a large percentage are not even cataloged in the old card catalog, primarily those purchased between the opening-day and the past few years. These resources are going to waste as a result, since few patrons can figure out which sound recordings we own. A two year project with a cataloger and a processing staff member would clean up this problem. Grant requests have been made to address this issue without success to date.
3. Computer Applications. With the ever-accelerating development of wonderful tools for information storage, access and delivery, the library is in a difficult situation. Our users expect the best and the most current media and print materials, yet our resources have not expanded to match those demands; in fact, they have withered. A committee on the library and computer services, charged fall of 1988, will generate recommendations on how to pursue the many new computer-based library services. Demands are also escalating for staff computers; while we have added six staff workstations this year, staff still struggle to find computer time for word-processing, statistics compilation and desk-top publishing. This is another area which will place demands on the \$377,000 mentioned earlier.
4. Equipment Replacement. One of the major innovations reflected in the design of the library at Evergreen was that all media services to the college would be consolidated with the library so that all students would have access to them. No departmental collections of media equipment have been established, and the facilities in the main library are extensive; they support broadcast quality video production, for instance. All students are eligible for access to these facilities, and a media loan department provides field equipment to students across the curriculum. Obviously, this is a significant burden; while the extent of this investment was laudable at the institution's outset, it causes great expense in the present as we attempt to keep equipment that was purchased 20 years ago running, and as the media technology advances rapidly.

One of the delights of working with the concept of teaching media across the curriculum is that media are becoming more and more easily usable by the untrained or even media-phobic student. More and more students (and faculty) feel confident enough to try media in their course work. The fact that two film/video faculty were hired in 1988-89, one in a new position, will only add to these demands. The negative side to these changes is that staff are struggling under the joint burden of increased media use and aging equipment.

5. **Archives.** A new area of service which is generated from the increasing maturity of the institution is the need for an effective archives. Evergreen has a small archive that was administered as one of a long list of duties handled by a reference librarian for the first 15 years of the library's life. When that person retired, no one had the skills to continue his work, and the institution was reaching a critical point in its history: the founding faculty were beginning to retire, and the college was generating a lot of national attention. In fall of 1988, a one-quarter-time archivist was hired; that is not sufficient time for the archivist to organize the mess which was generated in the recent years under inconsistent stewardship and to keep up with both the materials being generated by the college in its operation and from faculty retirement. Full-time attention needs to be paid to the collection for a short period (one or two years) until retention policies, regular solicitation of materials, processing methods and organizing principles have been established. Once again, grant funds have been pursued with no luck so far.
6. **Bibliographic Instruction.** During discussions in academic year 1987-88 and in the fall of 1988, the faculty librarians at Evergreen worked intensively on describing ideal bibliographic instruction models for the Evergreen environment. They came to the conclusion that (as with other aspects of instruction at Evergreen) integration of skills instruction with subject content was by far the best methodology. While continuing to discuss and to design ways of applying this principle, the librarians are frustrated by the fact that integration with the curriculum and reaching the number of students who need to be reached cannot be accomplished with the number of librarians available. Our ideal would be to have each librarian offering the equivalent of four hours of library research each quarter within programs. This cannot be sustained with a staff currently swamped by offering workshops plus three credit-generating library instruction courses.
7. **Space and Hours.** The library will be facing a shortage of space in the next three to five years. The administration is aware of the need and budget requests for new buildings have been made which will free space in the current library building which can be claimed by the library and media services. If the legislature does not respond to these requests positively, there will be a severe space problem.

We face a constant user demand for longer hours. Every weekend evening we close at 6:15 and disrupt many students who are desperately trying to finish up their research. Nights we close at 10:45 when many students need at least another hour or two of study time. We open in the morning after the first classes start. Media services, media loan, and non-print services are not available to the public evenings or weekends. Our most frequent user suggestion by far is to extend our hours. For a campus that places such a high value on research and which has such a reputation for hard-working students, the library hours are insufficient.

8. **Conclusion.** Obviously, we cannot solve all our service challenges at once. The collection/equipment allocation is a major step forward and makes a significant contribution toward alleviating some of our most serious problems. The college's endowment campaign, has support for library services as a major initiative. Proceeds from that campaign should also bring substantial relief to many of these issues.

THE EVERGREEN STATE COLLEGE LIBRARY CIRCULATION POLICY (FACILITIES PLANNING AND UTILIZATION POLICY)

WAC 174-136-060 Access and use of library resources. (1) Any person has access to the public areas of the library. Library resources may be borrowed by members of the Evergreen community with a valid Evergreen State College identification card, and by members of the local community who have suitable identification (e.g., driver's license). [Order 72-2, § 174-136-060, filed 6/16/72.]

WAC 174-136-070 Priority. (1) The first priority for use of library resources is for coordinated and contracted studies and other evaluated learning experiences. [Order 72-2, § 174-136-070, filed 6/16/72.]

WAC 174-136-080 Loan periods. (1) General use library resources (print and nonprint). (a) Users set their own due date not to exceed one quarter. Requests for extended loan periods should be cleared through the head of circulation. Renewals should be requested before due date. (b) Users are guaranteed the use of the material for one week, after which it may be recalled to meet the needs of another user. Failure to respond to library recall occasioned by another user's request within 48 hours will require that the library assess a service charge of up to \$5.00 to cover the cost of recovery. Materials not returned within seven days of recall due date will be presumed lost and their replacement value charged to the borrower.

(2) Limited use library resources. (a) Limited use library resources (e.g., video tapes) will only be loaned for specific periods. Because of high demand, materials not returned by the specified due date will be recalled. Failure to respond to library recall within 24 hours will require that the library assess a service charge of up to \$5.00 to cover the cost of recovery. Borrowers who fail to return the materials within 48 hours of recall will also be billed the replacement cost of the material. (b) Portable media loan equipment. (i) Loan equipment may be reserved if its use is related directly to coordinated or contracted studies or other evaluated learning experiences. By advance reservation, some items required can be loaned for an extended period of time. Loan equipment for other uses will be on an "as available" basis. In all instances, the user will be asked to specify a return date so other requests and reservations can be honored. (ii) Charges will be made to users outside The Evergreen College community and to funded workshops, seminars, conferences or self-sustaining programs. Charges will be consistent with current commercial rates. (iii) As use patterns develop, it may become necessary to limit the loan period for a piece of equipment. Such limited loan periods will be established by the equipment dispatcher and the associate dean of library services as required. (c) Slides are checked out for showings only. Slides requested for continuing use should be duplicated. (d) 16mm films will be checked out for showings only and may be held a maximum of three days. (e) Other library resources, such as the following, will circulate by special arrangement with the head of circulation or appropriate budget unit head and are subject to recall and replacement charges. (i) Archives, (ii) current and microfilmed periodicals, (iii) electronic test equipment, (iv) maps, (v) media production equipment, (vi) nonprint master materials, (vii) rare materials, (viii) reference materials, (ix) set and model shop tools and (x) special collections.

(3) Borrowers who repeatedly ignore the rights of other borrowers, and who abuse the responsibilities inherent in sharing library resources with the rest of the Evergreen community, shall be denied the privilege of borrowing those resources for the remainder of the quarter. [Order 72-2, § 174-136-080, filed 6/16/72.]

WAC 174-136-090 Lost and damaged library resources. (1) The borrower is responsible for loss.

(2) The borrower is responsible for damage.

(3) The borrower is responsible for the proper operation of media loan equipment.

(4) If the borrower does not wish to assume the full financial responsibility for library resources, the college will offer optional damage insurance. For details, consult the main circulation desk or the media distribution center.

(5) Lost resources should be reported. It is the borrower's responsibility to pay for lost resources before the end of the quarter. The cost of lost resources shall be their replacement value. [Order 72-2, § 174-136-090, filed 6/16/72.]

WAC 174-136-100 Reserve. (1) Materials on reserve will be found at the circulation desk. Reserve loan periods are established by the type of material and by the number of users who will need it. [Order 72-2, § 174-136-100, filed 6/16/72.]

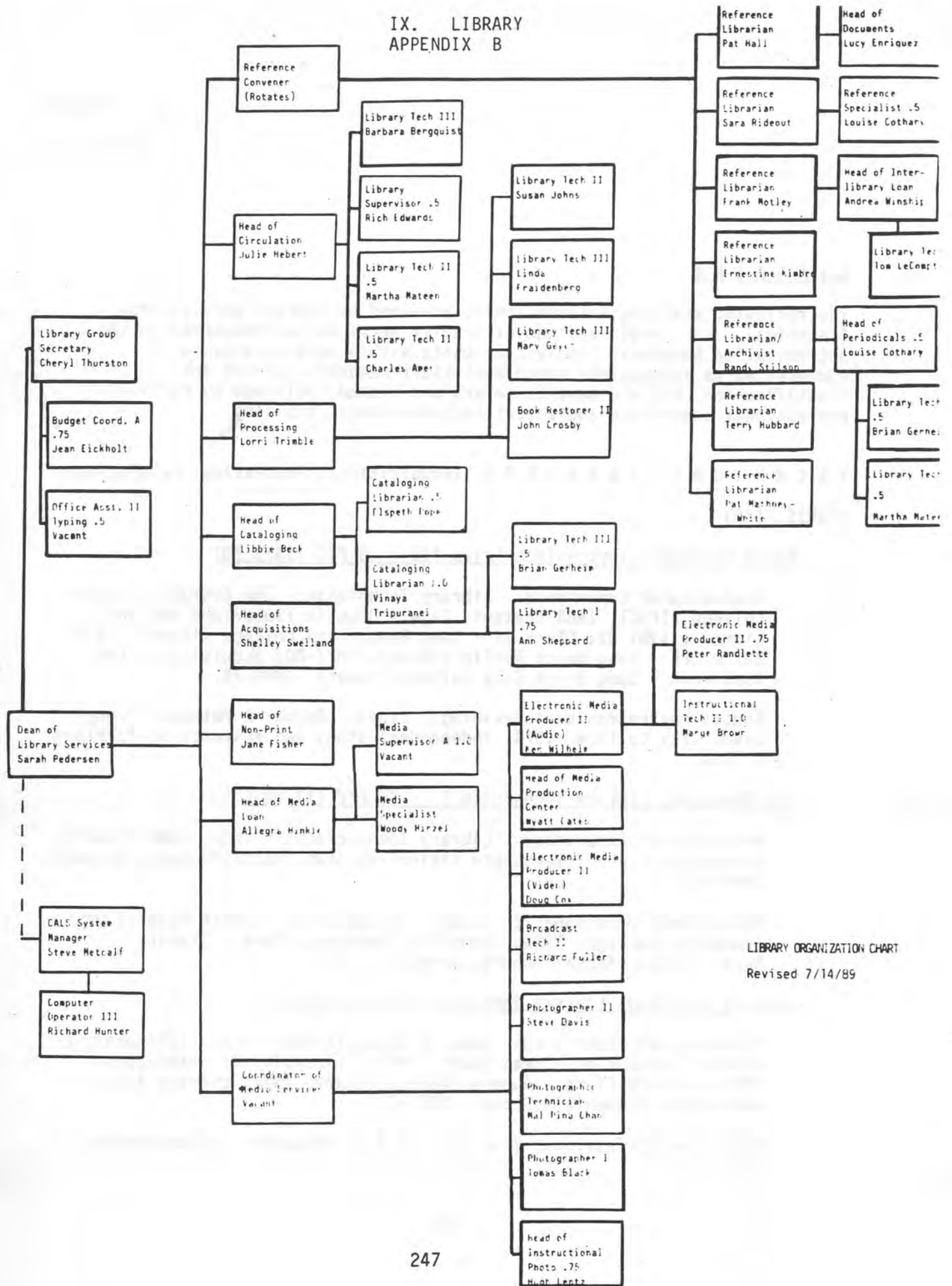
WAC 174-136-110 Charging out library resources. (1) Resources are charged out at the main circulation desk, at the media distribution center, and at other appropriate locations in the library. [Order 72-2, § 174-136-110, filed 6/16/72.]

WAC 174-136-120 Interlibrary loan. (1) The library will attempt to obtain resources from wherever available. Interlibrary loan services are maintained by the reference services. [Order 72-2, § 174-136-120 filed 6/16/72.]

WAC 174-136-130 Circulation records. In order to prevent an unreasonable invasion of personal privacy (including but not limited to RCW 42.17.260 and 42.17.310) all records relating to the registration of patrons and their requests for use and subsequent circulation of materials by The Evergreen State College library are hereby deemed confidential, regardless of the source of inquiry or request for information. [Statutory Authority: RCW 28B.40.120(11), 81-12-019 (Order 81-1, Motion No. 81-14), § 174-136-130, filed 6/1/81.]

WAC 174-136-140 Selection of resources and services. It is the policy of The Evergreen State College to select for its library the best and most suitable library materials, library equipment and library services. The college expressly rejects any form of selection based on censorship of materials or prejudicial consideration based upon race, religion, sex, national origin or political view point. [Statutory Authority: RCW 28B.40.120(11), 81-12-019 (Order 81-1, Motion No. 81-14), § 174-136-140, filed 6/1/81.]

IX. LIBRARY APPENDIX B



LIBRARY ORGANIZATION CHART
Revised 7/14/89

IX. LIBRARY

APPENDIX C

STAFFING

The following staffing information is arranged by library service area (technical, user, media and administrative services) as requested in the accreditation handbook. Individual units within service areas are represented as subsections where each staff member's current job classification, FTE and monthly salary are listed, followed by relevant professional experience and education/professional training.

TECHNICAL SERVICES (Acquisitions, Processing, Cataloging)

ACQUISITIONS

Brian Gerheim, Library Technician III - .5 FTE (\$813.50)

Professional Experience: Library Technician - The Evergreen State College (TESC), 1983-present; Page - Olympia Timberland Regional Library, 1981-82; Clerk II - Long Beach City College Library, 1979-80; Clerk - Long Beach Public Library, 1977-80; Acquisitions Lab Assistant - Long Beach City College Library, 1974-76.

Education/Professional Training: Library Research Methods - Long Beach City College, 1974; Independent study and research on folklore - TESC.

Ann Sheppard, Library Technician I - .75 FTE (\$1,023.76)

Professional Experience: Library Technician I - TESC, 1986-present; Accounting Clerk - Vereingte Kleiderfabriken, Aschaffenburg, Germany, 1949-53.

Education/Professional Training: Clerk/Typist - South Puget Sound Community College, 1985; Industrial Business Clerk - Staedt, Berufsschule, Aschaffenburg, Germany, 1953.

Shelley Swelland, Library Specialist II (\$2,240.00)

Professional Experience: Head of Acquisitions - TESC, 1977-present; Library Technician - Head Start STATO, University of Washington, 1976; Library Clerk - Auburn Public Library, 1972; Library Aide - Washington Elementary School, 1971-72.

Education/Professional Training: B.A. - University of Washington, 1977.

PROCESSING

John Crosby, Library Materials Conservation Technician (\$1,592.00)

Professional Experience: Book Restorer - TESC, 1978-present.

Linda Fraidenburg, Library Technician III (\$1,741.00)

Professional Experience: Library Technician - TESC, 1980-present; Library Assistant - King County Library, 1979; Library Technician I (.5) - Shoreline Community College, 1977-79.

Education/Professional Training: Basic Descriptive Cataloging, AACR2 - University of Washington, 1984; B.A. - University of Washington, 1967.

Mary Geyer, Library Technician III (\$1,395.00)

Professional Experience: Library Technician - TESC, 1988-present; Library Assistant-Cataloging - Seattle University, 1987-88; Library Technician Intern - Willard Elementary School Library, Spokane, WA, 1987; Cataloging/Processing Aide - Whitworth College Library, Spokane, WA, 1975-76; Audio-visual Aide - Columbia High School Library, 1973-75.

Education/Professional Training: A.A.S. (Library Technician) - Spokane Falls Community College, 1987; B.A. (English Literature) - Whitworth College, 1979.

Susan Johns, Library Technician II (\$1,365.00)

Professional Experience: Library Technician - TESC, 1988-present; Reference Assistant - 1984-88, Circulation Clerk/Page - 1981-84, Timberland Regional Library; Library Aide - Fort Wright College, 1980-81.

Education/Professional Training: B.F.A. - Fort Wright College, 1981.

CATALOGING

Libbie Beck, Head of Cataloging (\$2,478.00)

Professional Experience: Library Specialist II - TESC, 1974-present; Cataloger - University of Kansas Libraries, Special Collections, 1959-65; Cataloger - Folger Library, Washington, D.C., 1953-54.

Education/Professional Training: B.A./B.S. - Bowling Green State University.

Elsbeth Pope, Cataloging Librarian (\$985.00)

Professional Experience: Cataloging Librarian - TESC, 1984-present; Consultant - Ministry of Education, Mauritius, 1987-88; Visiting Professor - Graduate School of Library and Information Science

(GSLIS), University of Texas-Austin, 1985; Professor - College of Librarianship, University of Southern California, 1971-83; Instructor - GSLIS, University of Pittsburgh, 1966-1971; Assistant Professor - G.L.S.-SUNY, Geneseo, 1965-66; Reference Librarian - University of Wisconsin-Milwaukee, 1963-65; Assistant Director - University of Puget Sound, 1960-63; Reference Librarian - University of Denver, 1959-60; Medical Librarian - Providence Hospital, Portland, OR, 1955-59; Reference Librarian - Vassar College, 1953-55; Medical Librarian - Jameson Hospital, NewCastle, PA, 1951-53; Assistant Librarian - YM/YWHA, Montreal, 1950-51; Order Clerk - McGill University Library, 1949-50.

Education/Professional Training: Ph.D. (Library Science) - University of Pittsburgh, 1971; M.A. (Library Science) - University of Denver, 1960; B.L.S. (Library Science) - McGill University, 1951; M.L.A. certificate - Emory University, 1953; B.A. (Liberal Arts) - Sir George Williams College, 1950.

U S E R S E R V I C E S (Circulation, Documents, Interlibrary Loan, Media Loan, Non-Print Services, Periodicals, Reference Services)

CIRCULATION

Charles Ames, Library Technician II - .5 (\$653.00)

Professional Experience: Library Technician - TESC, 1986-present; Library Page - Pasadena Public Library, 1976-77.

Education/Professional Training: Library Research Methods - TESC, 1987.

Barbara Bergquist, Library Technician III (\$1,395.00)

Professional Experience: Library Technician - TESC, 1988-present; Library Technician - North Thurston High School, 1976-1988.

Education/Professional Training: University of Maryland - Munich, Germany, 1963-64; San Francisco University, 1962-63.

Richard Edwards, Library Supervisor A (\$931.00)

Professional Experience: Library Supervisor - TESC, 1978-present; Library Technician - Washington State University, 1977-78; Library Assistant - Washington State University, 1974-77.

Education/Professional Training: University of Washington, Librarianship program (1988); B.A. (History) - Washington State University, 1977.

Julie Ann Hebert, Program Assistant II (\$1,949.00)

Professional Experience: Head of Circulation - TESC, 1983-present; Teacher/Tutor - Learning Lab, Fort Steilacoom Community College,

1982-83; Library Associate - Pierce County Library, 1976-81;
Substitute Librarian/Teacher - Puyallup School District, 1975-76.

Education/Professional Training: Learning Disability - 5th year
studies, Pacific Lutheran University; B.A. - University of Wisconsin-
Superior, 1960.

Martha M. Mateen, Library Technician II - .5 (\$682.50)

Professional Experience: Library Technician - TESC, 1988-present;
Library Assistant - University Place School District, 1986-87;
Teacher (1st grade) - Islamic School of Seattle, 1981-83; Assistant
to Counselor - Tacoma Public School District, 1976-80; Library
Assistant - Tacoma Public Library, 1975; Archival Assistant -
University of Washington, Suzzallo Library, 1971-73.

Education/Professional Training: B. A. (History) - University of
Washington, 1973.

DOCUMENTS

Lucy Enriquez, Library Specialist I (\$1,993.00)

Professional Experience: Library Specialist - TESC, 1970-present.

Education/Professional Training: A.A. - Western Washington
University, 1972.

INTERLIBRARY LOAN

Tom LeCompte, Library Technician II (\$1,395.00)

Professional Experience: Library Technician - TESC, 1988-present;
Media Services Specialist - St. Martin's College Library, 1986-88.

Education/Professional Training: B.A. - St. Martin's College, 1986.

Andrea Winship, Library Specialist II (\$2,137.00)

Professional Experience: Library Specialist - TESC, 1981-present.

Education/Professional Training: B.A. - TESC, 1986.

MEDIA LOAN

Rick Andersen, Media Services Supervisor A (\$1,647.00)

Professional Experience: Media Services Supervisor - TESC, 1983-
present; Film Clerk - Olympia Timberland Library, 1977-1983.

Education/Professional Training: M.A. (Cinema Aesthetics) -
Washington State University, 1977.

Allegra Hinkle, Media Technician III (\$2,295.00)

Professional Experience: Head of Media Loan - TESC, 1980-present; Audio Visual Clerk - Timberland High School, 1976-78; Closed Circuit Video Operator - Western Kentucky University, 1975-76.

Education/Professional Training: B.A. (Communications) - Western Kentucky University, 1976.

Woody Hirzel, Media Specialist (\$2,596.00)

Professional Experience: Media Specialist - TESC, 1988-present; Head of Photo Services - TESC, 1970-88; Production Coordinator/Photographer - State Superintendent of Public Instruction, 1965-70; Production Manager - Media Representatives, Tacoma, WA 1964-65; Producer/Director/Photographer - KTVW Channel-13, Tacoma, WA, 1962-64; Film Director/Production Manager - KNOO Television, Yakima, WA, 1961-62; Director/Camera operator - KIMA Television, Yakima, WA, 1959-61.

Education/Professional Training: Basic Computer Programming - TESC, 1979; Educational Television Production - Clover Park Technical Institute, 1964; B.A. (Radio-Television/Speech) - Washington State University, 1959.

NON-PRINT

Jane Fisher, Library Specialist II (\$1,862.00)

Professional Experience: Head of Non-Print Services - TESC, 1987-present; Assistant Slide Librarian - The National Gallery of Art, Washington, D.C., 1984-87; Assistant to the Archivist - Dumbarton Oaks Research Library, Washington, D.C., 1981-84; Curatorial Assistant/Registrar - Portland Art Museum, Portland, Oregon, 1977-79.

Education/Professional Training: M. A. - The American University, Washington, D.C., 1982; B. A. - TESC, 1979.

PERIODICALS

Louise Cothary, Library Specialist I - .5 (\$910.50)

Professional Experience: Head of Periodicals (.5) - TESC, 1984-present; Head of Gifts & Exchange - University of California-Davis, Shields Library, 1975-80; Library Assistant - University of California-Davis, Shields Library, 1959-75.

Education/Professional Training: San Jose State College, 1947-51; B.A. - University of California-Davis, 1966.

Brian Gerheim, Library Technician III - .5 FTE (\$813.50)

Professional Experience: Library Technician - The Evergreen State College (TESC), 1983-present; Page - Olympia Timberland Regional

Library, 1981-82; Clerk II - Long Beach City College Library, 1979-80; Clerk - Long Beach Public Library, 1977-80; Acquisitions Lab Assistant - Long Beach City College Library, 1974-76.

Education/Professional Training: Library Research Methods - Long Beach City College, 1974; Independent study and research on folklore - TESC.

Martha M. Mateen, Library Technician II - .5 (\$682.50)

Professional Experience: Library Technician - TESC, 1988-present; Library Assistant - University Place School District, 1986-87; Teacher (1st grade) - Islamic School of Seattle, 1981-83; Assistant to Counselor - Tacoma Public School District, 1976-80; Library Assistant - Tacoma Public Library, 1975; Archival Assistant - University of Washington, Suzzallo Library, 1971-73.

Education/Professional Training: B. A. (History) - University of Washington, 1973.

REFERENCE SERVICES

Louise Cothary, Library Specialist I .5 (\$910.50)

Professional Experience: Reference Assistant (.5) - TESC, 1987-present; Head of Gifts & Exchange - University of California-Davis, Shields Library, 1975-80; Library Assistant - University of California-Davis, Shields Library, 1959-75.

Education/Professional Training: San Jose State College, 1947-51; B.A. - University of California-Davis, 1966.

Pat Hall, Reference Librarian/Member of the Faculty - 9 months (\$3,015.44)

Professional Experience: Reference Librarian/Member of the Faculty - TESC, 1988-present; Reference Librarian - Allen County Public Library, Fort Wayne, Indiana, 1987-88; Reference Librarian - North Central Regional Library, Wenatchee, Washington, 1984-86; General Reference/Children's Librarian - Mid-Columbia Library, Kennewick, Washington, 1983-84; Coordinating Library Assistant - Seattle, Public Library, 1979-83; School Librarian/Teacher - Immaculate High School, Seattle, Washington, 1979-81.

Education/Professional Training: B.A. and M.A.R. - Canisius College, Buffalo, New York, 1976; M.L.S. - University of Washington, 1983.

Terry Hubbard, Reference Librarian/Member of the Faculty - 9 months (\$3,188.20)

Professional Experience: Reference Librarian/Member of the Faculty - TESC, 1986-present; Social Sciences Librarian - Colorado State

University, 1980-86; Reference Coordinator/LTA Program - University of Alaska Fairbanks, Tanana Valley Community College, 1976-80; Reference Librarian - SUNY Stony Brook, 1973-76; Reference Librarian - Dutchess Community College, New York, 1969-72; Documents Librarian - University of California-Los Angeles, 1968-69.

Education/Professional Training: M.L.S. - University of California-Los Angeles, 1969; M.A. (History) - State University of California-San Francisco, 1968; B.A. (History) - University of Vermont, 1966.

Ernestine Kimbro, Reference Librarian/Member of the Faculty - 9 months (\$2,903.88)

Professional Experience: Reference Librarian/Member of the Faculty - TESC, 1985-present, Library Technician - Fircrest School, Seattle, WA - 1980-85; Library Specialist - TESC, 1973-79.

Education/Professional Training: M.L.S. - University of Washington, 1985; B.A. - Gonzaga University, 1970.

Frank Motley, Reference Librarian/Member of the Faculty - 9 months (\$3,652.06)

Professional Experience: Reference Librarian/Member of the Faculty - TESC, 1972-present; Reference Librarian - Bemidji State College, 1968-72; Teaching Assistant (Philosophy) - University of Oregon, 1966-67.

Education/Professional Training: M.S. (Librarianship) - University of Oregon, 1968; Ph.D. program (Philosophy), University of Oregon, 1966-67; B.S. (Psychology) and requirements for B.A. (Philosophy) - Portland State University, 1961.

Pat Matheny-White, Reference Librarian/Member of the Faculty - 9 months (\$3,652.06)

Professional Experience: Reference Librarian/Member of the Faculty - TESC, 1970-present; Cataloging Librarian/Instructor - Southwest Minnesota State College, 1968-70; Reference Library Assistant - University of Denver, 1967-68; Student Library Assistant - Macalester College, 1963-67.

Education/Professional Training: M.A. (Library Science) - University of Denver, 1968; B.A. (Music History and Performance) - Macalester College, 1967.

Sara Rideout, Reference Librarian/Member of the Faculty - 9 months (\$2,871.20)

Professional Experience: Reference Librarian/Member of the Faculty - TESC, 1987-present; Researcher - Boeing Aerospace, 1986-87; Assistant Librarian - University of Washington Business Administration Library, 1984-86; Library Consultant - Rhorback Technology Corporation, 1984; Teaching Assistant - University of Washington Graduate School of

Library and Information Science, 1983-84; Clerk/Reference Assistant - Olympia Timberland Regional Library, 1978-82.

Education/Professional Training: M.L.S. - University of Washington, 1984; M.A. (English) - University of Puget Sound, 1982; B.A. - TESC; 1978.

W. Randy Stilson, Reference Librarian/Archivist .5 FTE - 9 months (\$927.50)

Professional Experience: Reference Librarian/Archivist (.5) - TESC, 2/89-present; Project Archivist - King County Public Library, 8/88-12/88; Consulting Archivist - St. Francis College, Loretto, PA - 1988-present; Library Director - Shelton Public Library, 1981-87; Records Management Technician - City of Portland, 1980-81; Archivist Aide - National Archives and Records Service, Seattle, WA, 1978-79.

Education/Professional Training: M.L. - University of Washington, 1979; B.A. - TESC, 1977; Archives Certificate - University of Washington School of Librarianship, Basic (1977) and Advanced (1979) Archives Institute.

MEDIA SERVICES (Electronic Media, Instructional Photo Services, Media Production Center, Production Photo Services)

ELECTRONIC MEDIA

Margery Brown, Instructional Technician - .5 FTE (\$1,079.50)

Professional Experience: Instructional Technician (.5) - TESC, 1978-present; Adjunct Member of the Faculty - TESC, 1988-89; Audio Engineer/Producer - Tides of Change, TESC, 1979-85; Media Producer - Shakai Productions, 1976-79; Faculty - Colorado Mountain College Adult Education, 1975-76; Teaching Assistant - Colorado Mountain College, 1974-76.

Education/Professional Training: M.A. - Antioch International University, 1989 (expected completion date); B.A. - TESC, 1978; A.A. - Colorado Mountain College, 1976.

Douglas Cox, Video Producer (\$2,357.00)

Professional Experience: Video Producer - TESC, 1985-present; Film/video production/writing - Freelance, 1981-85; Assistant Professor (Theatre Arts) - Humboldt State University, 1977-81; Acting Co-Director - Rice University Media Center, Houston, Texas, 1975-77; Audio/Visual Director - Harcourt Brace Jovanovitch Films, 1973-75; Director of Audio Visuals - Field Educational Publications, Inc., 1972-73; Motion Picture Production Instructor - Stanford Summer Institute of Communications at Stanford University, 1972; Vice President, Creative Services - STRIDE, Inc., 1970-72; Associate Professor (Cinema) - University of Southern California, 1962-70.

Education/Professional Training: M.A. (Theater Arts/Motion Pictures) - University of California-Los Angeles, 1963; B.A. (Writing and Drama) - Johns Hopkins University, 1960

Richard Fuller, Broadcast Technician II (\$2,295.00)

Professional Experience: Broadcast Technician - TESC, 1971-present; Presentation and Production Specialist - Boeing, 1968-71; Television Chief Engineer - Boeing, 1966-68; Electronic Technician - Boeing, 1961-66; Transmission Engineer - Radio Systems, 1960-61; Manufacturing and Repair Technician - Westinghouse, 1956-60.

Education/Professional Training: TESC; University of Washington, 1960; Electronics, Electronic Math, and Wave Guide - Colgate; Electronics, FCC License - National Radio Institute.

Peter Randlette, Electronic Media Producer II - .75 FTE (\$2,533.00)

Professional Experience: Electronic Media Producer II-Audio (.75) - TESC, 1985-present; Facility Coordinator - Massachusetts Institute of Technology, 1984-85; Electronic Media Producer II-Audio - TESC, 1979-1984.

Education/Professional Training: B.A. (Specialty in Media Arts) TESC, 1980.

Kenneth W. Wilhelm, Electronic Media Producer II (\$2,727.00)

Professional Experience: Electronic Media Producer II - TESC, 1971-present; Media Specialist - Boeing Aerospace Company, 1966-71.

Education/Professional Training: Electronics - Renton Technical Vocational School.

INSTRUCTIONAL PHOTO SERVICES

Hugh Lentz, Instructional Technician II - .8 FTE (\$1,612.80)

Professional Experience: Head of Instructional Photo - TESC, 1988-present; Lab Manager - University of Arizona, 1985-86.

Education/Professional Training: B.A. - University of Idaho, 1984; M.F.A. - University of Arizona, 1987.

MEDIA PRODUCTION CENTER

Wyatt Cates, Media Technician III (\$2,295.00)

Professional Experience: Head of Media Production Center - TESC, 1975-present.

Education/Professional Training: B.A. (Communications) - Washington State University, 1971.

PRODUCTION PHOTO SERVICES

Tomas Black, Photographer I (\$1,984.00)

Professional Experience: Photographer I - TESC, 1982-present.

Education/Professional Training: B.A. (Communications) - TESC, 1984;
B.S. (Vertebrate Zoology) - TESC, 1985.

Mal Pina Chan, Photographer I (\$1,074.00)

Professional Experience: Photo Trafficker - TESC, 1982-present; Art
Appreciation Instructor - Centralia Community College, 1988; Art
Instructor - Washington State Capitol Museum, 1974-78.

Education/Professional Training: Post-graduate work (Photography) -
TESC; B.A. - Earlham College, 1969.

Steve Davis, Photographer II (\$2,081.35)

Professional Experience: Photographer II - TESC, 1986-present;
Photographer - University of Idaho, 1979.

Education/Professional Training: M.F.A. - University of Idaho, 1983;
B.S. (Communications - Photography/Filmmaking) - University of Idaho,
1979.

ADMINISTRATIVE SERVICES

Jean Eickholt, Budget Coordinator I (.75) (\$1,160.26)

Professional Experience: Budget Coordinator - TESC, 1984-present;
Bookkeeper - Jackson & Associates, 1978-81; Administrative Assistant
- Employment Security Corrections Clearinghouse, 1976-78.

Sarah Pedersen, Dean of Library Services (\$3,583.44)

Professional Experience: Dean of Library Services/Member of the
Faculty - TESC, 1986-present; Technical Services Librarian - TESC,
1980-86; Cataloging Librarian - Northern Arizona University, 1976-80.

Education/Professional Training: M.A. (English Literature) -
Northern Arizona University, 1980; M.S.L.S. - University of Kentucky,
1976; B.A. (English Literature) - Fairhaven College, Bellingham, WA,
1973.

Cheryl Thurston, Administrative Secretary A (\$1,975.00)

Professional Experience: Administrative Secretary - TESC, 1983-
present; Assistant to the Director of Student Activities - University
of Washington, 1982-83; Executive Secretary/Office Manager - Paul
Hall & Associates, Architects and Planners, 1975-77; William Olsen

Jr./Balhizer, Longwood, Smith, Paul & Andersen, Joint Venture, 1973-75.

CONSORTIUM FOR LIBRARY SERVICES (CALS)

Steven A. Metcalf, System Manager (\$2,644.00)

Professional Experience: System Manager - CALS, 1984-present;
Systems Librarian - Timberland Regional Library, 1981-84; Senior
Central Services Assistant - Timberland Regional Library, 1978-81.

Education/Professional Training: M.A. (Library Science) - University
of Chicago, 1980; B.A. (Language Studies) - Fairhaven College,
Bellingham, WA, 1977.

Richard Hunter, Computer Operator III (\$2,081.00)

Professional Experience: Computer Operator III, CALS, 1982-present;
Lead Computer Operator/Computer Operator - Department of
Licensing/Department of Social and Health Services, State of
Washington, 1974-79; Computer Operator/Remote Terminal Operator/Stock
Clerk/Tabulating Equipment Operator - Weyerhaeuser Company, 1966-71.

X. PHYSICAL PLANT MATERIALS AND EQUIPMENT

A. DESCRIPTION AND EVALUATION OF THE FACILITIES DEPARTMENT ADMINISTRATION AND OPERATIONS

The Facilities department at Evergreen includes three major functions: 1) physical plant maintenance and operations, responsible for all buildings and grounds maintenance, repairs, minor remodeling, energy generation and management systems and custodial services; 2) facilities planning, including engineering, architectural, design, drafting and estimating services, as well as construction coordination; and 3) facilities administration, including personnel, budget, accounting, environmental health and safety, contract administration, parking and motor pool.

The director of Facilities reports to the vice president for Finance and Administration. Reporting to the director of Facilities are an administrative secretary, the college architect/planner, the college engineer, Buildings and Grounds supervisor, assistant to the director, Custodial Services manager, and the Environmental Health and Safety officer.

These supervisors direct the work activities for the three major functions noted above. The campus comprises 1,044 acres, 65 buildings containing 1,259,171 gross square feet, including 259,222 square feet of campus student residential units. (Facilities personnel do not provide maintenance and custodial services to the residence units.) There are a total of 123 employees in the Facilities department. Of these, 63 are funded from the operating budget, six from the capital budget, and three from auxiliary/service budgets. There are 36 temporary or student employees. Three major parking lots contain 1,670 parking spaces with an additional 33 spaces reserved for physically challenged persons. Motor Pool has 47 vehicles including 35 permanently assigned to college units. Twelve vehicles are assigned to the fleet and are available for rental by reservation with academic programs receiving first priority. In evaluating the organizational structure of Facilities, we find distinct advantage in the consolidation of planning, operations/maintenance and administration under one unit. This arrangement increases awareness and understanding of area's work loads and special problems and provides more effective communication and coordination of routine work and special projects.

1. Procedures. Procedures are well established. The campus community knows that all requests for facilities planning and maintenance, are directed to one central location in the Facilities office. These requests are directed to the appropriate person by means of work orders, requests for design or cost estimates, and other special requests. Routine maintenance and custodial duties are assigned by supervisors. Preventive maintenance schedules for critical items are issued centrally from the Facilities office to the appropriate unit on a weekly basis. For the most part,

preventative maintenance is completed on a timely basis. If this is not possible, the highest priority items are completed first and lower priorities are completed when time permits; however, over a period of the past four years, the lowest priority items have never been delayed more than four months.

Motor pool reservations, parking and key issuing have been centralized in one office to better serve clientele and maximize staff utilization. Procedures for all three operations are well publicized to the campus community and notice of any changes is disseminated well in advance of implementation.

2. **Competence.** All supervisory positions are filled by persons having the knowledge, experience and skill to exceed minimum expectations for their respective jobs. Fortunately, supervisors have opportunity to attend conferences and seminars to enhance their professional development and update their knowledge or skills. Unfortunately, due to the work load over the past four years, supervisors have not been able to take full advantage of these opportunities.

The buildings, grounds and energy management personnel includes journey-level trades normally associated with these operations, recruited in order to utilize a multiple trade concept. For example, rather than employing a carpenter, an electrician, a painter, and a plumber, we select staff who are required to demonstrate journey-level skills in several trades. Lower salaried classifications fill in as helpers for less skilled work.

Due to the low entry-level salaries for custodial positions, it is more difficult to recruit persons with the desired skill and knowledge levels, therefore, a practical examination supplements the written application and oral interview. New custodians are given a thorough orientation of duty assignments, procedures for specific tasks, proper use of equipment and chemicals, and safety. They work with another custodian under close supervision from the custodial management team for a period of two months prior to being assigned their permanent area. If new custodians do not attain a satisfactory level of performance, they are retrained until such time as they can work in an assigned area on their own, or they are terminated.

In addition to the initial training program, weekly training is required of all custodians to update them on proper use of equipment, new products and safety.

3. **Stability.** Retention of employees in all Facilities units funded by the operating budget is extremely high, except for custodial services. During the last year, six custodians resigned their positions, including one who was promoted to a utility worker and one who retired. During the prior year, 13 custodians resigned their positions; however, six received promotions on campus. Excluding those who have been promoted, the average annual

custodial turnover is approximately 20 percent. Annual turnover in all other Facilities areas is two percent.

Given the low entry salary for custodians, the nature of the work performed, and the fact that 70 percent of the custodians must work the swing shift, this turnover ratio appears to be unavoidable.

Retention of employees who were funded by the capital budget in the 1987-89 biennium was very low due to a significant decrease in funding levels. The capital budget reduction necessitated layoff of 18 FTE, which included personnel from all Facilities units. Six FTE are currently funded from the capital budget.

4. Needed Improvements. The major need is increased funding for staff and supporting goods and services from the operating budget, rather than from the capital budget. (This need is discussed in detail in the evaluation of maintenance grounds, and custodial service. See next section.)

Two other needs should be noted. The work order system is currently a manual one. Although new hardware and software were purchased to automate the system, implementation of the system has not occurred due to the heavy work load. It is anticipated that the automated system will be implemented during 1989-90. Unfortunately, this does not solve a major budgeting, accounting and project-tracking inefficiency created by having three different computer systems: the central Information Associates system for all campus operating budgets, a personal computer-based capital budget-tracking system in Facilities, and a separate system for tracking inventory and work orders. Currently, these three systems create confusion and inefficiencies for the supervisors who are accountable for budgets and project cost control. One centralized system or a full integration of the existing systems for all functions would be much more effective.

The second need is for additional training for the energy management and central utility plant employees to become familiar with the capabilities of the new central monitoring system which was installed during the last year. Funding is available for this training, and it appears that the constraint is now time for staff to become familiar with the new system.

B. EVALUATION OF MAINTENANCE, GROUNDS AND CUSTODIAL SERVICES

1. Background Information. During the first three years the college was in operation, the maintenance department had 26 FTE staff and the custodial services department had 33 FTE. Over the years, budget reductions have severely impacted staffing levels and the services provided. During the 1981-83 biennium, Facilities staffing levels were reduced by 15 FTE. Currently the maintenance staffing level is 15.36 FTE and the custodial staffing level is 26.9. These reductions have occurred during a period of time when the student enrollment has increased by 30% and square footage has

increased by 32%. As a result of these severe budget and staff reductions, the college was experiencing a large backlog of deferred maintenance. In 1984, an all-campus evaluation of physical plant facilities and equipment was conducted which indicated there was a backlog of \$5.61 million of deferred maintenance projects.

In 1985, the Washington State Office of Financial Management (OFM) directed all state agencies to identify the cost of deferred maintenance. OFM established a six-year plan in which they intended to solve the problem by appropriating capital funds to augment operating budgets. At the end of the six year period, OFM intended to increase operating budgets to levels that would eliminate the accumulation of future backlogs of deferred maintenance. Although the plan was implemented, it was only partially funded. In the 1985-89 biennia, \$3,290,000 of capital funds were appropriated but enhancements to the operating budget were only 1%. As a result, old deferred maintenance projects were being completed by means of the capital funds, but a backlog of new deferred maintenance projects was occurring because of the lack of funds in the operating budget to support on-going maintenance.

In 1987-88, another evaluation of physical plant facilities and equipment indicated that there was \$4,220,000 worth of deferred maintenance. Further evaluation of the situation revealed that at current operating budget levels, the college would continue to accrue \$950,000 of deferred maintenance annually at current funding levels.

The college requested \$3,315,000 from the capital budget for 1989-91, however the legislature appropriated only \$2,186,000. The college requested an addition of \$1,058,200 to the operating budget for Facilities, but only \$350,000 was allocated. OFM's capital plan includes only \$443,000 for 1991-93 and \$843,000 for 1993-95. There is no OFM plan to increase the operating budget for 1991-95.

In summary, funding in current and future years will be inadequate. The backlog of deferred maintenance will continue to increase, and the condition of the facilities and equipment will deteriorate. In the meantime, the infusion of capital funding has had a very positive (if only short term) impact on the facilities. These will be discussed in the following sections.

2. Maintenance. Capital funding for deferred maintenance has significantly improved the condition, attractiveness, and the efficient operation of the physical plant. The standards of maintenance, repair, attractiveness and cleanliness that are documented in the custodial training manual and grounds maintenance manual have been kept up. Preventive maintenance schedules have been followed and routine work orders for the shops and grounds have been in eight to ten working days. Obvious safety hazards have been corrected the same day, unless materials need to be ordered.

As noted previously, as long as deferred maintenance funding was being provided much could be done, but the operating budget levels are not adequate to continue these standards. In comparison to nine other liberal arts colleges and universities of comparable size, the college maintenance expenditure is \$.59 per square foot. The lowest cost per square foot is \$.46 at San Mateo Community College District. The cost at three institutions is over \$1.00 and one is over \$2.00 a square foot. In 1984, the Association of Physical Plant Administrators established nationwide standards of 50,000 square feet for each building maintenance staff member. At Evergreen, the average square footage for each staff member is 60,986. In comparison to the three other Washington State institutions for which information is available, Evergreen's maintenance cost per square foot is lower than the University of Washington, Washington State University and Eastern Washington University.

The current goods and services allocated for the shops maintenance is \$80,000 and does not provide enough money to buy paint and carpet which is frayed to the extent that it is a safety hazard. Some areas have not been painted since original construction 18 years ago. A goal of establishing a five-year painting cycle in high use areas requires \$30,000 for paint annually and replacement of carpet every 15 years requires \$75,000 per year. Spare parts for plumbing, electrical, door and window hardware, cabinets and furnishings, cost \$75,000 a year. All of these items have been funded in the past from the capital budget.

The current goods and services budget for the energy management staff is \$47,000 a year. The cost of the elevator contract and lamp replacement totals \$61,000. In addition, this budget should fund maintenance and repair of energy distribution systems with an initial capital cost of approximately \$15,000,000. The operating budget does not provide for replacement of generators, burned out motors or fans, temperature controls, alarms or central monitoring systems spare parts which have an average life expectancy of ten years. Annual cost is \$50,000. Repair of a small motor in the College Activities Building costs \$1,200, while a large motor in the Library costs \$20,000. These items have been funded from the capital budget in past years.

Comparable examples of severe underfunding exist in all maintenance operating budgets.

There is no money allocated in any of our operating budgets for equipment replacement. Equipment replacement is funded from a centralized campus budget. Over the past five years, these funds have been allocated primarily to academic and administrative computer needs and to academic programs. These priorities are justified. There is not enough money to support low priority needs, such as Facilities.

3. **Grounds.** Based on results of a recent survey of Evergreen students grounds maintenance and attractiveness are excellent. Out of 42

college characteristics, the condition of buildings and grounds rated fourth as a factor leading to satisfaction. Eighty-six percent of Evergreen students were satisfied with the attractiveness of grounds, which is 14% higher than the nationwide response to this question.

The Evergreen State College enjoys a largely natural environment which is maintained under strict environmental policies. The campus layout encourages a restful and contemplative spirit with the use of wide curving walks, artfully screened buildings, and a feeling of space. Parking lots, with the exception of handicapped parking, are all located on the perimeter of the campus core. Approximately 70% of the total campus acreage is dedicated to natural reserves.

The Evergreen State College campus comprises 1,044 acres. It includes 3000+ feet of waterfront on Eld Inlet.

Class I Acreage	66.78	very high priority for maintenance
Class II Acreage	65.27	high priority for maintenance
Class III Acreage	65.05	medium priority for maintenance
Class IV Acreage	121.90	low priority for maintenance
Class V Acreage	725.00	forested - no maintenance
Total	1,044.00	acres

Of the 1,044 acres, 319 are maintained by the campus grounds care unit.

In relation to the nine other comparable liberal arts institutions, the expenditure for grounds is the lowest at \$.17 per square foot of buildings. In comparison to three State of Washington universities, Evergreen is the highest cost per square foot. However, it should be noted that the Evergreen grounds staff maintains 319 acres of the total 1,044 acres of campus property. This equates to 58 acres for each staff member. At Eastern Washington University the ratio is 13.5 acres per staff member, at Western Washington University the ratio is ten acres per staff member, and at Washington State University the ratio is 29 acres per staff member.

As discussed earlier, the lack of deferred maintenance funding will impact staffing allocated to grounds maintenance; we do not expect to keep up current standards for grounds maintenance. There is a need for more staff funding within the operating budget. In addition, newer and additional equipment would make it more efficient for existing staff to maintain the campus at a level equal to industry standards.

4. Custodial Services. The custodial standards on campus are extremely high, as can be seen by visual inspection. These high standards have continued in spite of budget cuts because lower priority work is not done, or is delayed. For example, four buildings receive partial service and exterior windows have not

been washed for three years. Some essential cleaning work cannot be completed on a routine schedule and the work is delayed until summer when a thorough cleaning is accomplished. During summer, offices and classrooms are cleaned less often and wastebaskets are only emptied once a week. In addition, 70 percent of the custodial staff works the swing shift when there are less people in offices and classrooms. However, restrooms, locker rooms and the swimming pool always receive daily cleaning. Fortunately, funds have been available to purchase new equipment for the custodial staff.

Custodians receive excellent training in weekly classes that are mandatory. These classes include training on proper equipment and product use, efficient cleaning procedures for each type of area, and safety.

Each custodian at the college is responsible for an average of 34,014 square feet of space. Comparisons to nine other institutions of comparable square footage indicate that custodians at these institutions are responsible for an average of 23,846 square feet. The range of square footage for State of Washington universities is from 23,000 at the University of Washington to 42,000 square feet at Washington State University. The average is 33,770 square feet.

Comparison of custodial costs per foot with nine other institutions of comparable size shows that Evergreen's cost is the second lowest at \$.64 a square foot. Six of these institutions' custodial cost per square foot is \$.90 or more. The four other State of Washington institutions are \$.59, \$.62, \$.63 and \$.80 per square foot.

Needed improvements include an increase in budget levels for more staff, goods and services and funding of the final phase of the equipment replacement program. All equipment funds were eliminated in the last budget reduction.

C. FACILITIES SUPPORT OF INSTITUTIONAL PURPOSES

Facilities support to the mission and goals of the college is effective and timely. Facilities establishes as first priority the support to the academic programs by assuring that all building heating, ventilation and air conditioning (HVAC) systems are operational. Requests for maintenance work to correct situations that could be detrimental to academic programs, are given first scheduling priority (after any critical safety items, which are given immediate priority).

The Central Utility Plant is staffed with a day and evening shift to accommodate special requests in buildings, especially the science laboratories. There is a daytime weekend shift to accommodate weekend classes, independent studies and studio work.

Custodial Services operate with a small day and weekend shift, but concentrate most of their effort on the swing shift to minimize

TABLE 3: COST AND STAFFING DATA: UNIT COST SUMMARY
Grouped by Carnegie Classifications, sorted in ascending order of gross square feet MAINTAINED.

LIBERAL ARTS*

INSTITUTION	ADMINISTRATION sq.ft. served cost/sq.ft. f.t.e	ENG./ARCH. sq.ft. served cost/sq.ft. f.t.e	BLDG. MAINT. sq.ft. served cost/sq.ft. f.t.e	CUSTODIAL sq.ft. served cost/sq.ft. f.t.e	LANDSC./GROUNDS sq.ft. served cost/sq.ft. f.t.e	UTILS PROD. sq.ft. served cost/sq.ft. f.t.e	FUEL/PURCH.UTILS sq.ft. served cost/sq.ft. f.t.e	TOTAL FTE ALL AREAS
WASHBURN*	985,073 \$0.217 8.0	985,073 \$0.074 3.0	823,728 \$0.476 11.0	628,542 \$0.753 30.0	985,073 \$0.223 12.0	716,052 \$0.060 4.0	970,282 \$0.785 0.0	76
HAVERFORD*	941,964 \$0.258 5.5	0 \$0.000 0.0	941,964 \$1.553 21.0	622,031 \$1.082 27.0	941,964 \$0.406 12.0	916,011 \$0.058 2.0	1,005,098 \$0.736 0.0	68
CONCORDIA*	1,015,212 \$0.114 4.6	1,015,212 \$0.034 1.0	1,015,212 \$0.496 17.4	1,015,212 \$0.669 44.0	1,015,212 \$0.171 7.6	941,176 \$0.212 5.4	1,015,212 \$0.494 0.0	80
COLBY*	1,089,375 \$0.237 6.0	1,089,375 \$0.000 0.0	1,089,375 \$0.852 17.5	1,089,375 \$1.074 56.0	1,089,375 \$0.344 12.0	1,089,375 \$0.000 4.5	1,089,375 \$0.873 0.0	96
DEPAUL*	1,100,000 \$0.132 3.0	0 \$0.000 0.0	1,100,000 \$2.180 22.5	800,000 \$0.531 30.0	1,100,000 \$0.220 10.0	1,100,000 \$0.270 6.0	1,100,000 \$1.029 0.0	71
SAN MATEO*	1,111,919 \$0.090 3.0	0 \$0.000 0.0	1,111,919 \$0.460 13.0	1,111,919 \$0.960 43.0	1,111,919 \$0.280 14.0	1,111,919 \$0.350 3.0	1,111,919 \$0.990 0.0	74
DENISON*	1,122,000 \$0.157 5.0	1,122,000 \$0.044 1.0	1,122,000 \$0.502 14.0	684,231 \$1.007 25.0	1,122,000 \$0.214 6.0	1,122,000 \$0.261 5.0	1,122,000 \$0.790 0.0	57
TESC*	936,749 \$0.200 7.2	1,146,471 \$0.017 0.4	936,799 \$0.590 15.4	936,749 \$0.640 27.5	1,146,471 \$0.170 5.5	936,749 \$0.180 4.0	936,749 \$0.680 0.0	60
UPS*	1,150,867 \$0.163 7.5	0 \$0.000 0.0	1,150,867 \$1.093 20.6	975,033 \$0.920 43.4	1,159,037 \$0.197 9.0	750,407 \$0.123 3.0	994,522 \$0.541 0.0	84
LAFAYETTE*	1,177,000 \$0.293 5.0	0 \$0.000 0.0	1,177,000 \$1.667 25.0	1,177,000 \$0.919 54.5	1,177,000 \$0.386 18.0	1,177,000 \$0.184 6.0	1,177,000 \$0.988 0.0	109
U. OF W.	13,533,500 \$0.091 27.0	13,533,500 \$0.084 39.0	8,865,000 \$0.697 282.0	7,876,700 \$0.631 257.0	8,865,000 \$0.090 31.0	10,975,700 \$0.088 22.0	10,975,700 \$0.979 0.0	658
WSU	6,400,000 \$0.067 17.0	6,400,000 \$0.081 10.8	6,400,000 \$0.607 88.0	5,540,000 \$0.590 130.0	9,261,000 \$0.065 17.0	8,200,000 \$0.112 21.0	8,200,000 \$0.727 2.0	286
EWU	2141992 \$0.158 10.5	2141992 \$0.075 3.5	2169740 \$0.819 42.0	2004444 \$0.802 60.0	2169740 \$0.166 9.0	2004444 \$0.177 7.0	2004444 \$0.761 0.0	125
WU	2,614,752 \$0.175 17.0	2,614,752 \$0.068 4.0	1,650,379 \$0.000 27.0	1,650,379 \$0.626 45.0	2,614,752 \$0.165 13.8	2,375,271 \$0.054 7.0	2,614,752 \$0.504 0.0	122

disruption to classrooms and faculty offices and to be more efficient in performing their work.

Buildings and Grounds maintenance staff all work day shift. However, all Facilities departments have a call-back list to respond to emergencies and special needs. The Emergency Communications Center operates 24 hours a day, 365 days a year. When problems arise, the emergency operators use the call-back roster to notify Facilities staff members of such things as power outages, loss of heat, water-line breaks, or the need to sand roads and remove snow.

Facilities supports Conference Services, which coordinates all local, state government and community meetings on campus, as well as a host of other conferences, seminars and camps. Custodial Services is more involved in these support activities than other Facilities groups, since they do the special set-ups for meeting and banquet rooms. However, all Facilities departments support these activities on a charge-back basis.

Facilities cannot support academic programs as fully as they wish because of the lack of adequate funding. For example, the Computer Center operates 24-hours a day, five days a week, while available utilities funding only allows operation of HVAC systems for 15 hours a day. Some minor work requests, such as installation of shelving and bulletin boards in faculty offices, must be recharged to the requester, rather than offered as a free service. The same applies to such things as special signage and re-keying requests. Lack of adequate staff to respond to work requests results in a backlog in the work order system and delays in designing and completing requested projects.

D. FACILITIES SUPPORT TO STUDENTS AND STAFF

The Facilities staff prides itself in its commitment to supporting academic programs. Each year Facilities assists academic programs in designing, siting and installing student art displays. These projects require students to make presentations for the approval of Facilities staff members, addressing a variety of factors including potential damage to irrigation, electrical, sewer systems, impact on the environment and landscaping, and safety. Other projects Facilities has supported include environmental and energy studies, water and fisheries projects, and many student performances and productions.

The major shortcoming Facilities experiences in responding to requests for support from students and staff is the result, again, of limitations of budget and staff. Many requests are received each year to increase the hours of operating the air conditioning system. Currently, Facilities only operates the air conditioning when the outside air temperature exceeds 80 degrees for three consecutive days, and then only from 8:00 a.m. until 4:00 p.m. Facilities is also unable to accommodate many other requests due to the lack of funds, including requests for full spectrum lighting, special graphics or paint colors, additional bookshelves in faculty and staff offices, or activities that require Facilities staff to be present at night or on weekends.

E. EVALUATION OF LABORATORY AND INSTITUTIONAL EQUIPMENT

The Evergreen State College as of June 23, 1989 had an equipment inventory of \$2,738,528 for equipment valued at over \$1,000. This figure represents the current value of equipment whose original purchase price totaled in excess of \$7,500,000 and which was not installed or purchased as a part of an original building. A current equipment inventory will be available at the time of the site visit, or upon request.

The College is not organized on a departmental or divisional basis and the interdisciplinary nature of Evergreen allows for much sharing of equipment. Students are encouraged to engage in hands-on education and as a result, in the sciences for example, students are introduced early on to research-grade equipment in open-ended and research-oriented experimentation. Students in the arts write and produce their own plays, electronic music compositions, video and film productions. Importantly, the interdisciplinary nature of education also means that students are exposed to a broad diversity of equipment; students in the arts may work with the scanning electron microscope, and students in the sciences may be involved in video production.

The Evergreen State College has exceptional equipment considering that this is an undergraduate liberal arts college. There has been some problem with obsolescence in recent years as a result of budget cuts that have largely eliminated equipment repair budgets in some years. However, these past three years we have been in a state of extensive rebuilding as a result of equipment replacement budgets running close to \$500,000 per year and successful grant writing that has brought in at least two major equipment replacement grants each year for the past three years. The progress of computer resources is detailed elsewhere. In addition, we have been replacing video and film equipment, audio equipment and have in the last year added a 200 MHz High Field Fourier Transform Nuclear Magnetic Resonance Spectrometer (\$135,000), a Gas Chromatograph/Mass Spectrometer (\$82,000), an Amino Acid Analyzer (\$25,000), a new Scanning Electron Microscope with X-Ray Microanalysis capability (\$112,000), and three Diode Array UV-Vis Spectrophotometers (\$27,000).

In the last month we were able to order all equipment identified as urgently needed for fall quarter and no real deficiencies have been identified in any of our support areas that we do not feel that we will be able to cover in the coming biennium. Even the newly completed (January 1989) complex of five art studios is adequately equipped for the present. The real challenge that we face is the repair or replacement of aging equipment as it goes out of service so that student work is not interrupted. We also face a challenge in providing state of the art equipment as technologies change.

F. HANDICAPPED ACCESS

As a result of capital budget funding, accessibility for physically challenged persons has improved significantly as indicated by the following list of projects accomplished in the last four years.

1. Installed accessible table seating platform in Lecture Hall #1.
2. Installed new pool lift for the swimming pool.
3. Modified hand-held shower in College Recreation Center locker rooms.
4. Modified racquetball court door in the College Recreation Center.
5. Modified two darkrooms at the Photo Center (library) to allow use of enlarging tables, developing counter and photo equipment.
6. Lowered checkout counter at Media Loan.
7. Constructed a portable science lab station for wheelchair users.
8. Installed a chair lift at Media Services.
9. Reduced weight of pull to open crucial doors in library building and modified door hardware.
10. Completed door threshold and automatic opener modifications for exterior doors in the library.
11. Modified toilet compartments and other restroom accessories in select restrooms in all academic buildings and Residence Hall A.
12. Lowered passenger elevator controls and installed tactile symbols.
13. Lowered selected public and campus phones.
14. Lowered selected water fountains.
15. Cut ramps into curbs at key access points.
16. Installed automatic door openers on all eight major campus buildings.
17. Removed or lowered thresholds on all doors.
18. Added a handicapped parking area in housing.
19. Installed a new ramp adjacent to library handicapped parking lot.
20. Installed a new wheelchair lift at the College Activities Building for users of "Dial-A-Ride" for physically challenged.

G. ENERGY CONSERVATION

1. Projects Status Reports. The Evergreen State College is pleased to present an evaluation of our energy conservation projects, based upon the February 15, 1983, Energy Audit and Implementation Report written by the Department of General Administration. This evaluation consists of an executive summary and a project detail section.

2. Summary.

a. All maintenance and operation projects recommended in the report have been completed (1983-85).

b. Energy Conservation Measures: 142 projects were identified, with payback periods ranging from four weeks to 84 years; 99 are complete, three will be completed this biennium (1987-89), eight are addressed in the 1989-91 Capital Budget Request, three in 1991-93, 16 in 1993-95, and two are planned for inclusion in the 1995-97 Capital Budget Request. The remaining 11 projects are not scheduled for completion because of the long payback period and/or negative visual impacts.

c. Future costs over the next three biennia are included in Evergreen's six-year State Facilities and Capital Plan Request.

1) 89-91	\$552,000
2) 91-93	297,000
3) 93-95	574,000
4) 95-97	300,000

d. Previous costs were funded from several sources: state bonds, state general funds, operating budgets, and privately funded grants.

1) 87-89	\$205,000
2) 87-89	90,000
3) 85-87	818,000
4) 83-85	117,000

e. The Evergreen State College and Puget Sound Power and Light Company participated in two major energy retrofit projects, one in 1987 and one in 1988. Evergreen received \$277,947 in funding support from two Puget Power grants, and is currently seeking funding for two more projects.

f. Evergreen applied for and received two Institutional Conservation Program (ICP) grants and one Institutional Building Program (IBP) grant, for a total of \$176,788. The ICP grants provided \$58,103 in 1983-85 and \$78,357 in 1985-87 and the IBP grant provided \$40,328 in 1985-87.

- g. Evergreen's physical plant operating budget has contributed approximately \$14,000 per year since 1983 by either directly funding projects which reduce energy consumption or by implementing various maintenance and operation items.
2. **Energy Conservation Analysis.** The following is a status report on the Energy Audit and Implementation Report recommendations by the Department of General Administration.
- a. **Maintenance and Operation items:** More than 40 projects were done by 1984.
- b. **Energy Conservation Measures:**
- 1) 0-2 year payback: all 24 projects identified are completed.
 - 2) 2-5 year payback: 34 of 35 identified projects are completed. The remaining project will be completed by November 1989 under an Evergreen/Puget Sound Power and Light Company co-funded grant.
 - 3) 5-8 year payback: 18 projects identified; 14 are completed.
 - 1 - in design, to be completed by November 1989
 - 1 - a current project to be completed by December 1989, co-funded by Evergreen and Puget Power.
 - 2 - included in the 1989-91 Capital Budget Request (90-2-024)
 - 4) 8-10 year payback: 9 projects identified; 4 are completed.
 - 4 - included in the 89-91 Capital Budget Request
 - 1 - not scheduled. Buildings are not yet scheduled for reroof, therefore it is not cost-effective to insulate the roofs.
 - 5) 10-15 year payback: 13 projects identified; 7 are completed.
 - 1 - included in the 89-91 Capital Budget Request
 - 2 - included in the 91-93 Capital Budget Request
 - 2 - included in the 93-95 Capital Budget Request
 - 1 - not scheduled; the energy savings is minor and implementation is very high cost, greatly increasing payback period.
 - 6) 15-20 year payback: 9 projects identified; 6 are completed.
 - 3 - not scheduled. Vestibule doors may save energy, but pose negative space/environmental impact. Small cost reduction.
 - 7) 20-30 year payback: 11 projects identified; 3 are completed.

- 1 - included in the 89-91 Capital Budget Request
 - 1 - included in the 91-93 Capital Budget Request
 - 2 - scheduled for the 95-97 Capital Budget Request
 - 1 - not scheduled. The CRC roof cannot support the load for swimming pool solar heating. A Technical Assistance Study advised against the project because of payback time.
 - 3 - Reglazing projects are not scheduled. These are in Housing where students frequently open windows; will not save energy.
- 8) 30-50 year payback: 9 projects identified; 4 are completed.
- 5 - Not scheduled. All are reglazing projects that will not be implemented until windows need replacement.
- 9) Longer than 50 year payback: 6 projects identified; 2 completed.
- 1 - Completed, but we used a different solution than proposed.
 - 3 - Not scheduled; will be implemented only if space is remodeled.

H. MASTER PLAN

The college campus Master Plan was updated in June 1983, replacing the original of 1968 and 1969. This document will be available for review by the reviewing team.

The Plan was developed by a committee of faculty, students and staff and was approved by the Board of Trustees. Its major goal is to establish a campus core for buildings and recreation, to locate parking lots and roadways on the perimeter of the core, and to designate all other campus property as natural reserve for academic study and enjoyment. The Master Plan continues to be a viable document, uncompromised by either new construction or construction planned over the next five years. Any modification to the plan would require campus-wide hearings, approval of the Environmental Advisory Committee, and approval of the Board of Trustees.

I. SUMMARY OF CURRENT IMPROVEMENTS AND FUTURE CONSTRUCTION

1. Current Improvements. The following projects have been completed in the current biennium or are scheduled for completion by June 1989:
 - a. Hillaire Student Advising Center. Consolidation of five offices which serve students.
 - b. Library. Two remodeling projects provided additional space for library materials, equipment, study rooms and offices.

- c. **Computer Center.** Provided additional classroom for computer classes.
- d. **Science Stores.** Provided additional, more efficient space needed to serve faculty and students.
- e. **Classrooms.** Five classrooms in Lab I, two classrooms in Lab II, three classrooms in the Communications Building and two in the Library Building have been remodeled to provide more and/or better instructional areas.
- f. **Faculty and Administrative Offices.** Eleven faculty offices in the Library and Communications buildings were divided in half to create 22 faculty offices. Four rooms were remodeled in the academic deans area. New offices were built for two vice presidents and support staff. A large conference room and adjacent offices were remodeled to house Information Services.
- g. **Health Services** was remodeled to comply with codes related to the pharmacy and to create new office and storage spaces.
- h. **Isolated Chemical Storage Lab** remodeling provided isolated chemical waste staging and storage, modifications where fumes are exhausted and radioactive isotope research occurs in the science laboratories.
- i. **Hazardous Materials Storage Building.** This building will serve the entire campus and will bring the college into compliance with the National Fire Code and Dangerous Waste regulations. It is designed to store many different classes of chemicals and is scheduled for completion June, 1989. It will be located in the maintenance yard.

2. New Construction since June 1983.

- a. **Student Housing Phase II.** Described in Housing section.
- b. **College Recreation Center Phase II.** Scheduled for completion August 1989, this 54,000 square foot facility adds a large assembly/gymnasium space, two multipurpose rooms, enlarged locker facilities, staff offices, a wellness laboratory, and miscellaneous auxiliary facilities. The project is an addition to the existing recreation building.
- c. **Lab Annex Studio Addition.** This 12,000 square foot addition is located on the roof of the existing Lab Annex building. It was completed in January 1989 and provides four art studios, a critique room, office and storage areas.
- d. **Student Housing Phase III.** Scheduled for completion September 1989, and includes 7 buildings, 3 stories in height and provides housing for 213 students. The project is located adjacent to Housing Phase II.

- e. **Grounds Storage Building.** Prior to construction of this 4800 square foot building in 1988, grounds equipment was stored outside. Now, all equipment is stored inside and there is also one heated bay in which to perform maintenance and repair work.

3. Proposed Construction in the Next Five Years.

- a. **Public Service Building.** This 75,000 square foot building will include classrooms, faculty offices and meeting places for leaders of state government, community and state organizations. It will also house the college's public service functions and conference services and will be located just west of Lab II.
- b. **Seminar Building, Phase II.** This building will provide seven classrooms, three seminar rooms and 42 faculty offices.
- c. **College Activities Building, Phase II.** This 7,000 square foot addition is scheduled for completion September 1991. It will provide student activities office space and remodeling of the college radio station.
- d. **Lab Annex Addition/Wood and Metal Shop.** This 9,000 square foot addition and remodeling will relocate the wood shop (now located in the Library) to the Lab Annex metal shop. This facility will provide more efficient staff supervision for a combined shop and studio. Students and faculty will have more space, better acoustics and lighting, as well as a safer and healthier work environment.

These proposed projects must compete in the legislature against projects proposed by other higher education institutions. Our sister institutions, however, have an additional source of construction funding in the form of Normal School Fund revenues generated from timber sales. When Evergreen was founded it was explicitly barred access to that fund "so long as there remain unpaid and outstanding any bonds." Clearly Evergreen has equal need of a similar dedicated construction fund. The institution has pursued and will continue to pursue legislation to establish access to such a fund, whether timber royalties or other similar accounts.

J. FREQUENCY AND ADEQUACY OF PLANT UTILIZATION STUDIES

The campus utilization study of the physical plant is produced annually with classroom space studies conducted quarterly.

The Facilities Evaluation and Planning Guide, a reference manual published by the Western Interstate Commission for Higher Education (WICHE), provides the guidelines for computing our plant utilization adequacy. This guide is used by all institutions of higher education within Washington State.

The report is intended as a tool for understanding the efficiency with which space is currently used and for long-range planning of future growth and space needs. Users of the report have found that it provides adequate information for these purposes.

K. SCHEDULING METHODOLOGY FOR MAXIMUM SPACE UTILIZATION

Scheduling for academic classes occurs each quarter using a computerized scheduling program which runs on an HP 3000 mainframe computer. All academic program coordinators are required to submit their space needs approximately six weeks prior to the quarter they will actually need the space. All classes are rescheduled each quarter.

The scheduling office requests information from each program about the times and days they intend to meet, the number of students they will have in each meeting, and the kind of space or special needs of the program.

When the actual scheduling of space begins, academic programs are scheduled first and every attempt is made to schedule programs in clustered space close to the faculty offices. Then "special needs" requests are considered and approved whenever possible. The rest of the schedule is done by matching other non-academic space requests to what is already scheduled within certain buildings. An attempt is made to fill each room before proceeding to the next, and each building before going on to the next. The scheduling office works with the Facilities office to conserve energy. By filling a building before adding to the next, we can sometimes cut energy costs.

After scheduling is accomplished and the quarter has begun, a utilization program available on our computer is run to check the "scheduled" space utilization. An actual walk-through count on the hour, every hour, every day for one week is conducted to acquire the "actual" use of the rooms (see attached report).

The utilization of office space is monitored through the Space and Scheduling office, but the actual assignment of space is made by the campus Space Committee. The committee is comprised of seven employees and one student representative. The committee includes a wide cross-representation of the campus population. Office and classroom utilization planning is an ongoing process for Evergreen.

L. PHYSICAL FACILITIES

The physical facilities of The Evergreen State College are located on 1,044 acres; they have been designed and constructed to provide an environment for the Evergreen community and varied service programs for the general public.

The initial development of the college, costing approximately \$58,000,000, was designed to provide facilities for approximately 3,500 students.

THE EVERGREEN STATE COLLEGE - BUILDING SUMMARY - 1987

BUILDING NAME	CONSTRUCTION YEAR	ASSIGNABLE	INITIAL COST	REPLACEMENT	BOOK VALUE OF EQUIPMENT*
Daniel J. Evans Library Building	1971	216384	9662538	26668605	903349
Lecture Halls	1972	15652	1064136	2713547	5708
Recreation Building, Phase I	1973	26492	2284929	5255337	12241
Recreation Building, Phase II	1989	53338	6393000	6393000	380000
Arts Science Building, Phase I	1973	46915	3481785	8008106	245026
Arts Science Annex	1973	10515	544167	1251584	10184
Arts Science Annex, Art Studio	1988	11256	1222000	1234220	0
Central Utility Plant	1971	9574	1810394	4996687	16225
Shop & Shop Addition	1972	9887	249869	637166	46779
Garage	1971	1340	26642	73532	229553
Water Pump Station	1970	0	213629	657977	0
Covered Recreation Pavilion	1973	17299	224378	516069	0
President's Residence	1969	5095	118216	392477	1887
Seminar Building	1974	20986	2605582	5628057	49172
Arts Science Building, Phase II	1975	47373	4431157	9039560	110165
Combustible Storage Building	1974	559	13747	29694	0
Communications Lab Building	1977	43738	7391813	12935673	139055
College Activities Building	1972	40187	3030912	7728826	49169
Residence Hall A	1972	29107	1723761	4395591	21835
Residence Hall B	1972	14781	650260	1658163	4712
Residence Hall C	1972	14628	650661	1659186	5372
Residence Hall D	1972	14938	649110	1655230	3862
Housing Phase II	1987	62766	3925000	4082000	250000
Housing Phase III	1989	48468	3498699	3498699	229279
Evergreen Childcare Center	1969	2513	84128	279305	2245
Marine Laboratory West	1969	2930	45573	151302	0
Leisure Education Building	1969	1251	20453	67904	0
Organic Farm House	1969	1054	176161	584855	2502
Well House	1969	0	3766	12503	0
Grounds Vehicle & Equip. Storage	1975	1750	6985	14249	3020
Grounds Equipment Storage, Phase II	1988	4770	159000	160590	0
Grounds Storage Green	1969	52	2000	6640	337
Modular Housing (19 units)	1971	27436	578268	1596020	16405
Modular Housing Laundry	1971	412	9413	25976	446
Building Totals		803446	56952132	114008330	2738528

* The value of equipment includes capitalized equipment items valued in excess of \$1,000. The book value is calculated as original cost less accumulated depreciation.

M. TACOMA PROGRAM

The Evergreen State College rents space for one off-campus program located in Tacoma, Washington. The program is planned to serve 110 annual average FTE students. The facility contains the following space:

	<u>Square Footage</u>	<u>Capacity</u>
Classroom	1,634	102 students
Science and computer lab	1,395	25 students
Lounge and lobby	1,451	
Office space	1,215	10 faculty/staff
Hallways, restrooms, corridors	<u>1,037</u>	
TOTAL	6,732	

From the above analysis, it is clear that the total space is, in general, adequate for the Tacoma program. However, when the entire program is meeting in a lecture session, the classroom capacity is adequate for only 102 students. Enrollments this year have reached as high as 135 students, creating a very cramped situation. The laboratory space is limited, meaning that students working on computers or in the biology laboratory can meet only in small groups.

SCHEDULED
Classroom Utilization - 8:00AM to 5:00PM

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I.	General Classroom Information	1987	1988
	Number of Rooms Included in Study	52	64
	Number of Stations	2839	3078
	Number of Square Feet	49205	54419

II.	General Classroom Information	STATE STANDARD	1987	1988
	A. Average Number of Hours Each Room was Scheduled for Instruction	30	28.14	28.00
	B. Average Percent of Available Stations Occupied During Room Use	60	81.33	82.14%
	C. Average Number of Hours Per Week Each Station was Occupied	18	14.33	14.83

III. Classroom Utilization by Building

BUILDING	# OF ROOMS	AVG. WEEKLY HRS. PER ROOM 1987	AVG. WEEKLY HRS. PER ROOM 1988	AVERAGE % OF ROOM OCCUP. 1987	AVERAGE % OF ROOM OCCUP. 1988	AVG. WEEKLY HRS. PER STA. 1987	AVG. WKLY. HRS. PER STA. 1987
Library	29	29.10	29.12	95%	96%	27	28
LAB I	6	24.67	25.02	87%	89%	15	15
LAB II	2	28.51	28.51	76%	78%	10	11
Seminar	8	22.01	22.10	61%	59%	9	8
CAB	2	32.86	33.00	78%	81%	12	14
Lecture Hall	5	31.74	32.11	91%	90%	13	13
		<hr/> 28.14	<hr/> 28.00	<hr/> 81.33%	<hr/> 82.14%	<hr/> 14.3	<hr/> 14.8

IV. Classroom Utilization By Day Of Week

DAY OF WEEK	RECOMMENDED AVG. DAILY ROOM USE	SCHEDULED AVG. DAILY ROOM USE 1987	SCHEDULED AVG. DAILY ROOM USE 1988
Monday	6	4.9	6.3
Tuesday	6	6.6	6.8
Wednesday	6	5.7	4.9
Thursday	6	5.9	6.3
Friday	6	2.1	1.9
Weekly Average	6	5.0	5.2

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V. Classroom Schedule by Hour of Day

Hour of Day	1987 Number of Wkly. Class Meetings	1988 Number of Wkly. Class Meetings	1987 % Equiv. of Total Wkly. Mtg.	1988 % Equiv. of Total Wkly. Mtg.
8:00 AM	112	119	7.23	7.26
9:00 AM	183	207	11.82	12.62
10:00 AM	291	301	18.81	18.36
11:00 AM	207	213	13.38	12.99
1:00 PM	219	227	14.15	13.84
2:00 PM	246	257	15.90	15.68
3:00 PM	178	181	11.50	11.04
4:00 PM	143	134	7.17	8.17
	<u>1547</u>	<u>1639</u>	<u>100.00</u>	<u>100.00</u>

A C T U A L
Classroom Utilization - 8:00AM to 5:00PM

I. General Classroom Information

Number of Rooms Included in Study 52
Number of Stations 2839
Number of Square Feet 49205

II. General Classroom Information STATE STANDARD 1987 1988

A. Average Number of Hours
each room was u 30 14.51 15.36
actual instruction

B. Average Percent of Available
Stations Occupied During 60 11.66 14.83
Room Use

C. Average Number of Hours
Per Week Each Station 18 7.33 9.50
was Occupied

III. Classroom Utilization by Building

BUILDING	# OF ROOMS	AVG. WEEKLY HRS. PER ROOM 1987	AVG. WEEKLY HRS. PER ROOM 1988	AVERAGE % OF ROOM OCCUP. 1987	AVERAGE % OF ROOM OCCUP. 1988	AVG. WEEKLY HRS. PER STA. 1987	AVG. WKLY. HRS. PER STA. 1988
Library	29	15.01	16.03	15%	18%	11	14
LAB I	6	13.16	14.10	13%	15%	4	7
LAB II	2	13.91	13.92	14%	15%	5	5
Seminar	8	11.41	12.11	10%	12%	9	11
CAB	2	17.31	18.00	9%	16%	8	11
Lecture Hall	5	16.27	17.97	9%	13%	7	9
		<u>14.51</u>	<u>15.36</u>	<u>11.66%</u>	<u>14.83%</u>	<u>7.33</u>	<u>9.50</u>

IV. Classroom Utilization By Day Of Week

DAY OF WEEK	RECOMMENDED AVG. DAILY ROOM USE	ACTUAL AVG. DAILY ROOM USE	ACTUAL AVG. DAILY ROOM USE
Monday	6	4.2	4.9
Tuesday	6	4.6	5.6
Wednesday	6	4.1	2.1
Thursday	6	4.9	5.8
Friday	6	1.6	1.8
Weekly Average	6	3.88	4.04

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V. Classroom Schedule by Hour of Day

Hour of Day	1987 Number of Wkly. Class Meetings	1988 Number of Wkly. Class Meetings	1987 % Equiv. of Total Wkly. Mtg.	1988 % Equiv. of Total Wkly. Mtg.
8:00 AM	36	41	4.25	4.49
9:00 AM	122	139	14.42	15.22
10:00 AM	136	157	16.07	17.20
11:00 AM	137	144	16.19	15.77
1:00 PM	119	122	14.06	13.36
2:00 PM	121	131	14.30	14.35
3:00 PM	116	122	13.71	13.36
4:00 PM	59	57	6.97	6.24
	<hr/> 846	<hr/> 913	100.00	100.00

THE EVERGREEN STATE COLLEGE

Space Distribution by Room-Use Category

This section illustrates the distribution of all assignable space within room-use categories.

<u>Class Code</u>	<u>Category Group</u>	<u>Assignable Square Feet</u>	<u>Area Percent</u>
110	Classrooms	50,726	6.17
200	Laboratory Facilities	110,491	13.45
300	Office Facilities	100,679	12.26
400	Study Facilities	49,654	6.04
500	Special Use Facilities	146,627	17.85
600	General Use Facilities	57,668	7.02
700	Support Facilities	44,200	5.38
800	Health Care Facility	1,446	.17
900	Residential Facilities	255,396	31.10
000	Unclassified Facilities	4,197	.51
	Totals	<u>821,084</u>	<u>100.00</u>

THE EVERGREEN STATE COLLEGE
Land and Building Profile

Land Holdings

1,000 acres

	Non-Residential Facilities	Residential Facilities	Total
<u>Buildings</u>			
Total number of building names	26	39	65
Total gross area	999,919	259,222	1,259,171

Gross Area by Year On-Line

Pre-1969	10,588	5,559	16,147
1970	2,141		2,141
1971	405,735	30,544	436,279
1972	120,339	108,059	228,398
1973	173,270		173,270
1974	41,805		41,805
1975-76	86,759		86,759
1977-86	84,197		84,197
1987		65,560	65,560
1988	11,915		11,915
1989	63,200	49,500	112,700
TOTALS	999,949	259,222	1,259,171

N. COMPUTER SERVICES

1. **Background.** During the past five years, Evergreen has expanded and improved the use of computers on campus. In 1984 the Data General MV/10000 computer system was acquired to support an expanded computer science curriculum. This system provides access to all major software including languages, data base management systems, and office automation products. In 1986 a 30-station Microcomputer Computer Science Teaching Lab was developed with the assistance of a National Science Foundation grant. At approximately the same time a 20-station Microcomputer Computer Applications Laboratory to support the Laboratory Sciences was established with the assistance of grants from AT&T and others. A second grant from AT&T in 1988 provided the upgrade of the labs to more powerful microcomputers and a Fiber Optic link between the laboratories. The grant also provided the ability to network the laboratories and computer science faculty with STARLAN and gave the computer science program access to the UNIX operation system for instruction and projects.

Evergreen emphasizes computers across the curriculum. The Computer Center is heavily used by students for writing projects. To meet this demand the Computer Center is open 24 hours per day during most of the academic quarter.

During summer 1988, the college developed an 18-station Macintosh II laboratory to meet a growing need for powerful easy-to-use computers that could be applied in areas of the curriculum such as art, music and multi-media.

The college has also improved the process for preparing its unique narrative student evaluations via the use of computers. All program secretaries now use microcomputers and laser printers for preparation of evaluations. Most faculty use microcomputers for their instruction and evaluation processes and provide electronic copies of the evaluations for their secretary.

A recent survey of Evergreen students by our office of Institutional Research indicated a 71% computer use by our students compared to a national norm of 43.9%. The same study showed a higher satisfaction level than the national norm.

The major area of need is an improved Campus Data Communications Network and funding for this is being addressed via requests for additional grants.

2. **Philosophy.** The Evergreen State College has a strong commitment to a liberal arts education in which students develop fundamental intellectual abilities and problem-solving techniques rather than merely acquiring knowledge of a particular body of facts. Out of this educational philosophy and the growing importance of the computer as an analytic tool and social phenomenon, Computer Services has a strong commitment to supporting Evergreen students with a variety of computer resources. Evergreen's modes of study

are highly individualized (within the context of learning communities), interdisciplinary, and project-oriented. That they are individualized implies that the college attempts to serve students having widely differing abilities, motivations, and interests and must call on all available resources within the college to provide breadth. That they are interdisciplinary implies that much instruction is a team effort involving the coordination of staff, faculty, and material resources serving a student interest group rather than a traditional discipline. That they are project-oriented implies that many students are involved in work on real-world problems. In order to equitably provide such resources to the Evergreen community, a set of general and specific operational policies are required.

a. General Policies.

- 1) All students, faculty, and staff at The Evergreen State College are provided with free or low cost access to the academic computing resources with academic usage limited by available resources.
- 2) No commercial work of any kind is or will be knowingly accepted. It is contrary to the intent of this policy and to state law for college computing resources to be used for the direct personal financial gain (real or intended) of any individual.
- 3) TESC Computer Services recognizes that TESC modes of study are in many ways unique. Consequently, Computer Services is committed to a policy of flexibility in meeting the needs of TESC students, faculty, and staff.
- 4) Academic computing resources are provided to currently enrolled students to facilitate program research and project completion. Computer-oriented credit-generating programs, when computer resources are limited, have priority access to computing resources. Otherwise, an open access policy prevails.

b. Computer Services Goals and Objectives.

- 1) To provide high quality and professional administration of Computer Services.
- 2) To promote innovation in the use of computer technology by Computer Services staff.
- 3) To promote the development of grant requests to enhance computing resources for the college.
- 4) To develop a high quality data communications network that meets the needs of the college and adheres to connectivity standards such as OSI (Open Systems Interconnect).

- 5) To take advantage of hardware, software and maintenance options that improve quality and cost effectiveness of computing resources.
- 6) To support Evergreen's commitment to intercultural literacy.

3. Current Resources.

- a. **Computer Center.** The Computer Center is the center for most academic computing on the Evergreen campus and is located in the library building.

The Computer Center is divided into four main areas: the computer science teaching laboratory, the Macintosh lab, the printer room, and the center proper. The two labs are set up as classroom facilities. The computer science teaching laboratory is equipped with AT&T 6310 microcomputers; the Macintosh lab with Apple Macintosh IIs. The printer room contains the printers for all the computer systems. Laser printers are located at the consultants' area. The center proper includes everything else. It is a large room, organized around seven carrels, a graphics station, the consultants' area, the receptionist area, and a small lounge area.

The Computer Center is staffed by student consultants as well as professional staff. Consultants provide a variety of services; sometimes, as peers, they provide additional help to users based on their experience and interests. Since there are a number of different computer types, operating systems, and applications, consultants do not provide detailed debugging, in-depth application support, or individualized tutoring.

The Computer Center is generally open around the clock from noon on Sunday until 11pm on Friday night, and from noon to 7:00 p.m. on Saturdays.

Systems Available in the Computer Center:

- 1) **Computer Science Teaching Laboratory (CSTL):** The computer science teaching laboratory is equipped with 30 MS-DOS based computers. These systems are equipped with 20 megabyte hard disks and are connected to printers in the printer room by means of an AT&T STARLAN network.

These microcomputers are used for a variety of purposes. Word processing, using WordPerfect, is the most popular. They are also used for programming in the LISP, Prolog, and C languages. "Number crunching" with SPSS, Point Five, or Lotus 1-2-3 is another common activity. Lab microcomputers are also equipped with the Ability integrated package, as well as a terminal emulator that

allows users to communicate with the college's DG computer.

The computer science teaching laboratory is set up as a classroom. There is a Barcodata projector in the lab which can project a computer's screen onto the wall.

Computer Services offers workshops in the more common lab software (WordPerfect, MS-DOS, Lotus 1-2-3, and Point Five).

- 2) Macintosh Lab: This is Academic Computing's newest facility, which opened in fall 1988. The Macintosh lab is equipped with 18 Macintosh II microcomputers, all of which have 40 megabyte hard disks. Five have color monitors and eleven are equipped for 8-bit color graphics. Five have additional memory. Two are equipped with MIDI (synthesizer) interfaces and keyboards. The computers are connected to printers in the printer room by means of an AppleTalk network.

All the Macintoshes are equipped with WordPerfect, Videoworks, LightSpeed Pascal, HyperCard, MacPaint, and MacDrawII. The color-equipped units are also equipped with Pixel Paint. A variety of other software is available for check-out at the consultants' area.

The Macintosh lab is set up as a classroom. There is a projector in the lab which can project a computer's screen on to the wall.

- 3) Data General MV/10000 Minicomputer: Evergreen acquired the Data General Minicomputer in 1984 to support a comprehensive Computer Science program as well as provide shared minicomputer resources for general use.

The Data General's major functions include programming, statistics, and communications.

TESC's DG is a Data General Eclipse MV/10000, running under AOS/VS and is equipped with eight megabytes of memory and 1.05 gigabytes of disk storage. The DG is equipped with the following system and applications software.

Languages

APL
Assembler (MASM)
BASIC
C
COBOL

System Utilities and
Applications Packages

CEO
COGNOS Powerhouse
DBMS
EMACS
FCU

PRESENT
SED
SORT
SPEED
SPSSX

DGL
FORTRAN (F77)
LISP
Pascal
PL/1

FED
FILCOM
INFOS
PED

SWAT
TCS
TRENDVIEW

- 4) **UNIX Systems:** UNIX is a popular operating system that is widely used for system development. As part of a grant from AT&T in 1987, Evergreen received several computers which use UNIX. One AT&T 3B2 and five AT&T 7300s are located in the Computer Center.
- 5) **Other Resources:** The Computer Center has a variety of other specialized resources such as Micro Plato for Computer Assisted Instruction, a DECTalk system for the visually impaired and a PC equipped with self-paced training material.
- 6) **Computer Center Software:**

Word Processing: WordPerfect is the campus standard for word processing and is available on both MS-DOS and Macintosh systems. Macwrite, Microsoft Word, PC-write are also available.

Graphics: The Macintoshes are the first choice for graphics at Evergreen. Evergreen's MS-DOS systems and DG configuration have limited capability for graphics. Both Paint and Draw programs are available on the Macintoshes.

Desktop Publishing: PageMaker is the best known desktop publishing program. It allows placement of almost every kind of Macintosh image into the same document. For MS-DOS systems, WordPerfect 5.0 is available for newsletter type publications.

Spreadsheets: Spreadsheets are available for both the MS-DOS and Macintosh systems. Lotus 1-2-3 is the best known spreadsheet. It has many features to facilitate number-crunching, including the ability to construct simple graphs. Ability (MS-DOS) and Jazz (Macintosh) are integrated packages which include spreadsheets.

Programming: The Computer Center has a wide variety of different programming languages and facilities available. The languages include: Pascal, C, COBOL, BASIC, FORTRAN, LISP, Assembler, APL, PL/1, Microsoft's BASIC, Quick C, Turbo Pascal, Gold Hill Common LISP, and Arity/Prolog.

Statistics: The DG is Evergreen's primary computer for statistics. MS-DOS and Macintosh systems have very limited statistics capabilities. SPSSX is the leading

statistical package on campus although other microcomputer packages are being used.

Music: Concertware+ MIDI and Studio Session are two packages available. Two of the Macintosh IIs in the Macintosh lab are equipped with MIDI interfaces and keyboard synthesizers.

Data Bases: The MS-DOS systems, the DG, and the Macintoshes all have database capabilities. DBMS is available on the DG. R:Base for DOS is the principal data base in use in the computer science teaching lab. Revelation is a "high-end" relational data base available for use on the MS-DOS systems.

Filemaker, Record Holder, Filevision and HyperCard programs are available for use on the Macintosh systems.

Artificial Intelligence: LISP and Prolog are available on both the DG and MS-DOS systems. DG LISP is available on the DG. Gold Hill Common LISP and Arity/Prolog are available on the MS-DOS computer systems.

Integrated Software: There are integrated software packages available for both the MS-DOS systems and for the Macintoshes. Ability and Framework are available for the MS-DOS systems and Jazz is available for the Macintoshes.

Communications: The DG is the Computer Center's multi-user system and, as such, the home to the various communications programs. Users can use the outgoing modem to access local bulletin boards by phone from the Computer Center.

- b. **Computer Applications Lab.** The computer applications laboratory has been developed to support Evergreen's science education curriculum. Starting with grants from Intel, NSF and Conrac, faculty and staff designed and developed unique approaches to laboratory experiments. As part of developing the computer applications lab into a center of excellence, grants were submitted to AT&T for computers and networking equipment and to the M.J. Murdock Charitable Trust for new laboratory instrumentation and laboratory computer resources.

Students and faculty in the Science, Technology and Health specialty area are currently using the lab for a diverse range of projects centering around chemistry, physics, calculus, agriculture, energy conservation and engineering all using computing resources to facilitate their studies.

Following is a list of the current CAL computing equipment:

2 AT&T 3b2/400 minicomputers

- 2 AT&T 6386 work stations
- 2 AT&T 6312 pcs
- 16 AT&T 6310 pcs
- 5 AT&T 6300 pcs
- 1 AST Premium 286 pc
- 1 AT&T 479 dot matrix printer
- 1 AT&T 495 laser printer

- c. **Tacoma Program Computing.** The Tacoma program provides educational opportunities to urban adult learners in Tacoma and Pierce County who want to participate in the Evergreen experience but are unable to attend the Olympia campus.

The computer laboratory is operated under the philosophy that all graduates of the Tacoma program must be computer-literate. Each adult learner is required to complete one or more seminars in computer studies.

Following is a list of computer equipment at Tacoma:

- 5 IBM or IBM compatible personal computers
- 2 Macintosh computers
- 1 Laserjet printer
- 2 Epson dot matrix printers
- 1 Apple ImageWriter

d. **Administrative Computing System Resources**

- 1) **Users:** Administrative computing users include faculty, program secretaries and administrative support staff.
- 2) **Application Systems:** Included in the portfolio of administrative computing major application systems are:

- **Student Systems:**
 - Registration
 - Admissions
 - Financial Aid
 - Academic Advising
 - Career Planning/Placement
 - Coop Ed
- **Financial Systems:**
 - General Accounting
 - Student Accounts
 - Position Control
 - Financial Reporting
 - Property Inventory
 - Auxiliary/Serv Accounting
- **Payroll/Personnel**
- **Alumni/Development**
- **Administrative/Misc**
 - Room Scheduling
 - Space Inventory

Facilities Management
Parking

- 3) Hardware Systems: Application systems reside in the following hardware environments:

- HP3000 56 ports servicing some 75 users of primarily student systems as well as alumni/development
- MICROVAX 40 ports servicing some 40 users of primarily financial systems
3600

- 4) Telecommunication System: A campuswide network is supported by the Instanet 6600, MICOM Data Switch System. A low-speed, data-over-voice communication system is supported through a Teltone Data Carrier.

- 5) Office Systems: Some 300 microcomputers are distributed campuswide in support of administrative users of word processing, spreadsheet, data base, statistical and single-user applications. Several work units utilize local area networks for file transfer, printer sharing and other electronic office/desktop management functions such as electronic mail. Almost all faculty have been assigned personal computers.

- e. Campus Networks. The college currently has a Micom Data PBX with approximately 400 ports for low speed campus data communications. This system is used in conjunction with a Teltone data-over-voice system and a Northern Telecom digital PBX for connecting terminals and microcomputers to the campus computing systems.

The college also has four STARLAN networks for local area networking. Two of the networks are for instructional use and two are located in administrative offices. The instructional networks are located in the computer science teaching lab and the computer applications lab and are connected via a fiber optic link. These networks were acquired via a grant from AT&T.

The two administrative STARLAN networks are located in the president's staff offices and the development office and are primarily for printer sharing and document exchange.

The college also has an SNA link to the State Department of Information Services computer system.

- f. Budget Information. The following tables show the Computer Services budgets for academic and administrative computing for the past four years. These budgets do not contain information

on computer equipment purchases, equipment maintenance or purchased library services for circulation and cataloging.

- 1) **Academic Computing:** The major increases in the academic computing budget were the result of an additional systems programmer to support microcomputers and networking. Additional student staff were added to support the extended Computer Center hours. Some reductions have been made in the software support cost for the Data General computer systems.

The major hardware additions to academic computing have resulted from the NSF grant for the computer science teaching laboratory and AT&T grants to support computer science and networking.

Academic Computing				
	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>
Salaries and Wages	\$ 171,400	178,689	214,348	229,062
Employee Benefits	28,600	31,546	35,948	41,496
Goods and Services	67,000*	48,707	48,374	44,265
Travel	<u>1,700</u>	<u>1,900</u>	<u>1,900</u>	<u>1,900</u>
Total	\$ 268,700	260,842	300,570	316,723

* Included Data General hardware maintenance costs.

- 2) **Administrative Computing:** In administrative computing the major area of increase is in the support of microcomputers and networking. During 1988, a half-time programmer was added to support the many microcomputers added to the campus inventory.

In 1988, the college also invested \$400,000 for the purchase of hardware and software for a new financial records system but this system was implemented with existing staff.

Administrative Computing				
	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>
Salaries and Wages	\$ 283,000	288,693	318,929	322,453
Employee Benefits	66,300	69,677	64,360	72,726
Goods and Services	89,300	88,908	83,448	70,448
Travel	<u>1,600</u>	<u>4,050</u>	<u>4,050</u>	<u>4,050</u>
Total	\$ 440,200	451,328	470,787	469,677

- g. **Organization and Staffing.** General Computer Services staff include the director of Computer Services who is responsible for overall direction of Computer Services including long range planning, budgeting, policy development, computer hardware and software acquisition, interinstitutional and state agency coordination. A secretary and office assistant support this position.

Academic computing staff include two systems programmers; one technical writer; and student consultants who support the day-to-day operation of the Computer Center.

Administrative computing staff include the manager of administrative computing and nine support staff, primarily system analysts and system managers.

4. Resource Utilization and Evaluation of Five Foci of Self Study

- a. **Use Statistics.** During the past four years, academic computing has seen a shift from central system use (Data General Computer System) to microcomputer use. The following table shows a modest decline of 3% to 15% per year in Data General MV/10000 connect time usage between 1985 and 1988. In contrast, the usage of microcomputers has increased by 83% in 1987 with the establishment of the computer science teaching lab and extension of computer center hours of operation. Use will increase significantly during the current year with the establishment of the Macintosh laboratory.

The variety and complexity of software continues to increase while the number of support staff has remained relatively constant. We need to increase our academic computing support staff to address the increased demands for services.

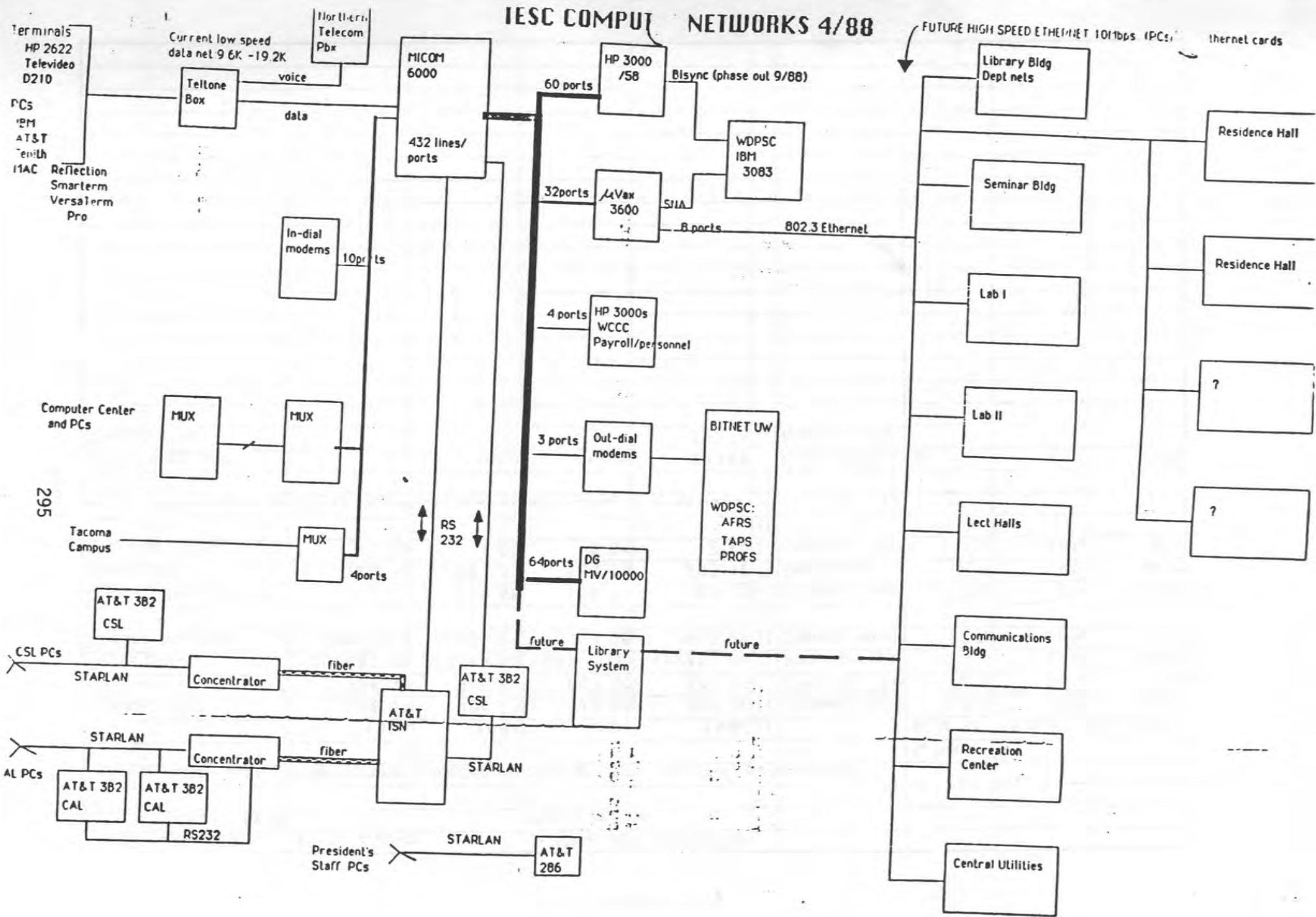
b. Evaluation of Accreditation Self-Study Foci

- 1) **Interdisciplinary Studies.** The college does not offer a computer services major. As is the case with media instruction, the college provides computing resources for the entire range of academic disciplines from computer science to art and music. The Computer Center has extended its hours to accommodate student demand for microcomputer access. During the past year, we have established a Macintosh laboratory to satisfy the needs of programs in the arts and media areas. Programs such as "Critical Mass" and "Reflections" are examples of extensive interdisciplinary use of computers.
- 2) **Personal Engagement.** The open access nature of Computer Services encourages innovation and independent study by students.
- 3) **The Connection of Theoretical Perspectives to Applications.** Computer Services provides a wide variety

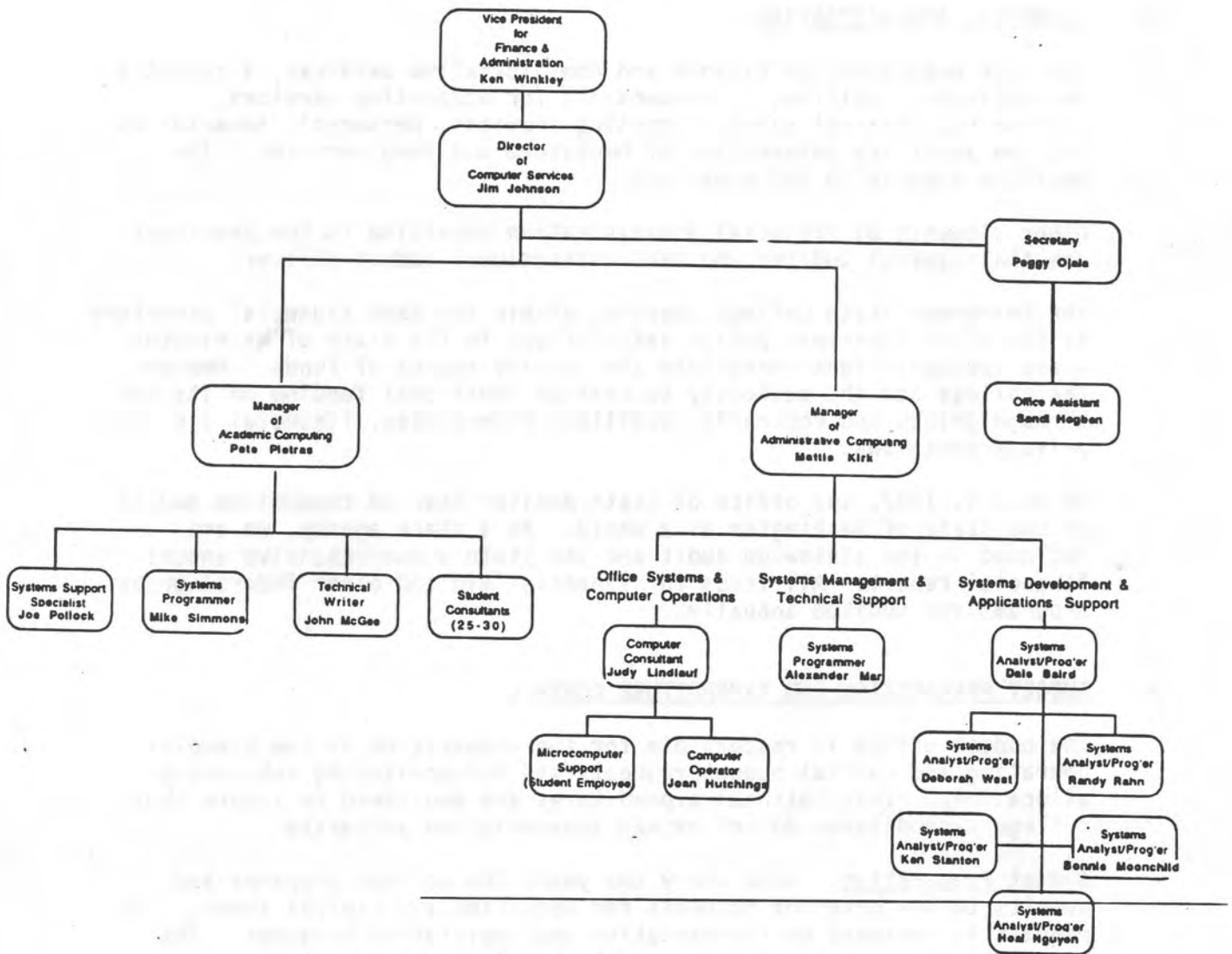
of workshops for faculty, staff and students that cover topics from basic word processing to sophisticated programming issues. Students can work intensively on projects with minimal administrative interference. The computer provides a bridge between the theoretical and practical application of technology.

- 4) **Commitment to Cooperation.** Computer Services makes extensive use of student consultants to assist other students with problems. This peer relationship has been extremely effective and is beneficial to both the student learner and student teacher.
- 5) **Working Across Significant Differences.** We are committed to providing resources to accommodate the physically impaired as demonstrated by the acquisition and development of the DECTALK work station. We routinely accommodate students with physical impairments and are investigating the use of Robotic workstations for this purpose. The staff of Computer Services regularly participates in activities and training involving other cultures.

IESC COMPUT NETWORKS 4/88



Center Usage Stats	as of 2-20-89		AC MANAGERS COMMENTS:						
3/3/89 11:29			Return to Pete						
DG stats based upon Fall qtr statistics projected over the academic year (fall, winter, spring):									
						% var			
	1985	1986	1987	1988		85 to 86	86 to 87	87 to 88	
Number Users	416.00	409.00	349.00	385.00		Number Users	- 2 %	- 1 5 %	1 0 %
CPU time (hrs)	708.39	649.68	807.30	807.69		CPU time (hrs)	- 8 %	2 4 %	0 %
Pages printed	302082.00	273042.00	188247.00	112851.00		Pages printed	- 1 0 %	- 3 1 %	- 4 0 %
Connec time(hrs)	43813.59	42398.22	36333.00	30965.94		Connec time(h	- 3 %	- 1 4 %	- 1 5 %
Connect time/user (hrs)	105.32	103.66	104.11	80.43		Connect time/	- 2 %	0 %	- 2 3 %
pages/user	726.16	667.58	539.39	293.12		pages/user	- 8 %	- 1 9 %	- 4 6 %
cpu/user (hrs)	1.70	1.59	2.31	2.10		cpu/user (hrs)	- 7 %	4 6 %	- 9 %
=====	=====	=====	=====	=====		=====			
CSTL Usage (hrs)		18000	33000	42366		CSTL Usage (hrs)		83%	28%
MacLab (hrs)				20271		MacLab (hrs)			
	</								



Computer Services
Organization Chart

XI. FINANCE

A. FINANCIAL ADMINISTRATION

The vice president for Finance and Administrative Services, a recently re-configured position, is responsible for accounting services, purchasing, physical plant, computing services, personnel, inventories, and the auxiliary enterprises of bookstore and food services. The position reports to the president.

Other elements of financial administration reporting to the president are the internal auditor and the institutional budget officer.

The Evergreen State College operates within the same financial structure as the other four-year public institutions in the state of Washington. State appropriations constitute the primary source of funds. However, the college has the authority to develop additional funding on its own through grants and contracts, auxiliary enterprises, financial aid and private donations.

On July 1, 1987, the office of State Auditor started conducting audits of the state of Washington as a whole. As a state agency, we are included in the statewide audit and the state's comprehensive annual financial report. All funds for financial aid and other federal grant programs are audited annually.

B. BUDGET PREPARATION AND EXPENDITURE CONTROL

The budget office is responsible for the preparation of the biennial operating and capital budget requests and for monitoring subsequent allocations. Institutional expenditures are monitored to insure that college expenditures do not exceed appropriation authority.

Budget Preparation. Once every two years the college prepares and submits to the governor requests for operating and capital funds. The request is reviewed by the executive and legislative branches. The legislature eventually determines the level of appropriation.

The internal budget preparation process involves broad participation of each of the major divisions of the college. Requests for funding new initiatives (activities beyond the current operating level) are submitted by each division and reviewed by an executive committee of the vice presidents and the president. Upon final determination by the president, the budget recommendations are submitted to the seven-member Board of Trustees for approval.

Upon receipt of the legislative appropriation, allotments of funds are booked into the state's accounting and reporting system and corresponding allotments are booked into the college's central accounting system. The accounting system is designed to prohibit

expenditures from exceeding the budget balance available in each line item account.

Each budget manager receives monthly statements comparing actual expenditures against the budgeted expenditures. A budget coordinator assigned to each of the four divisions receives a divisional budget report to monitor divisional expenditure.

The central budget office and divisional budget coordinators review expenditure reports to insure that the college does not exceed its allotment authority.

C. ACCOUNTING SYSTEM

The college's accounting system consists of the following automated systems:

- General Ledger
- Financial Reporting
- Accounts Payable
- Purchasing
- Payroll/Personnel
- Student Accounts Receivable

Recently, the college purchased an automated accounting application from Information Associates (IA). This system includes the general ledger, financial reporting, accounts payable, and purchasing functions. The system was put into operation on July 1, 1988, but is not considered to be fully implemented as of this date. Since the Information Associates package is designed specifically for institutions of higher education, it allows us to maintain our accounting records in accordance with generally accepted principles of institutional accounting as established by the National Association of College and University Business Officers.

The system additionally produces a number of standard internal management reports; however, we are not satisfied with the format of the standard reports and do not consider them useful. We are currently modifying the report formats to make them more useful as a management tool. In addition, the college budget is maintained on another system and is not reflected in the new system. Our management reports, therefore, do not report budget versus actual data. However, development of a new system is now underway.

We recently contracted with the Washington Community Colleges Computing Consortium for payroll/personnel processing. This system integrates the payroll and personnel functions and has handled our needs very efficiently. The one drawback of the new payroll/personnel system is its lack of a position-control feature. We consider position control as the foundation for budgetary control over payroll costs. We are currently designing a position-control application that will interface with the payroll/personnel system.

In summary, our current accounting system shows a great deal of promise. It was purchased with a view to the increased workload generated in accounting systems by external reporting pressures and college growth; it has provided assistance with these problems. With further development and improvement, we are confident the system will be able to provide increasingly effective and efficient management reports.

D. FINANCIAL AUDIT

The Evergreen State College is audited by the office of the State Auditor. The most recently completed audit covers the period July 1, 1987, through June 30, 1988. A preliminary copy of this report is available in the office of the vice president for Finance and Administration at the time of this writing. The final report will be available during the accreditation visit.

The state auditor performs a statewide single audit of the state of Washington rather than auditing each agency or institution separately. The results of that audit are published in a single statewide audit report. The state auditor's examination for fiscal year 1988 includes audit procedures necessary to express opinions on the state's general purpose financial statements, schedule of federal assistance and compliance with state and federal laws and regulations. The work performed at The Evergreen State College included procedures to satisfy the requirements of the 1988 statewide single audit.

The state auditor's examination of The Evergreen State College included three findings and recommendations which are summarized as follows:

1. Internal controls over investments at The Evergreen State College need strengthening.
2. Bank reconciliation procedures at The Evergreen State College need improvement.
3. The Evergreen State College should identify each federal grant separately by year in the subsidiary ledger.

These findings have all been corrected.

The state auditor reviews internal controls, conducts standard field work, reviews for compliance with state laws and conducts all other audit work essential to stating an opinion on the statewide report. However, the state auditor does not provide an opinion on the college's financial statement. Normally, the state auditor does not complete the audit in time to express an opinion on the statements prior to the time they must be published. Therefore, the college has not required the auditor to render a separate opinion for the college's report.

The controller's office prefers that a separate opinion be provided for the college's financial statements. Therefore, effective for fiscal year 1988-89, the controller is requesting a separate audit report on the college's financial statements.

E. NET ASSETS

The attached balance sheets (Tables I and II) report on the aggregate totals of assets, liabilities and fund balances for all funds at June 30 for fiscal years 1986, 1987 and 1988. A review of the changes in fund balances from one year to the next highlights the changes in net assets.

A summary of the changes follows:

Current Funds

1. The college activities fund has continued to accumulate funds for construction of Phase II of the College Activities Building. The fund currently has \$442,000 in the building reserve. The net increase in assets in this fund between June 30, 1986 to June 30, 1987 and between June 30, 1987 to June 30, 1988 was \$59,950 and \$69,000 respectively. These funds will be used to help finance a \$1,500,000 addition to the building. The balance of required funds will be borrowed through a short-term loan.
2. The bookstore has been required to grow to meet the needs of an expanding enrollment. During the period June 30, 1986 to June 30, 1987 and June 30, 1987 to June 30, 1988, the net assets of the bookstore increased by \$27,985 and \$46,543 respectively. These funds were used to finance an expanding inventory.
3. The current general local fund net assets increased by \$30,558 from June 30, 1986 to June 30, 1987 and by \$60,691 from June 30, 1987 to June 30, 1988. These increases are due primarily to revenues realized in excess of estimates.
4. The dedicated revenue fund net assets increased by \$104,266 from June 30, 1986 to June 30, 1987 and by \$126,928 from June 30, 1987 to June 30, 1988. These increases are due to a larger retention of net revenues from the summer session and an unprecedented growth in admission applications during this period.

Plant Funds

1. Housing completed the construction of Housing Phase II. This facility provided a community center and housing for 200 additional students. This facility was financed through the sale of bonds that will be retired with rents from the housing system.
2. The legislature financed the construction of two new facilities. These projects were started in 1987-88. The Lab Annex art studio, a \$1,225,000 project, was completed in January 1989. The \$6,773,000 College Recreation Center Phase II will be completed in August 1989.

3. Buildings, improvements other than buildings, and equipment are capitalized and depreciated. A summary of depreciation recorded during 1986-87 and 1987-88 follows:

	1987-88	1986-87
Buildings	\$818,854	\$831,184
Improvements other than Buildings	55,307	36,358
Equipment	<u>399,150</u>	<u>496,408</u>
	\$1,273,311	\$1,363,950

The recording of depreciation contributes directly to the reduction in net assets on the combined funds statement.

Endowment Funds

1. The college received \$200,000 from a negotiated royalty settlement with Control Data Corporation for computer courses developed by Evergreen faculty, staff and students. These funds have been placed in two separate endowments. The Royalty Lecture Series Endowment is a permanent endowment and the earnings are used to finance lectures. The Royalties Committee Endowment is a term endowment that allocates \$10,000 annually for projects in computing. Each endowment was allocated \$100,000 from the settlement. These are the only endowments held by the college.
2. The Evergreen State College Foundation holds all endowments received from private sources for the college. The foundation distributes earnings to the college in accordance with the respective gift instruments. The foundation is currently holding 15 separate endowments with a total cash balance of \$235,934 as of December 31, 1988. There has been no appreciable change in the net assets of the foundation endowments during the last three years because the earnings, less the loss incurred in the stock market in October 1987, have been used to fund scholarships, loans and other activities supported by the endowments. Total change from all sources resulted in a net increase of \$17,000 during this three-year period.

Loan Funds

1. The student loan fund and the Perkins loan fund have realized significant increases in net assets during 1986, 1987, and 1988 fiscal years. The net increase from 1986 to 1987 is \$278,452. The increase from 1987 to 1988 is \$131,041. These increases are due to interest earnings and federal contributions received during these periods.
2. The guaranteed student loan fund has transferred \$40,000 in 1986-87, \$80,000 in 1987-88, and \$75,512 in 1987-88 to the non-federal grant fund. These are permissible transfers of a portion of the

tuition and fees allocated to the guaranteed student loan fund. This transfer is authorized by RCW 28B.15.820 as an option to using the funds for student loans. The Financial Aid office has consistently exercised this option because the need for grant funds for needy students exceeds the demand for loan funds. The net assets of the guaranteed student loan fund increased by \$28,268 in 1986-87 and by \$37,623 in 1987-88. This is due to retaining this amount of the tuition revenue rather than transferring it for direct grants.

F. OPERATING SURPLUSES AND DEFICITS

The attached schedule (Table III) reports on allotments compared with allotment charges by program and by fund for the years 1986, 1987, 1988, and 1989. The variances by fund report on surpluses and deficits. The variances by program reflect the distribution of those surpluses and deficits by operating functions.

An analysis of this report requires a definition of each of the funds and explanation of the controls to which each are subject:

1. **General Fund** - This fund includes legislative appropriations for the operating programs and represents the principal source of funds for the operations of the institutions. State law prohibits overexpenditure of appropriations but permits reallocation of funds between programs.
2. **Current General Local Fund** - This fund includes revenues developed by the operating programs that are used to finance activities in the operating programs. These revenues represent 50 percent of indirect cost revenues, library fines, interest earnings on monies held by this fund and some miscellaneous earnings. These funds supplement the activities financed by the general fund. The Office of Financial Management limits allotments to the spending plan approved by the legislature. These funds are not appropriated.
3. **Dedicated Revenue Fund** - This fund includes the revenues and expenditures of continuing education, special sessions including summer, health services fees and the admission fee. These fees are specifically dedicated to each of the respective activities. The level of activity is subject to allotment; however, if the activity exceeds the estimates projected for the biennium, the spending level can be increased through an allotment amendment. The Office of Financial Management has authority to approve these allotment amendments. They are not subject to appropriation.

Appropriation and allotment controls are set for the biennium by the legislature. The allotment between the two years of the biennium are set by the Office of Financial Management (OFM).

During the past several years, the allotments proposed to the legislature by the Office of Financial Management (OFM) have varied considerably by program and by year from actual costs incurred by the

college. OFM has used incremental budgeting as a budget development tool rather than relying on a projection of estimated costs by program and by year based on the college's estimate of costs.

Incremental budgeting basically takes the current biennium's allotments and adds or deducts any legislatively approved changes to that base. This procedure does not allow for any changes in allotments to programs that may have occurred at the institution. Consequently, a comparison of allotments with allotment charges by year and by program is not useful in evaluating surpluses and deficits. However, a comparison of allotments with allotment charges by fund on a biennial basis does provide useful information to evaluate the effectiveness of budget management systems and practices. Therefore, a review of the variances by fund on a biennial basis, as reported on attached schedule, provides understanding of the control over surpluses and deficits:

1. **1985-87 Biennium** - This biennial operating budget (programs 010-090) totaled \$36,276,368 for all funds. The expenditures totaled \$36,292,143. Total expenditures exceeded allotments by \$15,775 or .000434 percent variance for all funds. The general fund had an unexpended balance of \$1,017. These funds lapsed to the state general fund and were no longer available to the college. The current general local fund expenditures exceed allotments by \$30,504 or .10 percent of the allotments for this fund. This was possible because the revenues realized in this fund exceeded the original estimate and because the fund is not appropriated by the legislature. The dedicated revenue fund underexpended allotments by \$13,712. These funds were retained by the college as an addition to fund balance.
2. **1987-89 Biennium** - This biennium's operating budget totals \$41,968,849. Expenditures are estimated at \$42,143,055 for all funds. Total expenditures are expected to exceed allotments by \$174,206 or .00413 percent for all funds. The general fund and current general local fund are expected to expend their total allotments. We do not expect to lapse any funds to the state general fund and OFM has directed the college to hold expenditures in the current general local fund within allotment totals. The college plans to expend \$174,206 more in the dedicated revenue fund than is allotted. This is legal and planned in this case. Accumulated cash balances and revenues in excess of estimates have been used to support larger special sessions, improved health services, expanded admissions programs and new equipment purchases.

In summary, the college is able to manage its budget within available resources. The college would prefer to have more control over current general local funds; however, the trend on the part of the Office of Financial Management and the legislature is to increase control over local fund expenditures. Since the college manages its budget within the legislative guidelines, this analysis does not help to determine whether there is a shortage of resources. It simply serves to verify that the college is complying with the budgetary controls established by the Office of Financial Management and the legislature.

G. TRENDS IN COSTS

Recent Expenditure/Cost Trends

Since 1986 the institution has increased enrollment by 300 FTE. Table IV displays costs for direct instruction over the three-year period. Analysis indicates that expenditures per student have remained relatively constant. The college has maintained a consistent student/faculty ratio of 17.57 to one.

During the same period, the ratio of direct instructional cost to indirect instructional cost has shifted slightly, with an increased proportion allocated to direct instruction. This shift reflects the policy of the legislature to appropriate funds for enrollment increases based only on direct instructional costs.

H. ANALYSIS OF LONG-TERM AND SHORT-TERM INDEBTEDNESS

The original main campus, including residential facilities and the College Activities Building, was funded by a state general obligation bond issue. The revenues to service this debt are paid from the state general fund and do not rely on any sources of revenue from current college operations.

New construction following the completion of the original campus is subject to the following guidelines:

Academic Facilities - New academic facilities may be financed with general obligation bonds serviced by general fund revenue and/or tuition revenue.

Residential and Student Activity Facilities - New facilities for these functions are financed from revenues dedicated to these functions. These dedicated revenues may be pledged for debt service on long- or short-term obligations.

The following schedule details outstanding debts as of April 1989:

1. General Obligation Refunding Bond Issue, 1978

Purpose: Used to help finance the Communication Building and Parkway

Revenue Source: General tuition revenues

Original Principal Amount: \$2,191,125

Debt Service Ratio: 1.33 percent

Final Payment: Fiscal year 1997

2. Housing System Revenue Bond Issues, 1987

Purpose: Used to construct student housing for 200 students and to build a community center to serve all housing students

Revenue Source: College housing system

Original Principal Amount: \$4,175,000

Debt Service Ratio: 1.50 percent

Final Payment: Fiscal year 2007

3. Housing System Revenue Bond Issue, 1989

Purpose: Used to construct student housing for 213 students

Revenue Source: College housing system

Principal Amount: \$3,750,000

Debt Service Ratio: 1.50 percent

Final Payment: Fiscal year 2009

The college expects to borrow \$1,500,000 to finance an expansion of the College Activities Building in fiscal year 1989-90. Service and activity fee revenue will be pledged to service this debt.

The college has always complied with all bond covenants and it has met its debt service obligation on a timely basis. The current level of indebtedness is not excessive and future plans for debt financing are well within the available revenues to meet debt service requirements.

Future expansion of housing and food service will be difficult. These operations are self-sustaining and must fund any expansion of facilities from revenues derived from their operations. Housing has already pledged all available revenue, beyond its operational requirements, to debt service. Since any new facilities will require some support from current facilities, it is doubtful that it will be possible to grow beyond current capacity.

Food service facilities are at their capacity and need to be expanded. Expansion is possible in the College Activities Building; however, the remodeling cost to permit the expansion is estimated at \$400,000. Food service can afford part of the debt to support their expansion. They cannot afford the full debt service.

Indications are the state is close to reaching its maximum allowable bonded indebtedness. If this is the case, the college probably will not receive appropriations in the near future for the construction of additional academic facilities. Current legislative priority is to provide the available capital monies to school districts throughout the state.

In summary, the college's long- and short-term debt is not excessive. The debt on existing facilities is being financed by a combination of general fund revenues, tuition revenues, and housing system revenues. All debt service requirements are being met on a timely basis and future projections indicate that the college will continue to meet its debt service commitments.

BALANCE SHEET

June 30, 1988

	Summary by Funds 1988								June 30	
	Current Funds		Loan Funds	Endowment Funds	Plant Funds				1988	1987
	Unrestricted	Restricted			Unexpended	Investment in Plant	Agency Funds	Due To/From Other Funds Eliminations		
Assets										
Cash	\$ 28,140	\$ 7,191	\$ 26,402	\$	\$ 23,029	\$	\$ 143,956	\$	\$ 228,718	\$ 90,007
Funds on Deposit with State Treasurer	867,946				255,094				1,123,040	2,139,153
Investments	2,165,829	31,591	316,228	200,000		594,171	1,232,048		4,539,867	6,227,594
Receivables	604,961	243,697	2,167,686	6,244	8,136	17,341	228,877		3,276,942	3,483,079
Due from Other Funds	430,739	122,350	7,091		12,284		20,053	(592,517)		
Inventories	445,998								445,998	302,038
Prepaid Expenses	5,461								5,461	6,501
Deferred Charges and Other Debits									72,410	79,866
Land						72,410			1,726,390	1,726,390
Buildings	7,292,385					1,726,390			34,468,951	41,761,336
Accumulated Depreciation	(1,187,823)					(9,883,933)			(11,071,756)	(10,252,902)
Improvements Other Than Buildings	1,685,867					10,344,583			12,030,450	12,044,314
Machinery and Equipment	1,232,936					10,762,603			11,995,539	10,821,389
Accumulated Depreciation	(648,302)					(5,628,316)			(6,276,648)	(5,877,467)
Construction in Progress	55,018				3,660,753	1,867,781			5,583,552	340,836
TOTAL Assets	\$ 12,979,155	\$ 404,829	\$ 2,517,407	\$ 206,244	\$ 3,959,296	\$ 44,341,981	\$ 1,624,934	\$ (592,517)	\$ 65,441,329	\$ 63,591,962
Liabilities and Fund Balance										
Liabilities										
Accrued Salaries Payable	\$ 892,153	\$ 79,325	\$	\$	\$ 34,436	\$	8,424	\$	\$ 1,014,338	\$ 997,294
Accrued Annual Leave Payable	50,313								50,313	37,664
Other Accrued Liabilities	331,064	61,537	2,323		112,191		19,040		526,155	2,656,448
Due to Other Funds	330,006	82,534	71,686		15,220		90,071	(592,517)		
Deferred Revenue	24,415								24,415	30,527
Customer Deposits	110,984								110,984	50,779
Revenue Bonds Payable						75,000			75,000	50,000
Funds Held in Custody for Others							1,507,399		1,507,399	1,150,753
Long Term Liabilities						6,157,499			6,157,499	6,649,606
TOTAL Liabilities	1,738,935	223,396	77,009		161,847	6,532,499	1,624,934	(592,517)	9,766,103	11,593,071
Fund Balances:										
Current Funds:										
Unrestricted	11,240,220								11,240,220	7,307,109
Restricted		181,433		206,244					387,677	525,152
Loan Funds			2,440,398						2,440,398	2,268,734
Plant Funds:										
Unexpended					3,797,449				3,797,449	1,795,172
Net Investment in Plant						37,809,482			37,809,482	40,102,724
TOTAL Fund Balance	11,240,220	181,433	2,440,398	206,244	3,797,449	37,809,482			55,675,226	51,998,891
TOTAL Liabilities and Fund Balances	\$ 12,979,155	\$ 404,829	\$ 2,517,407	\$ 206,244	\$ 3,959,296	\$ 44,341,981	\$ 1,624,934	\$ (592,517)	\$ 65,441,329	\$ 63,591,962

BALANCE SHEET

June 30, 1987

	Summary by Funds 1987							June 30	
	Current Funds			Plant Funds		Agency Funds	Eliminations	1987	1986
	Unrestricted	Restricted	Loan Funds	Unexpended	Investment in Plant				
Assets									
Cash	\$ 88,608	\$ 2,350	\$ 9,512	\$ 19,634	\$	\$ (30,007)	\$	\$ 90,007	\$ 100,050
Funds on Deposit with State Treasurer	1,363,195			776,258				2,139,453	1,685,587
Investments	2,180,535	170,539	194,023	2,343,000		1,339,497		6,227,594	2,677,571
Receivables	378,788	701,308	2,063,603	1,461		331,919		3,483,079	2,722,943
Due from Other Funds	661,706	102,253	4,231	277,246		15,235	(1,060,671)		
Inventories	392,038							392,038	400,592
Prepaid Expenses	6,501							6,501	6,376
Deferred Charges and Other Debits	79,866							79,866	8,064
Land					1,726,390			1,726,390	1,726,390
Buildings	7,292,388				35,085,476			42,377,864	42,334,574
Accumulated Depreciation	(1,069,386)				(9,183,516)			(10,252,902)	(9,421,718)
Improvements Other Than Buildings	1,789,448				10,344,583			12,134,031	12,078,129
Accumulated Depreciation	(89,717)							(89,717)	(53,359)
Machinery and Equipment	1,205,299				9,619,090			10,824,389	9,925,095
Accumulated Depreciation	(615,006)				(5,262,461)			(5,877,467)	(5,381,059)
Construction in Progress	63,068				267,768			330,836	392,022
TOTAL Assets	\$ 13,727,331	\$ 976,450	\$ 2,271,369	\$ 3,420,599	\$ 42,597,330	\$ 1,659,554	\$ (1,060,671)	\$ 63,591,962	\$ 61,724,257
Liabilities and Fund Balance									
Accrued Salaries Payable	\$ 794,496	\$ 74,082	\$ 230	\$ 122,776	\$	\$ 5,710	\$	\$ 997,294	\$ 818,907
Accrued Annual Leave Payable	37,664							37,664	49,082
Other Accrued Liabilities	834,766	175,353	2,276	1,284,989		359,064		2,656,448	500,154
Due to Other Funds	513,793	201,863	129	217,662		127,224	(1,060,671)		
Deferred Revenue	13,724					16,803		30,527	79,042
Customer Deposits	50,779							50,779	49,039
Revenue Bonds Payable	50,000							50,000	
Funds Held in Custody for Others						1,150,753		1,150,753	1,323,748
Long Term Liabilities	4,125,000				2,494,606			6,619,606	2,039,950
Fund Balances:									
Current Funds:									
Unrestricted	7,307,109							7,307,109	9,671,249
Restricted		525,152						525,152	176,567
Loan Funds			2,268,734					2,268,734	1,962,017
Plant Funds:									
Unexpended				1,795,172				1,795,172	3,682,557
Net Investment in Plant					40,102,724			40,102,724	40,951,944

BALANCE SHEET

June 30, 1986

	Summary by Funds 1986							June 30	
	Current Funds		Loan Funds	Plant Funds		Agency Funds	Eliminations	1986	1985
	Unrestricted	Restricted		Unexpended	Investment in Plant				
Assets									
Cash	\$ 48,779	\$ 343	\$ 3,074	\$ 25	\$	\$ 87,829	\$	\$ 140,050	\$ 701,416
Funds on Deposit with State Treasurer	449,583			3,719,004				4,168,587	106,075
Investments	1,259,902	13,495	154,983			1,249,191		2,677,571	1,314,686
Receivables	484,585	359,118	1,802,610	4,985		71,645		2,722,943	2,196,310
Due from Other Funds	267,567	766	3,563			2,084	(273,980)		
Inventories	400,592							400,592	263,213
Prepaid Expenses	6,376							6,376	
Deferred Charges	8,064							8,064	13,500
Land					1,726,390			1,726,390	1,726,390
Buildings	7,249,098				35,085,476			42,334,574	42,271,177
Accumulated Depreciation	(954,469)				(8,467,249)			(9,421,718)	(8,594,109)
Improvements Other Than Buildings	1,733,546				10,344,583			12,078,129	11,921,621
Accumulated Depreciation	(53,359)							(53,359)	(20,462)
Machinery and Equipment	1,051,668				8,873,427			9,925,095	10,000,765
Accumulated Depreciation	(542,563)				(4,838,496)			(5,381,059)	(5,115,662)
Construction in Progress	124,254				267,768			392,022	384,152
TOTAL Assets	\$ 11,533,623	\$ 373,722	\$ 1,964,230	\$ 3,724,014	\$ 42,991,899	\$ 1,410,749	\$ (273,980)	\$ 61,724,257	\$ 57,172,072
Liabilities and Fund Balance									
Accrued Salaries Payable	\$ 707,014	\$ 98,940	\$	\$ 12,758	\$	\$ 195	\$	\$ 818,907	\$
Accrued Annual Leave Payable	461,950			7,132				469,082	41,234
Other Accrued Liabilities	416,446	20,443	2,215	15,658		5,214		459,976	203,127
Due to Other Agencies	27,082	3,742		5,911		3,443		40,178	8,600
Due to Other Funds	192,235	27,852				53,893	(273,980)		
Deferred Revenue	8,608	46,178				24,256		79,042	105,230
Customer Deposits	49,039							49,039	47,054
Funds Held in Custody for Others						1,323,748		1,323,748	759,713
Long Term Liabilities					2,039,950			2,039,950	2,147,413
Fund Balances:									
Current Funds:									
Unrestricted	9,671,249							9,671,249	10,113,521
Restricted		176,567						176,567	(10,054)
Loan Funds			1,962,015					1,962,015	1,886,189
Plant Funds:									
Unexpended				3,682,555				3,682,555	112,280
Net Investment in Plant					40,951,949			40,951,949	41,747,765
TOTAL Liabilities and Fund Balances	\$ 11,533,623	\$ 373,722	\$ 1,964,230	\$ 3,724,014	\$ 42,991,899	\$ 1,410,749	\$ (273,980)	\$ 61,724,257	\$ 57,172,072

STATEMENT OF CHANGES IN FUND BALANCE

June 30, 1988

For the Fiscal Year Ended June 30, 1988

	Current Funds		Loan Funds	Endowment Funds	Plant Funds	
	Unrestricted	Restricted			Unexpended	Investment in Plant
Revenues and Other Additions:						
Unrestricted Current Fund Revenues	\$ 8,684,726	\$	\$	\$ 6,244	\$	\$
State Appropriations	15,293,066		115,856		2,496,587	
Gifts, Grants & Contracts—Restricted		3,350,516	162,839			
Proceeds from Loans Payable			637,748			
Expended for Plant Facilities					299,419	3,545,202
Retirement of Indebtedness						78,421
Other Sources	646,380		78,561			87,107
TOTAL Revenues and Other Additions	24,624,172	3,350,516	995,004	6,244	2,796,006	3,710,730
Expenditures and Other Deductions:						
Educational and General Expenditures	20,015,679	3,517,129				
Auxiliary Enterprises Expenditures	4,069,832	57,002				
Administrative and Collection Costs			56,750			
Grants and Subsidies			703,362			
Retirement of Indebtedness					121,900	75,000
Interest on Indebtedness					62,687	250,911
Expended for Plant Facilities					4,166,003	1,250,048
Retirement of Capital Assets						1,184,423
Other Deductions						4,828
TOTAL Expenditures and Other Deductions	24,085,511	3,574,131	760,112		4,350,590	2,765,210
Transfers and Adjustments:						
Fund Balance Adjustments	3,790,611	(1,616)			3,566,845	(3,646,232)
Fund Transfers	(396,161)	(118,488)	(63,228)	200,000	(9,984)	407,470
TOTAL Transfers and Adjustments	3,394,450	(120,104)	(63,228)	200,000	3,556,861	(3,238,762)
Net Increase (Decrease) in Fund Balance	3,933,111	(343,719)	171,664	206,244	2,002,277	(2,293,242)
Fund Balances at Beginning of Year	7,307,109	525,152	2,268,734		1,795,172	40,102,724
Fund Balance at End of Year	\$ 11,240,220	\$ 181,433	\$ 2,440,398	\$ 206,244	\$ 3,797,449	\$37,809,482

The Evergreen State College

STATEMENT OF CURRENT FUND REVENUES,
EXPENDITURES AND OTHER CHANGES

June 30, 1988

	<i>Fiscal Year Ended June 30, 1987</i>	<i>Fiscal Year Ended June 30, 1988</i>	Current Funds	
			<i>Unrestricted</i>	<i>Restricted</i>
Revenues				
Tuition and Fees	\$ 3,588,559	\$ 4,062,885	\$ 4,062,885	\$
State Appropriations	15,553,980	15,293,066	15,293,066	
Government Grants and Contracts	3,733,148	3,056,146	76,376	2,979,770
Private Gifts, Grants and Contracts	258,165	421,667	11,684	409,983
Sales and Services of Auxiliary Enterprises	3,715,778	4,533,781	4,533,781	
Other Sources	882,547	607,143	646,380	(39,237)
TOTAL Revenues	<u>27,732,177</u>	<u>27,974,688</u>	<u>24,624,172</u>	<u>3,350,516</u>
Expenditures and Mandatory Transfers				
Educational and General:				
Instruction	8,717,312	8,488,841	8,457,230	31,611
Research	659,660	683,452	58,843	624,609
Public Service	297,829	621,521	531,839	89,682
Academic Support	3,331,844	3,264,095	2,987,433	276,662
Student Services	1,587,543	1,737,041	1,398,612	338,429
Institutional Support	3,535,817	3,762,454	3,680,300	82,154
Operation and Maintenance of Plant	3,292,637	2,790,862	2,787,379	3,483
Scholarships and Fellowships	2,210,992	2,184,542	114,043	2,070,499
Total Educational and General Expenditures	<u>23,633,634</u>	<u>23,532,808</u>	<u>20,015,679</u>	<u>3,517,129</u>
Auxiliary Enterprises				
Expenditures	3,801,627	4,126,834	4,069,832	57,002
TOTAL Expenditures	<u>27,435,261</u>	<u>27,659,642</u>	<u>24,085,511</u>	<u>3,574,131</u>
Transfers and Adjustments				
Mandatory Transfers	(16,667)	(327,958)	(407,470)	79,512
Non-Mandatory Transfers		(186,691)	11,309	(198,000)
Other Fund Balance Adjustments	(2,295,804)	3,788,995	3,790,711	(1,616)
TOTAL Transfers and Adjustments	<u>(2,312,471)</u>	<u>3,274,346</u>	<u>3,394,450</u>	<u>(120,104)</u>
Net Increase (Decrease) in Fund Balance	<u>\$ (2,015,555)</u>	<u>\$ 3,588,992</u>	<u>\$ 3,933,111</u>	<u>\$ (343,719)</u>

STATEMENT OF CHANGES IN FUND BALANCE June 30, 1987

For the Fiscal Year Ended June 30, 1987					
	Current Funds		Loan Funds	Plant Funds	
	Unrestricted	Restricted		Unexpended	Investment in Plant
Revenues and Other Additions:					
Unrestricted Current Fund Revenues	\$ 22,922,132	\$	\$	\$	\$
State Appropriations-- Restricted			107,512	284,359	
Gifts, Grants & Contracts- Restricted		3,927,498			
Proceeds from Loans Payable			1,059,984		
Expended for Plant Facilities					799,089
Retirement of Indebtedness					
Other Sources	487,335	395,212		396	
TOTAL Revenues and Other Additions	<u>23,409,467</u>	<u>4,322,710</u>	<u>1,167,496</u>	<u>284,755</u>	<u>799,089</u>
Expenditures and Other Deductions:					
Educational and General Expenditures	19,497,488	4,118,474			
Auxiliary Enterprises Expenditures	3,740,254	61,373			
Administrative and Collection Costs			56,563		
Grants and Subsidies			724,214		
Retirement of Indebtedness	50,000			112,534	
Interest on Indebtedness				67,048	
Expended for Plant Facilities				5,722,474	
Retirement of Capital Assets					1,193,658
Other Deductions					454,656
TOTAL Expenditures and Other Deductions	<u>23,287,742</u>	<u>4,179,847</u>	<u>780,777</u>	<u>5,902,056</u>	<u>1,648,314</u>
Transfers and Adjustments:					
Fund Balance Adjustments	1,290,411	35,122		39,155	
Fund Transfers	(3,776,276)	170,600	(80,000)	3,690,763	
TOTAL Transfers and Adjustments	<u>(2,485,865)</u>	<u>205,722</u>	<u>(80,000)</u>	<u>3,729,918</u>	
Net Increase (Decrease) in Fund Balance	(2,364,140)	348,585	306,719	(1,887,383)	(849,225)
Fund Balances at Beginning of Year	9,671,249	176,567	1,962,015	3,682,555	40,951,949
Fund Balance at End of Year	<u>\$ 7,307,109</u>	<u>\$ 525,152</u>	<u>\$ 2,268,734</u>	<u>\$ 1,795,172</u>	<u>\$ 40,102,724</u>

STATEMENT OF CURRENT FUND REVENUES, EXPENDITURES AND OTHER CHANGES

June 30, 1987

	<i>Fiscal Year Ended June 30, 1986</i>	<i>Fiscal Year Ended June 30, 1987</i>	Current Funds	
			<i>Unrestricted</i>	<i>Restricted</i>
Revenues				
Tuition and Fees	\$ 3,505,474	\$ 3,588,559	\$ 3,588,559	\$
State Appropriations	13,223,820	15,553,980	15,553,980	
Government Grants and Contracts	3,396,032	3,733,148	55,330	3,677,818
Private Gifts, Grants and Contracts	207,246	258,165	8,485	249,680
Endowment Income				
Sales and Services of Auxiliary Enterprises	3,227,179	3,715,778	3,715,778	
Other Sources	489,257	882,547	487,335	395,212
TOTAL Revenues	<u>24,049,008</u>	<u>27,732,177</u>	<u>23,409,467</u>	<u>4,322,710</u>
Expenditures and Mandatory Transfers				
Educational and General:				
Instruction	7,150,226	8,717,312	8,326,458	390,854
Research	470,319	659,660	115,087	544,573
Public Service	256,802	297,829	227,377	70,452
Academic Support	3,065,894	3,331,844	2,893,349	438,495
Student Services	1,401,985	1,587,543	1,363,229	224,314
Institutional Support	3,394,933	3,535,817	3,439,664	96,153
Operation and Maintenance of Plant	2,875,208	3,292,637	3,046,976	245,661
Scholarships and Fellowships	2,201,804	2,210,992	103,020	2,107,972
Total Educational and General Expenditures	<u>20,817,171</u>	<u>23,633,634</u>	<u>19,515,160</u>	<u>4,118,474</u>
Mandatory Transfers	67,917	16,667		16,667
Total Educational and General Expenditures and Transfers	<u>20,885,088</u>	<u>23,650,301</u>	<u>19,515,160</u>	<u>4,135,141</u>
Auxiliary Enterprises				
Expenditures	3,348,065	3,801,627	3,740,254	61,373
TOTAL Expenditures and Mandatory Transfers ..	<u>24,233,153</u>	<u>27,451,928</u>	<u>23,255,414</u>	<u>4,196,514</u>
Other Transfers and Additions (Deductions)				
Other Fund Balance Adjustments and Transfers	(363,077)	(2,295,804)	(2,518,193)	222,389
Net Increase (Decrease) in Fund Balance	<u>\$ (547,222)</u>	<u>\$ (2,015,555)</u>	<u>\$ (2,364,140)</u>	<u>\$ 348,585</u>

The Evergreen State College

STATEMENT OF CHANGES IN FUND BALANCE

June 30, 1986

	For the Fiscal Year Ended June 30, 1986				
	Current Funds		Loan Funds	Plant Funds	
	Unrestricted	Restricted		Unexpended	Investment in Plant
Revenues and Other Additions:					
Unrestricted Current Fund Revenues	\$ 20,092,340	\$	\$	\$	\$
State Appropriations - Restricted			107,369	4,554,555	
Gifts, Grants & Contracts - Restricted		3,467,411			
Proceeds from Loans Payable			678,816		223,511
Expended for Plant Facilities					107,264
Retirement of Indebtedness				1,928	
Other Sources	480,387	8,870			
TOTAL Revenues and Other Additions	20,572,727	3,476,281	786,185	4,556,483	330,775
Expenditures and Other Deductions:					
Educational and General Expenditures	17,141,374	3,675,797			
Auxiliary Enterprises Expenditures	3,348,065				
Administrative and Collection Costs			58,183		
Grants and Subsidies			696,730		
Retirement of Indebtedness				107,264	
Interest on Indebtedness				72,139	
Expended for Plant Facilities				762,926	1,126,790
Retirement of Capital Assets					
Other Deductions				41,843	
TOTAL Expenditures and Other Deductions	20,489,439	3,675,797	754,913	984,172	1,126,790
Transfers and Adjustments					
Fund Balance Adjustments	(457,643)	386,137	34,554	(2,036)	199
Fund Transfers	(67,917)				
TOTAL Transfers and Adjustments:	(525,560)	386,137	34,554	(2,036)	199
Net Increase (Decrease) in Fund Balance	(442,272)	186,621	65,826	3,570,275	(795,816)
Fund Balances at Beginning of Year	10,113,521	(10,054)	1,896,189	112,280	41,747,765
Fund Balance at End of Year	\$ 9,671,249	\$ 176,567	\$ 1,962,015	\$ 3,682,555	\$ 40,951,949

The Evergreen State College

STATEMENT OF CURRENT FUND REVENUES,
EXPENDITURES AND OTHER CHANGES

June 30, 1986

	<i>Fiscal Year Ended June 30, 1985</i>	<i>Fiscal Year Ended June 30, 1986</i>	Current Funds	
			<i>Unrestricted</i>	<i>Restricted</i>
Revenues				
Tuition and Fees	\$ 2,805,285	\$ 3,505,174	\$ 3,505,174	\$
State Appropriations	13,152,779	13,223,820	13,223,820	
Government Grants and Contracts	2,807,704	3,396,032	121,284	3,274,748
Private Gifts, Grants and Contracts	128,225	207,246	14,583	192,663
Endowment Income	2,077			
Sales and Services of Auxiliary Enterprises	2,869,651	3,227,179	3,227,179	
Other Sources	472,671	489,257	480,387	8,870
TOTAL Revenues	<u>22,238,392</u>	<u>24,049,008</u>	<u>20,572,727</u>	<u>3,476,281</u>
Expenditures and Mandatory Transfers				
Educational and General:				
Instruction	6,635,351	7,150,226	6,916,051	234,175
Research	78,921	470,319	18,913	451,406
Public Service	353,847	256,802	209,137	47,665
Academic Support	3,273,907	3,065,894	2,655,362	410,532
Student Services	1,464,951	1,401,985	1,204,313	197,672
Institutional Support	2,886,568	3,394,933	3,296,548	98,385
Operation and Maintenance of Plant	3,038,908	2,875,208	2,834,632	40,576
Scholarships and Fellowships	1,545,974	2,201,804	6,418	2,195,386
Total Educational and General Expenditures	<u>19,278,427</u>	<u>20,817,171</u>	<u>17,141,374</u>	<u>3,675,797</u>
Mandatory Transfers	64,501	67,917	67,917	
Total Educational and General Expenditures and Transfers	<u>19,342,928</u>	<u>20,885,088</u>	<u>17,209,291</u>	<u>3,675,797</u>
Auxiliary Enterprises				
Expenditures	2,983,949	3,348,065	3,348,065	
TOTAL Expenditures and Mandatory Transfers	<u>22,326,877</u>	<u>24,233,153</u>	<u>20,557,356</u>	<u>3,675,797</u>
Other Transfers and Additions (Deductions)				
Other Fund Balance Adjustments	(2,020,524)	(71,506)	(457,643)	386,137
Net Increase (Decrease) in Fund Balance	<u>\$ (2,109,009)</u>	<u>\$ (255,651)</u>	<u>\$ (-442,272)</u>	<u>\$ 186,621</u>

PROGRAM	1987-88			1988-89			
	ALLOTMENTS	ALLOTMENT CHARGES	VARIANCE	ALLOTMENTS	ALLOTMENT CHARGES	VARIANCE	BIENNIUM VARIANCE
01 Instruction & Departmental Research	8,697,368	8,457,230	240,138	9,463,204	9,826,931	(363,727)	(123,589)
02 Research	67,421	58,843	8,578	67,946	76,524	(8,578)	0
03 Community Service	604,891	531,749	73,142	616,022	687,276	(71,254)	1,888
04 Primary Support Service	754,197	762,282	(8,085)	853,878	813,041	40,837	32,752
05 Libraries	2,289,833	2,225,495	64,338	2,423,695	2,499,391	(75,696)	(11,358)
06 Student Services	1,409,468	1,398,612	10,856	1,514,559	1,688,942	(174,383)	(163,527)
08 Institutional Support	3,319,513	3,396,463	(76,950)	3,476,873	3,601,742	(124,869)	(201,819)
09 Plant Operations & Maintenance	3,071,254	2,787,738	283,516	3,338,727	3,330,796	7,931	291,447
TOTAL	20,213,945	19,618,412	595,533	21,754,904	22,524,643	(769,739)	(174,206)
	=====	=====	=====	=====	=====	=====	=====
FUND							
001 General Fund	19,628,795	18,970,261	658,534	21,080,036	21,738,570	(658,534)	0
149 Current General Local	105,961	113,522	(7,561)	190,611	183,050	7,561	0
148 Dedicated Revenue	479,189	534,629	(55,440)	484,257	603,023	(118,766)	(174,206)
TOTAL	20,213,945	19,618,412	595,533	21,754,904	22,524,643	(769,739)	(174,206)
	=====	=====	=====	=====	=====	=====	=====

PROGRAM	1985-86			1986-87			BIENNIAL VARIANCE
	ALLOTMENTS	ALLOTMENT CHARGES	VARIANCE	ALLOTMENTS	ALLOTMENT CHARGES	VARIANCE	
01 Instruction & Departmental Research	7,236,398	6,938,770	297,628	8,025,982	8,326,458	(300,476)	(2,848)
02 Research	67,000	18,913	48,087	67,000	115,087	(48,087)	0
03 Community Service	210,125	209,137	988	228,286	227,377	909	1,897
04 Primary Support Service	684,538	697,113	(12,575)	635,717	675,460	(39,743)	(52,318)
05 Libraries	1,864,177	1,980,038	(115,861)	2,165,880	2,217,889	(52,009)	(167,870)
06 Student Services	1,418,387	1,223,687	194,700	1,339,929	1,363,230	(23,301)	171,399
08 Institutional Support	3,146,508	3,131,790	14,718	3,345,555	3,277,151	68,404	83,122
09 Plant Operations & Maintenance	2,884,605	2,834,702	49,903	2,956,281	3,055,341	(99,060)	(49,157)
TOTAL	17,511,738	17,034,150	477,588	18,764,630	19,257,993	(493,363)	(15,775)
=====							
FUND							
001 General Fund	16,885,311	16,435,678	449,633	18,158,570	18,607,186	(448,616)	1,017
149 Current General Local	152,925	149,740	3,185	152,925	186,614	(33,689)	(30,504)
148 Dedicated Revenue	473,502	448,732	24,770	453,135	464,193	(11,058)	13,712
TOTAL	17,511,738	17,034,150	477,588	18,764,630	19,257,993	(493,363)	(15,775)
=====							

INSTRUCTIONAL COSTS

1986/87

	A	B	C	D	E	F
Interdisciplinary Studies	113,715	3,000	116,715	\$8,326,458	\$71.34	\$3,169.57
Total	113,715	3,000	116,715	\$8,326,458	\$71.34	\$3,169.57

1987/88

Interdisciplinary Studies	120,780	3,150	123,930	\$8,867,076	\$71.55	\$3,179.30
Total	120,780	3,150	123,930	\$8,867,076	\$71.55	\$3,179.30

1988/89

Interdisciplinary Studies	125,550	3,300	128,850	\$9,752,285	\$75.69	\$3,362.86
Total	125,550	3,300	128,850	\$9,752,285	\$75.69	\$3,362.86

Column A: Department or instructional area undergraduate course level student credit hours taught
Column B: Department or instructional area graduate course level student credit hours taught
Column C: Total of columns A and B
Column D: Total department or instructional area cost
Column E: Average cost per credit hour — columns D and C
Column F: Average cost per full-time equivalent student

INSTRUCTIONAL COSTS

	A	B	C	D	E	F
<u>1986/87</u>						
Interdisciplinary Studies	113,715	3,000	116,715	\$8,326,458	\$71.34	\$3,169.57
Total	113,715	3,000	116,715	\$8,326,458	\$71.34	\$3,169.57
<u>1987/88</u>						
Interdisciplinary Studies	120,780	3,150	123,930	\$8,867,076	\$71.55	\$3,179.30
Total	120,780	3,150	123,930	\$8,867,076	\$71.55	\$3,179.30
<u>1988/89</u>						
Interdisciplinary Studies	125,550	3,300	128,850	\$9,752,285	\$75.69	\$3,362.86
Total	125,550	3,300	128,850	\$9,752,285	\$75.69	\$3,362.86

Column A: Department or instructional area undergraduate course level student credit hours taught
Column B: Department or instructional area graduate course level student credit hours taught
Column C: Total of columns A and B
Column D: Total department or instructional area cost
Column E: Average cost per credit hour — columns D and C
Column F: Average cost per full-time equivalent student

XII. ADMINISTRATION

A. BOARD OF TRUSTEES

The Evergreen State College, established in Thurston County by the 1967 Washington State Legislature, operates under the provisions of RCW 28B.40. Management of the college, care and preservation of its property, erection and construction of necessary buildings and other facilities, and authority to control collection and disbursement of funds, are vested in a seven-member Board of Trustees appointed by the governor with consent of the Washington State Senate for six-year overlapping terms.

Kay Boyd	Unit manager, Washington State Interagency Department of Community Development; Mayor of Lacey, Washington; Evergreen alumna.
Herbert Gelman	Attorney, Tacoma, Washington.
George Mante	Staff member, Washington State Department of Employment Security. Mr. Mante's term has expired. The Governor will designate a replacement.
Richard Page	Executive Director, Washington Roundtable, a think-tank of CEOs of Washington's largest corporations.
William T. Robinson	Attorney. Mr. Robinson's term has expired. The Governor will designate a replacement.
David K. Y. Tang	Attorney. Mr. Tang has been asked by the Governor to join the State's Higher Education Coordinating Board. A replacement will be named by the Governor.
Allan M. Weinstein	President and co-owner of furniture company, Vancouver, Washington.

None of the trustees have contractual, employment or personal financial interest in The Evergreen State College.

The president sits in an ex-officio (non-voting) capacity with the Board of Trustees, as do representatives from the staff, faculty and alumni.

The board bylaws call for monthly meetings. Recently, the board chairman played an influential role on the Higher Education Coordinating Board SAFE funding committee. In recent years, accomplishments and activities of the board include: (1) adoption of a Strategic Plan to guide the future of the college, a plan which helped convince the

State's Higher Education Coordinating Board to re-affirm Evergreen's non-traditional role in higher education; (2) approval of an admissions policy capable of maintaining the college's commitment to the underprivileged and to those ill-served by traditional education; (3) participation with the faculty and the administration in raising the percentage of faculty of color at the college to 20%, a vital component of the effort to prepare students for a multicultural world; (4) approval of the construction of a housing addition to accommodate 213 students; (5) approval of controversial policies regarding the grievance and appeal process and a pet policy; (6) support of innovating budget requests; (7) support of students' efforts to establish a student governance process; (8) approval of minority recruitment as a top college priority; and (9) significant involvement in the development of major faculty reappointment and termination policies.

The board has the powers and duties granted by law (RCW 28B.40) and is responsible to the state of Washington. Presumably, challenges by the state of Washington could reverse actions of the board. To date, there has been no instance of a review resulting in a reversal of board action.

Specific powers and duties of the board include:

1. Full control of the state college and its property of various kinds;
2. Responsibility to employ the president;
3. With the assistance of the faculty, the board shall prescribe the course of study (providing program approval by the state Higher Education Coordinating Board of all courses leading to teacher certification);
4. Establish such divisions, schools or departments necessary to carry out the purposes of the college and not otherwise proscribed by law;
5. May establish and erect such new facilities as determined by the board to be necessary for the college;
6. May acquire real and other property as provided in RCW 28B.10.020;
7. Except as otherwise provided by law, may purchase supplies and equipment;
8. May enter into lease and contract arrangements; and
9. May promulgate such rules and regulations as the board may in its discretion deem necessary or appropriate to the administration of the college.

B. ADMINISTRATIVE ORGANIZATION

Evergreen's president is chosen by and is directly responsible to the Board of Trustees for executive direction and supervision of all operation of the college. The board approves the organizational structure insofar as it involves positions reporting to the president and vice presidents, and confirms the appointment of the vice presidents upon the recommendation of the president.

The following administrators received appointments as members of the faculty in virtue of their offices: president, vice president and provost, academic deans, and the dean of Library Services.

The college's organization chart and a brief resume of administrative personnel follow.

C. GOVERNANCE

Evergreen's governance system is established in the document, "Governance and Decision-Making at The Evergreen State College," (Washington Administrative Code 174-108-010). The governance document is supplemented by the "Social Contract" (Washington Administrative Code 174-120-020), a conduct code for students, faculty and staff.

An all-campus governance ad hoc committee reviewed the governance structure at Evergreen in 1985. The committee issued a report calling for the creation of the President's Advisory Board (PAB) with members representing the students, faculty, and staff. The PAB is used in two ways. First, the president may request that the PAB provide him/her with advice when a proposed policy has caused or may cause the conditions for inter-constituency conflict. Second, a constituency, through its members on the PAB, may request that a recommendation be given to the president.

Evergreen currently has no faculty or student senate or administrative councils, although the college's thinking about governance is changing rapidly. The faculty maintains a few standing committees, composed almost entirely of faculty members, electing members as their representatives on the Agenda Committee, the Council of Faculty Representatives (with membership of faculty from other institutions of higher education), and the President's Advisory Board. Faculty members are also appointed to standing committees that deal with curriculum planning and coordination, professional development, research, hiring, budget, and special events. To initiate new policies, to set the framework for informed decisions, and even to screen candidates for administrative positions, the most widely used consultative device is a "disappearing task force" (DTF): an ad hoc committee with membership from the student body, faculty and staff.

The governance structure generally emphasizes good communications and the availability to all of full and timely information; regular "feedback" from students, faculty and staff (for which the President's Advisory Board serves as a principal vehicle); regular and thorough

evaluation of administrators; a readily available initiative process; and a grievance and appeals process which emphasizes informal resolution of disputes where possible.

Several governance revisions are in the offing which reaffirm the Evergreen community's commitment to participatory decision-making. The most significant of these are the proposed student governance process and a revamped agenda-setting process for Academics. At the time of this writing, students have experimented with an interim governance structure and have voted to endorse a governance proposal. Pending clarification of issues concerning affirmative action, the Board of Trustees approved the new student governance structure in June.

As mentioned in Chapter IV, faculty have expressed a strong interest in developing a manageable agenda for each year's governance activities. The faculty, Agenda Committee, deans, provost and president are committed to this process.

Evergreen publishes its standing policies and procedures in the Evergreen Administrative Code (those sections with external application and effect are repeated in the Washington Administrative Code) and the Faculty Handbook. The Social Contract is also printed annually in the catalog.

D. PHYSICAL PLANT

The director of Facilities administers the physical plant. The director reports to the vice president for Finance and Administration.

The director of Facilities is responsible for plant maintenance and operation, including the management of custodial, maintenance, parking, motor pool, energy systems, engineering, architecture, grounds and safety services. The director is also responsible for developing and monitoring capital and operating budgets, including the management of capital construction projects.

The director is authorized to purchase supply and repair materials for the maintenance of the plant provided such expenditures are within the budget plan. The budget plan provides funding for normal maintenance and repair. The capital budget provides funding for renovation projects, and new construction and, in past biennia, deferred maintenance.

The director of Facilities adheres to purchasing and contracting guidelines established by the state system. These are summarized as follows:

1. The state Department of General Administration delegates purchasing authority except for goods and services contracted on a statewide basis. Some of these contracts are mandatory. If so, the college is required to use them regardless of price or quality. Non-mandatory contracts may be circumvented for good reason.

2. The Department of General Administration delegates purchase authority for goods and services not on contract. That authority has the following controls:
 - a. Purchases under \$500 may be purchased directly without evidence of competition but they are subject to approval by the college purchasing manager.
 - b. Purchases from \$500 to \$4,999 are required to be competitively bid.
 - c. Purchases from \$5,000 must be purchased through the sealed bid process.
3. Emergency purchases of goods and services may be processed without competition and without dollar limitation. Such purchases require the president's approval and they must be reported to the Department of General Administration within three days of purchase.
4. The college administers its own construction and remodeling projects. These projects are competitively bid following the state Bureau of Public Works guidelines. There are no dollar limitations.

The director of Facilities is the appointing authority for all positions in plant operations and is also responsible for supervision. Appointments are made following a thoroughly structured process of applicant recruitment, evaluation, rating and interviewing. Rules established by the Higher Education Personnel Board govern employee selection and supervision.

The development of the physical plant is primarily driven by enrollment and program. Sources of funding for new facilities are provided by legislative appropriation, except that housing, food service and college activity facilities are funded from dedicated revenues.

The initiative for new facilities comes from the responsible program area. The Facilities office prepares schematic designs and cost estimates. Projects funded from legislative appropriation are then prioritized and presented to the Office of Financial Management. The Governor's office prepares and submits the governor's capital budget plan to the Legislature. Projects funded from dedicated revenue (housing, food service and college activities) are proposed by these respective programs. Financing is typically provided through the sale of revenue bonds. However, some projects may be funded through accumulated cash reserves or by contract with private service organizations.

E. PUBLIC RELATIONS

The Office of Information Services and Publications is a section of the College Advancement division. The office staff includes the director, an information officer, a secretary and a three-member graphics

department. The office produces most of the major on- and off-campus print communications, such as the school catalog, viewbook, alumni newsletter, special events announcements and publicity, news releases and in-house staff newsletter.

Marketing the college to prospective students is a primary effort of this office. Rather than a particular age range, the college aims the appeal to students who are interested in interdisciplinary studies, close interaction with faculty, and education which focuses on problem solving and improving society.

The college's innovative methods and enduring quality are well known in the media, both locally and nationally. It has positioned itself as offering a unique and most effective education and has developed strong appeal in- and out-of-state.

F. EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

The Evergreen State College actively recruits qualified women and ethnic minorities for all faculty and staff positions. Our basic premise in recruitment is that protected class members are appropriate hires for all positions and particularly desirable for those job categories shown to have under-utilizations.

Significant measures that have contributed toward increased numbers of women and ethnic minority hires have included: institutional leaders stating a commitment to affirmative action and supporting individual, unit, and divisional efforts; establishing national networks from which to recruit; allocating the resources necessary for attracting particular populations through specialized advertising and personal contact; developing training programs that support the promotion of women and ethnic minorities; and affirmative action training for all hiring committees.

The college's 1988 Affirmative Action Report shows significant success between 1987 and 1988. Some highlights include:

	<u>1987</u>	<u>1988</u>
Administrative positions:		
Women	52.3%	60.7%
People of Color	18.5%	21.3%
Faculty positions:		
Women	35.9%	36.3%
People of Color	12.4%	16.3%
Professional positions:		
Women	48.3%	67.2%
Clerical positions:		
People of Color	10.5%	13.1%



Joseph D. Olander
President

President's Staff:

Shirley Walter, Administrative Secretary
Rita Brackenbush, Administrative Assistant
Steve Trotter, Budget Officer
Masaharu Jones, Internal Auditor

Kathleen Garcia, Executive Assistant to the President
Jennifer Jaech, Assistant to the President for
Governmental Relations
Margarita Mendoza de Sugiyama, Special Assistant
to the President (Affirmative Action)

Ken Winkley
Vice President for
Finance & Administration

Les Purce
Vice President for
College Advancement

Patrick Hill
Vice President for
Academic Affairs & Provost

Gail Martin
Vice President for
Student Affairs

Verna Baker
Administrative Secretary

Vallie Jo Fry
Administrative Assistant
for Budget

Jim Johnson
Director of
Computer Services

Rita Cooper
Director of
Employee
Relations

Jim Duncan
Director of
General Services

Ken Jacob
Director of
Facilities

Becky Gallagher
Controller

Denis Snyder
Director of
Book Store &
Food Services

Melissa Ann Ryan
Administrative Secretary

Mark Clemens
Director of Information
Services & Publications

Larry Stenberg
Director of Alumni &
Community Relations

Director of Planned
Giving & Acting Director
of Capital Campaign

Don Chalmers
Director of Corporate
& Foundation Relations

Ellie Dornan
Director of
Development Research

Forrest Wilcox
Director of
Annual Giving

Sue Ilirst
Administrative Secretary

Kris Johansson, Assistant to the Provost

Karen Wynkoop, Associate V.P. for Aca-
demic Budget & Financial Planning

Steve Hunter, Director of Planning
& Research

Russ Lidman, Director of WSIPP

Dan Leahy, Director of Labor Center

Rudy Martin/Karen Munro, Directors
of National Faculty

Barbara Smith, Director of Wash. Center

Academic Deans:

Barbara Smith

Michael Beug

Carolyn Dobbs

Matt Smith

Chuck Pailthorp

Jose Gomez

— **Faculty**

— **Joyce Weston**

Director of Student Advising Center

Sarah Pedersen
Dean of Library Services

Kate Crowe
Administrative Secretary

Bill Zaugg
Administrative Assistant for Budget

Stone Thomas
Dean of Student Development

Arnaldo Rodriguez
Dean of Enrollment Services

Ron Cheatham
Director of Recreation
& Athletics

Gary Russell
Chief of Security

Jeannie Chandler
Director of Housing

TABLE 11.051
Kay Boyd
Herb Gelman
George Mante
Dick Page
Bill Robinson
David Tang
Allen Weinstein

G. ADMINISTRATIVE STAFF**Joseph D. Olander, President**

Assumed position: January 1985

Education: B.A., English
M.A., English
Ph.D., Political Science

Experience: Vice President for Academic Affairs and Professor of English, University of Texas at El Paso; Executive Vice President and Professor of Political Science, Florida International University; Special Assistant for Higher Education to the Commissioner of Education, State of Florida; Associate Dean, College of Arts and Sciences, Florida International University; Assistant Professor of Politics and Public Affairs, University of Miami.

Duties: Chief administrator of the college.

Kathleen Garcia, Executive Assistant to the President

Assumed position: July 1988. Appointed Budget Director in 1984.

Education: B.A., Anthropology
M.S., Human Resource Management

Experience: Assistant to the President for Management Evaluation and Budget Director, The Evergreen State College; Environmental Planner, Budget Analyst, state Department of Ecology; Management Analyst, Salt Lake County; Student Program Coordinator, University of Utah.

Duties: Provides support to the president in the area of institutional policy development and operations review and assessment. Coordinates the work of the members of the president's staff, which includes audit, budget, governmental relations and affirmative action. Represents the college and the president with the Higher Education Coordinating Board, the Office of Financial Management, the legislature and other external agencies.

Margarita Mendoza de Sugiyama, Special Assistant to the President for Affirmative Action

Assumed position: September 1985

Education: B.S., Psychology,
Graduate Study in Applied Behavioral Science,
Rehabilitation Counseling, Sign Language
Interpreter Training

Experience: Student Personnel Administration, Boise State University; Civil Rights Investigator, State of Idaho; Upward Bound Director, Academic/Guidance Counselor, Washington State University; Women's Program Commissioner, State of Idaho.

Duties: Responsible for investigating alleged violations of the affirmative action policy, documenting the findings and interpreting state and federal laws as they apply to the cases. Conducts orientation and training sessions and

monitors the hiring process for all faculty and exempt staff positions. Responsible for assessing, developing and providing support services for persons of disability. Serves as a resource person, mediator, facilitator and consultant; works to ensure awareness of and compliance with affirmative action priorities and equal opportunity law.

Jennifer Jaech, Assistant to the President for Governmental Relations

Assumed position: October 1988

Education: B.A., The Evergreen State College

Experience: Research Analyst, Washington State Senate

Duties: Represents the college before governmental agencies; directs the college's relations with the state legislature through legislative strategy development, analysis of legislative activity, and contact with legislators, legislative staff, and legislative liaisons from other involved entities.

Steve Trotter, Budget Officer

Assumed position: November 1986. Appointed Accountant in 1980.

Education: A.A., Accounting, Management and Supervision

Experience: Budget Analyst and Accountant, The Evergreen State College; Accountant, state Office of Financial Management; Financial Planner, private practice.

Duties: Responsible for the development of the operating and capital biennial and supplemental budgets. Facilitates management and planning of the college's fiscal resources. Develops policies and procedures and systems support for budget monitoring and budget request preparation. Contact for inquiries from and response to external entities on fiscal matters. Analyzes and interprets fiscal data for the president and college administrators.

Masaharu Jones, Internal Auditor

Assumed position: December 1987

Education: B.S., Business Administration with emphasis in Accounting

Experience: Financial Auditor and Computer Audit Specialist, Audit Supervisor, Office of State Auditor; Payroll Tax Auditor, Department of Benefit Payments, State of California.

Duties: Examines the effectiveness of all levels of management in their stewardship of college resources and their compliance with established policies and procedures. Recommends improvement of management controls. Reviews procedures and records for adequacy. Publishes audit reports. Acts as liaison between the college and external auditors.

Ken Winkley, Vice President for Finance and Administration

Assumed position: August 1988. Appointed Controller in 1968.

Education: B.A., Accounting
M.B.A.

Experience: Joined The Evergreen State College soon after it was established as Controller; then served as Director of Facilities and Associate Vice President for Administrative Services.

Duties: Manages the resources of the college by planning, developing and establishing policy and by directing, monitoring, evaluating and guiding the activities of subordinates responsible for the functions of the controller's office, facilities, employee relations, general services, bookstore and food service, and computer services. Also serves as the assistant treasurer of The Evergreen State College Foundation.

Les Purce, Vice President for College Advancement

Assumed position: March 1989

Education: B.A., Psychology
M.A.Ed., Student Personnel
Graduate work in Clinical Psychology
Ed.D., Counselor Education

Experience: Academic--special assistant to university president for economic development and research, member of the faculty, counseling psychologist and cooperative education director. Idaho State administrator--director of the Department Health and Welfare and the Department of Administration; administrator of the Division of General Services. Chief operating officer of an electrical engineering and design firm. Mayor and councilman of Pocatello, Idaho.

Duties: Responsible for managing all of the college's programs in the areas of development (annual fund, deferred giving, grants, corporate and foundation relations, research); alumni and community relations; public relations (publicity, publications, advertising); and other marketing and college relations functions assigned by the president.

Patrick Hill, Vice President for Academic Affairs and Provost

Assumed position: June 1983

Education: B.A., Philosophy
M.A., Philosophy
Ph.D., Philosophy

Experience: Associate Professor, State University of New York at Stony Brook; founder and chairperson of the Contemporary Issues Seminars; founder and chairperson, Federated Learning Communities (a curricular experiment).

Duties: Primary duty is to work with the faculty to assure the quality of the academic programs of the college by establishing the academic agenda, establishing academic standards, assessing programs and student outcomes, reviewing recommendations for faculty appointments, monitoring the faculty evaluation and development process, overseeing

management of the academic budget, interpreting policy and translating it into curricular direction, and assuring that library services meet the needs of the college's academic programs. The position performs a related and similar role in the college's emerging public and community service functions. The position works with the president to respond to external regulatory agencies and to promote public understanding of the college.

Karen Wynkoop, Associate Vice President for Budget and Financial Planning

Assumed position: September 1985. Appointed Accountant/Accounting Supervisor in 1978.

Education: B.A., The Evergreen State College
C.P.A., 1981

Experience: Acting Vice President for Business Affairs, Controller, Chief Accountant, Accountant/Accounting Supervisor - TESC; operations management, commercial banking.

Duties: Provides short- and long-term financial planning for the Academic Division, which includes the instruction and library programs. Develops, manages and monitors all divisional budgets based on allocations approved by the president, provost and deans. Provides periodic status reports, provides cost analysis, and generally manages allocations to assure the best use of resources. Manages and supervises an effective program of volunteer services. Supervises the budget coordinator and program secretaries (secretaries who support all of the faculty).

Barbara Smith, Senior Academic Dean

Assumed position: April 1978

Education: B.A., Political Science
M.A., Political Science
Ph.D., Political Science

Experience: Professor of political science; monitoring instructional, capital, and equipment budget; planning and allocation of academic space; responsibility for summer school and graduate programs.

Duties: Responsible for faculty hiring, curriculum, part-time studies, teacher education, faculty development, faculty evaluation; Director of the Washington Center for the Improvement of Undergraduate Education.

Michael Beug, Academic Dean

Assumed position: September 1986. Appointed member of the faculty in 1972.

Education: B.S., Chemistry
Ph.D., Organic Chemistry

Experience: Assistant Professor, Harvey Mudd College; member of the faculty, TESC, Environmental Studies and Science Instruction.

Duties: Supervises academic support staff; responsible for

academic budget, academic space allotment, summer school, faculty evaluation; acts as liaison with Computer Services, Media Services, Student Advising Center; oversees Vancouver branch campus.

Carolyn Dobbs, Academic Dean

Assumed position: September 1987. Appointed member of the faculty in 1971.

Education: B.A., History and Political Science
M.A., Political Science
M.U.P.
Ph.D., Urban Planning

Experience: Data Processing Technician, Memphis/Shelby County Planning Commission; City Planner for Commonwealth of Kentucky; Research Assistant, Teaching Associate and Instructor at University of Washington; member of the faculty at TESC -- children's literature, agriculture, community development.

Duties: Responsible for graduate programs, assessment, public service, Tacoma branch campus, Centennial, HECB coordination, Human Subjects Review Board, Enrollment Coordinating Committee, faculty evaluation; liaison with PRI, National Faculty, Labor Center, and Washington Institute for Public Policy.

Matt Smith, Academic Dean

Assumed position: September 1987. Appointed member of the faculty in 1973.

Education: B.A., Political Science
M.A.T., Secondary Education
Ph.D., Political Science

Experience: Member of the faculty -- political science, political economy and social change, environmental studies.

Duties: Responsible for faculty evaluation; program reviews; faculty governance liaison; academic standing, leaves and appeals; preparation of accreditation review of academic programs.

Chuck Pailthorp, Academic Dean

Assumed position: September 1988. Appointed member of the faculty in 1971.

Education: B.A., Philosophy
Ph.D., Philosophy
Extensive training in music, vocal

Experience: Faculty member in Department of Philosophy at SUNY/Buffalo; member of the faculty at TESC; copy editor, People Magazine, Time, Inc.; extensive experience as a professional musician with opera companies and symphony orchestras on both the east and west coasts.

Duties: Responsible for hiring, Core Programs, Writing/Math Center, faculty evaluation, Communications Board, student orientation, new faculty orientation.

Jose Gomez, Assistant Academic Dean

Assumed position: November 1988

Education: B.A., Education

J.D., Harvard Law School

Graduate studies in Latin American Literature (as a Fulbright Scholar), Spanish and Latin American Literature, and in the Master's in Public Administration program.

Experience: Executive Director, La Raza Legal Center, San Francisco; Executive Director, Human Rights Foundation, San Francisco; High School Teacher; Community Relations Assistant, California Governor's Office; Executive Assistant to the President (Cesar Chavez), United Farm Workers of America; Peace Corps Volunteer, Brazil.

Duties: Works with deans, faculty, and affirmative action officer to coordinate faculty hiring process and increase cultural diversity of applicants, and develops contacts with graduate students of color to encourage them to apply for faculty positions. Assists in developing opportunities for faculty and students to work and study in Latin America and the Orient, and opportunities for faculty and students from other countries to work and study at Evergreen. Assists in developing internship and intensive language opportunities in Latin America and the Orient. Assists faculty and students with preparation for stays in other countries, and in the development of financial resources for study abroad. Represents Evergreen at inter-institutional meetings on international studies. Serves as liaison between the faculty and students from other countries. Assists in planning summer school.

Sarah Pedersen, Dean of Library Services

Assumed position: June 1986. Appointed Librarian in 1980.

Education: B.A., English Literature

M.S.L.S.

M.A., English Literature

Experience: Librarian, Technical Services, TESC; Acting Special Collections Librarian and Cataloging Librarian, Northern Arizona University.

Duties: Guides planning, sets policy and provides overall management for library services. Coordinates library activities with campus community. Formulates basic library policy and philosophy. Coordinates library budget building, staff supervision and personnel development. Develops the library to its fullest potential as a learning resource. Integrates library services and resources with other learning functions on campus.

Gail Martin, Vice President for Student Affairs

Assumed position: October 1985. Appointed member of the faculty in 1971.

Education: B.A., English Education
M.A., English Literature
Ed.D., Student Personnel Administration

Experience: At TESC -- Acting Dean of Student and Enrollment Services, Career Planning and Placement Coordinator, Financial Aid and Placement Counselor, member of the faculty.

Duties: Directs the staff and manages the resources of the Student Affairs division, which is comprised of 79 employees and has a budget of \$3,500,000. Units in this division include Enrollment Services (admissions, registration/records, and financial aid), Student Development (career development, counseling and health services, minority affairs, student activities and advising), and Recreation/Athletics, Housing and Campus Security. Plays a large role in campus governance, especially with respect to student participation in decision-making and in the review of student conduct decisions. Along with the other three vice presidents, serves on the president's management team and participates in the formulation of internal and external policies.

Arnaldo Rodriguez, Dean of Enrollment Services

Assumed position: October 1985. Appointed Director of Admissions in 1977.

Education: B.A., Psychology
M.A., Counseling Psychology

Experience: Director of Admissions, TESC; Director of Admissions and Records, Southwestern Oregon Community College.

Duties: Coordinates the services among the different offices in the unit in order to serve prospective and current students and graduates. Administers the scholarship program, chairs the Enrollment Coordinating Committee and monitors the academic warning process. Plans and executes new student orientation; selects and trains students who serve as peer advisors during registration periods. Assists the Academic Dean responsible for the enforcement of the policy regulating filing of faculty evaluation of students. Plans and executes annual commencement ceremonies. Adjudicates appeals from students who have encountered some difficulty in any of the offices reporting to the Dean.

Stone Thomas, Dean of Student Development

Assumed position: October 1985. Appointed Director, Third World Coalition, in 1975.

Education: B.A., Sociology
M.A., Sociology

Experience: Educational Support Programs Director and Third World Coalition Director at TESC; Educational Opportunities Program Advisor and Upward Bound Director.

Duties: Administration of the Student Development unit, which includes Career Development, Childcare Center, Counseling and Health Services, First Peoples Advising Services, KEY Student Services, Student Activities Administration, Student Media

(newspaper and radio station), and Upward Bound. Collaborates with Dean of Enrollment Services in implementing the college enrollment management plan, with specific responsibilities for coordinating new student orientation and retention focused programming. Serves as campus mediator.