



The Evergreen State College

To: All Faculty and Teaching Staff
From: Rita Pougiales, Academic Dean for Faculty Development
Date: April 16, 2003

Announcing Summer Institutes 2003

Registration Deadline: May 16, 2003

What follows are the summer institutes for this year. At the center of these offerings are a number of team planning institutes – New Faculty and Their Teams, Core Team Planning, Team Planning Institutes and Evening/Weekend Studies Orientation and Planning. We have tried to maximize the number of spaces in these team planning institutes so that every faculty member, with his or her teammates, has time this summer for sustained planning. This year we continue to work closely with other areas of the college: Advising, Institutional Research, and the Washington Center. Please note that faculty are invited to participate in two Washington Center national institutes – first, the National Learning Communities Project Institute out of which we hope will emerge a ‘leadership team’ for future national learning communities summer institutes at Evergreen, and second, as participants in Quantitative Literacy Across the Curriculum at the Sleeping Lady Mountain Resort. I hope all of you will take advantage of these opportunities.

There are a few changes, or new emphases, I would like to note. First, each of the deans will help convene one of the Team Planning Institutes. This allows all the deans a chance to be close to faculty as they plan and to hear directly ideas and concerns faculty have about current conditions and expectations of programs. And, second, we are offering additional institutes with “nearly new faculty” and their teammates in mind. Using the title of “Taking Stock,” we have designed these institutes as a way for newer faculty to reflect on their past year of teaching, select aspects of their teaching to focus on, and then, with team mates, fold these areas of interest into their upcoming program design and emphases. This is a version of “faculty development” that is intended to be well grounded in team planning and team teaching.

We have worked to offer an array of both pedagogically and intellectually stimulating institutes. As in the past, all participants in these institutes will be paid a stipend of \$125 a day. No institute will be funded with less than 8 faculty and several have upper limits. If you are teaching Core next year, be sure to register for the Core Institute and if you are teaching with a newly hired faculty, please register for the New Faculty and Their Teams Institute. Also please consult with your teaching team and decide which of the four Team Planning Institute suites you best. No individual planning is funded.

Thanks, and remember the sooner you sign up, the more certainty you have that the institute will be funded.



The Evergreen State College
Summer 2002
Faculty Institutes

April 16, 2003

New Faculty and Their Teams – June 16-18

Core – June 16-19

Team Planning Institutes
June 16-19 or June 23-26 or
July 28-31 or Sept 8-11

National Learning
Communities Project Institute
– June 24-29

Designing Workshops – June
30-July 2

Taking Stock: Reflection and
Planning – July 9-11 or August
11-13

Writing Evaluations and
Student Self-Assessment –
July 14-16

Teaching Autobiographical
Writing Across the
Curriculum – July 29 - 31

Critical Thinking – July 28-31

Quantitative Literacy Across
the Curriculum – August 4-8

Web Page Design – Aug 6-8

Instructional Technology –
August 18-22

Bridging Academic and
Student Support – August 25-
27

Sustainability: The Evergreen
Campus – Sept 2-5

Assessing Complex
Knowing – Sept 12

Effective Seminars – Sept 11-
12

Fundraising in the Sciences –
Date TBA

**New Faculty and Their Teams:
Issues of Time, Voice, and Balance**

June 16 – 18

Rita Pougiales, Convener

This workshop gives new faculty the opportunity to begin their orientation into the Evergreen community with their teaching partners. Program teams will meet for three days to do some serious program planning and to welcome new faculty. The workshop will deal with the issue of designing programs that have manageable teaching loads, as well as help new faculty voice their needs and concerns. Basically the notion is not to let program design be imposed on new faculty and to make established faculty aware of the needs of their new colleagues. Teams will work separately and together during the three days, sharing their insights and getting to know each other. If you are teaching with a new faculty, we strongly encourage you to sign up for this workshop.

Core Planning

June 16 – 19

Brian Price, Convener

This workshop is especially designed to support Core program planning. The faculty will explore ways to weave Gen Ed student expectations into their programs. We will also discuss the issues and problems new students have in adjusting to college and to the Evergreen community and how best to address them. Core Connectors and Learning Resource Center advisers will be available to help.

Team Planning Institutes

June 16 – 19

June 23 – 26 (at Tacoma campus)

July 28 – 31

Sept 8 – 11

We will offer four institutes over the summer to give faculty teams time to do program planning together. The intent is to provide time for faculty to design programs around significant themes and questions which also keep in mind ways in which students can meet Evergreen expectations in their programs. We will encourage teams to share their work with other teams, trading strategies and content and helping each other with the planning. Most days will be devoted to planning, with kibitzers on demand—kibitzers that can help with planning around writing, quantitative reasoning, critical thinking, diversity, advising and information technology. Note: The June 23 - 26 planning institute will be at the Tacoma campus where the faculty there have invited teams to plan independently and collaboratively with them. If those dates are better for you and your team, you are welcome to sign up for those four days. This would be especially useful for Evening/Weekend Studies teams whose students are often adult learners with similar needs and concerns as the Tacoma students. Please get together with your team to choose the best week to come together.

Taking Stock: Reflection and Planning

July 9 – 11

Gillies Mainarich, Rita Pougiales, Conveners

or August 11 – 13

Emily Lardner, Rita Pougiales, Conveners

This institute is intended for 2nd and 3rd year faculty members and their 2003-04 teammates. This institute will begin with a series of reflective practices intended to assist faculty in evaluating their previous teaching and selecting areas they want to focus on in the upcoming year. Reflective activities will center around each faculty member's portfolio: by reviewing program documents, evaluations, lectures, workshop and lab materials we intend to help faculty members (new and old) locate and describe areas of teaching they want to work on deliberately and in some depth. This may lead some to focus on methods of teaching writing or encouraging more substantive seminar discussions or designing relevant lab exercises. Team members will have time and assistance designing program content and activities.

Writing Evaluations and Student Self-Assessment

July 14 – 16

Stephen Beck, Sam Schrager, Conveners

This institute will provide an opportunity for faculty of all levels of experience at Evergreen to reflect on the practice of writing narrative faculty evaluations of students. Through reading, seminar, and discussions of evaluations, including each other's, we will address a number of topics related to evaluations. These topics will include: styles of faculty evaluations, the purposes and audiences of evaluations, their role in the complete student transcript and in particular their relation to students' self-evaluations, and the place of written evaluations in learning. Tim Riordan from Alvemo College will join us to listen and share some insights from their work with student self-assessment.

Critical Thinking

July 28 – 31

David Marshall, Bill Condon, Conveners

What does the assessment of student learning look like from an institutional perspective? Too often, institutional-level measures of learning seem virtually unrelated to the learning of individual students. In this institute, faculty will help create a way of assessing critical thinking that considers the growth and development of individual students yet also permits a more meaningful evaluation of performance across the institution. Our work will provide a view of student thinking complementary to assessments of complex learning that can occur in individual programs, and is designed in part to be an in-depth exploration of some of the pedagogical themes of the "Taking Stock: Reflection and Planning" and "Writing Evaluations and Student Self-Assessment" institutes. This institute also builds from the work of last year's evaluation of student transcripts, and will attempt to make connections between critical thinking as demonstrated in student portfolios and evidence of the growth of critical thinking abilities from narrative evaluations. Institutes offered later this summer ("Designing Workshops" and "Assessing Complex Knowing") will continue and broaden our discussion of assessments relevant to the Evergreen approach to teaching and learning.

Teaching Autobiographical Writing Across the Curriculum

July 29 - 31 (at Tacoma campus), Eddy Brown, Convener

This institute is about autobiography and autobiographical writing. We will look at many expressions of autobiography - as writing, reading and oral presentation. The institute is intended to orient faculty to the value, purposes and methodology for teaching and assessing the personal narrative and expository reader responses as interdisciplinary program components. The institute will consist of interactive sessions that will cover the range of course elements, i.e., concept, learning objectives, assignments, in-class activities and assignment assessment.

Web Design

August 6 – 8

Julian Pietras, Amy Greene, Alley Hinkle, Conveners

This institute focuses on the design and development of academic program web sites using Dreamweaver and Photoshop. We will emphasize the presentation of curricular content and techniques for digital still image manipulation for web publishing.

Instructional Technology

August 18 – 22

Julian Pietras, Amy Greene, Alley Hinkle, Conveners

This institute will emphasize program planning and technology experimentation as we explore instructional technology tools currently available at Evergreen. We will develop familiarity with the tools as we explore integration of the available technology into program activities. Sessions will include time for teams to perform digital research, and explore, design, develop and test possible technology-based program activities. Staff will be available during the work sessions to offer advice and support as teams experiment with and discuss applications. We will use Web Crossing (WebX), Lyris (email distribution list serve), Photoshop, PowerPoint, program file shares, and iMovie. Opportunities for more intensive group work with the tools your team selects will be provided. **Teaching teams will be given priority for enrollment. At least one faculty in each team must have web development expertise.** We will conclude with group presentations.

Bridging Academic and Student Support through Program Structure

August 25 – 27

Kitty Parker, Sherry Walton, Conveners

Students who have both the support (including academic tools) and the challenge they need are most successful in college. Our goal in this institute is to make time and information available to faculty so they can design activities directly into their program syllabi that integrate appropriate developmental student support with the academic goals of the program. We plan to work on some of the following topics: academic planning; time and project management; the Expectations; small group skills; and other tools that help students learn to be successful in taking responsibility for their learning. We would like to hear from prospective members of this three-day institute about tools and structures that you would like to see included. You can choose from the list we provide above or suggest other topics. We need to hear from you before July 30 to include your subject.

Sustainability: The Evergreen Campus

September 2 – 5

Martha Rosemeyer, Rob Knapp, Conveners

Sustainability -- that elastic word! This institute aims to make it more meaningful and coherent at Evergreen, by combining a major field trip and some face-to-face introductions to current Evergreen projects with some critical reading and discussion of practices and possibilities. The institute will be in two parts: a two day (overnight) visit to the University of British Columbia, which has a very lively, multi-sided campus sustainability program; and two on-campus days devoted to readings, discussion, and meeting staff, students, and faculty now involved in projects at Evergreen, from giant (Seminar II) to tiny (labels for the plants). The range of actions already happening at Evergreen is large, including science studies, art works, and campus operations (at least). We invite both the already active and the potentially interested from all disciplines to join us in learning about these projects here and at UBC and discussing where Evergreen might go.

Designing Workshops: Learning from Dewey, Freire, and Finkel

September 8 – 10

Sarah Ryan, Michael Vavrus, Emily Lardner, Conveners

This institute is designed to be a mix of seminar and application time, with the mornings devoted to seminars on selected readings from Dewey and Freire. Some of Don Finkel's work on designing conceptual workshops will also be discussed. We will also look at workshops created by other TESC faculty. In the afternoons, we will work on designing workshops and also worksheets for use in programs, and share these drafts with each other. By the end of the institute, we aim to have a richer understanding of the connections between theoretical positions and our own practices.

Effective Seminars

September 11 – 12

Susan Fiksdal, Doranne Crable, Conveners

Have a seminar with your colleagues and discuss ways to make seminars effective learning environments for you and your students. We will discuss goals, evaluations, preparation, facilitation, and other topics you raise. We will watch a video clip on seminar discussions and we will conduct our own seminar on a book to be selected early this summer. New faculty are especially encouraged to attend.

Assessing Complex Knowing

September 12

Emily Lardner, Gillies Malnarich, Conveners

This day-long institute provides time and space for faculty to reflect on ideas they've generated through summer institutes. This institute grows out of the work of faculty who have been meeting together for about six months to share questions about their teaching practices and to share ideas about ways to investigate those questions in relation to assignments and students' work. We will also make plans at this institute for ongoing work during the 03-04 academic year that falls under the broader category of the scholarship of teaching and learning, and the work of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL).

Fund Raising & Grant Writing in the Sciences

Date TBA

Erik Thuesen, Convener

This institute will cover several topics starting with the history of science funding at TESC and some case studies of successful proposals and projects. It will include short presentations by faculty who have received grants for education, outreach, research and instrumentation. We intend to have a NSF representative here to present on current opportunities for faculty at undergraduate institutions and to discuss successful strategies we can use to write grants that will improve our equipment, facilities, and programs. We will discuss grant proposal writing and shepherding a NSF proposal through TESC (including some discussion of Fastlane). We will also brainstorm wish lists, equipment and facility needs. We will begin developing future plans for successful proposals.

Additional Opportunities

National Learning Community Project Summer Institute

June 24-June 29

This is the final year of a grant-funded summer institute, directed by Jean MacGregor and Barbara Smith, that brings up to twenty campus teams to Evergreen to develop strategies for strengthening their learning community programs. We intend to continue hosting this institute at Evergreen beginning in 2004, and invite faculty to apply to be part of the new leadership team. Team members will attend this year's institute to become familiar with the current structure and practices, to meet campus teams, to meet institute faculty who come from schools around the country, and to develop a broad view of what other campuses are doing to strengthen their academic programs. The Evergreen team will meet in early fall to plan the 2004 institute, and will form the core institute staff for next summer. Expressions of interest are due to Sharilyn Howell at howells@evergreen.edu by May 16.

Quantitative Literacy Across the Curriculum

August 4-8 Sleeping Lady Mountain Resort

This residential institute at lovely Sleeping Lady in Leavenworth will bring up to 40 faculty from campuses across the state and country together to work on developing curriculum to support quantitative literacy. The institute is designed so teams can attend workshops or work on their own, with plenty of opportunities for informal sharing. Workshops include: *QL in the World* (Rob Cole), *QL in Contexts that Matter to Students* (Caren Diefenderfer, Hollins University), *Involving Faculty in QL Learning and Teaching* (Jerry Johnson, U of Nevada, Reno), *Applying Simple Mathematics to Complex Problems* (Judith Moran, Trinity College), *Developing the QL Habit of Mind in Multiple Contexts: Geoscience Education Modules* (Len Vacher, University of South Florida), *QL and Math Reform* (Emily Decker and Gillies Malnarich, Washington Center) and *Assessing Student Learning in QL Across the Curriculum* (Sue Mente, Alverno College). The Washington State Mathematics Council is meeting at Sleeping Lady at the same time, with a parallel focus on quantitative literacy for high school students, so opportunities for making connections abound! Note: Participants will have their registration fees paid, but no stipends.

June	July	August	September
New Faculty and Their Teams	Team Planning Institute	Web Page Design	Team Planning Institute
National Learning Communities Project	Taking Stock: New and Nearly New Faculty	Taking Stock: New and Nearly New Faculty	Sustainability: The Evergreen Campus
Core Planning	Writing Evaluations and Student Self-Assessment	Quantitative Literacy Across the Curriculum	Effective Seminars
Team Planning Institutes	Teaching Autobiography	Instructional Technology Critical Thinking Bridging Academic and Student Support	Designing Workshops Assessing Complex Knowing

2003 Summer Faculty Institutes

Name: _____ Campus Mailstop: _____

Summer address: _____

City: _____ State: _____ Zip: _____

Summer phone number: _____ Campus Ext.: _____

Summer e-mail: _____ Campus e-mail: _____

Mark the institutes you will be attending. If your summer plans change and you cannot attend, please be sure to let us know.

- New Faculty and Their Teams, June 16 – 18
- Core, June 16 – 19
- Team Planning Institute, June 16 – 19
- Team Planning Institute, June 23 – 26 (Tacoma campus)
- Team Planning Institute, July 28 – 31
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- Taking Stock: New and Nearly New Faculty, July 9 – 11
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- Instructional Technology, August 18 – 22
- Bridging Academic and Student Support through Program Structure, August 25 – 27
- Sustainability: The Evergreen Campus, September 2 – 5
- Designing Workshops, September 8 – 10
- Effective Seminars, September 11 – 12
- Assessing Complex Knowing, September 12
- Fundraising and Grant Writing in the Sciences, Date TBA

Return Registration Form by *Friday, May 16* to:
Faculty Summer Institutes, Washington Center, Mail-stop Lib 2211, Location Lib 2120

