

*One of original copies*

THE FACULTY HANDBOOK

THE EVERGREEN STATE COLLEGE

OLYMPIA, WASHINGTON

SEPTEMBER, 1970

## TABLE OF CONTENTS

INTRODUCTION

ACADEMIC ORGANIZATION

ACADEMIC GOVERNANCE

THE DIVISION OF LABOR

PROGRAM PROPOSALS

PROGRAM REVIEW AND INSTITUTIONAL SELF - STUDY

DEFINITION OF FACULTY

FACULTY RECRUITMENT AND THE APPOINTMENT PROCESS

FACULTY EVALUATION: REAPPOINTMENT

FACULTY EVALUATION: RANK

THE BUDGET PROCESS

THE TWELVE MONTH CALENDAR

STUDENT ADMISSIONS

ACADEMIC CREDIT, STUDENT PORTFOLIOS

WORK - STUDY, INTERNSHIPS

FIELD STUDIES: DOMESTIC AND FOREIGN

STUDENT PARTICIPATION IN PROGRAM PLANNING

TRAVEL POLICY, 1970 - 71

STATE REGULATIONS

FRINGE BENEFITS

MISCELLANEOUS INFORMATION - MAPS AND DIRECTORY



This handbook represents a first attempt at what will become the faculty handbook. It is designed to give faculty perspectives concerning the goals, organization, and programs of The Evergreen State College. It also provides specific information regarding policies, procedures, and regulations that faculty need to know. The format reflects the temporary status of any section of this document. Each member of the faculty is invited to suggest additions, deletions, or changes.

## INTRODUCTION

Evergreen is the first new state-supported college to be authorized by the Washington State Legislature in this century. The legislative mandate calls for an innovative institution, not a carbon copy of existing colleges in the state. Our first major innovation will be the elimination of "courses" as the primary vehicle of instruction and the basic curricular building block. Second, we will not be organized along traditional departmental lines nor will we offer traditional subject matter majors to our students. Third, The Evergreen State College is committed to a full-year operation in order to allow for the best use of student and faculty time in the educational enterprise. No bells will ring at Evergreen, students and faculty will be able to devote their full attention to the task at hand, and the campus can extend in time and space in a way not possible under the traditional academic pattern.

The College will be designed to prepare citizens for a critical and creative role in their society. If our democracy is to survive, its citizens must be educated for their political tasks and obligations. Evergreen will seek to do just that. Furthermore, every effort will be made to provide a coherent, integrated educational experience for the student.

A major integrating device will be the development of thematic programs centered on issues, problems and ideas. In theme groups students will experience total immersion in a small community committed to cooperative inquiry. The Evergreen thematic structure will allow flexibility and variety for both students and faculty and provide a format that is of human dimensions and humane in methods.



In addition to a variety of thematically organized programs in both the lower and upper divisions, Evergreen will provide self-learning units, workshops and institutes, a work-study and field-study program, independent study, and a rich schedule of public events: lectures, films, concerts, and exhibits. Individualized learning will take place within the team-theme enterprise as well as in more traditional forms of independent study.

Units earned toward graduation will represent accomplishments, standards met, and work finished and closely evaluated rather than time spent in residence. The grading system will be credit/no credit. The student's transcript will be a qualitative portfolio rather than a quantitative transcript.

Evergreen will need a faculty that is unusually interdisciplinary and cooperative. The most favorable student-staff ratio will be in the lower division rather than in a graduate school, and The Evergreen State College will be predominantly undergraduate. To insure this, the faculty reward system will favor successful interdisciplinary teaching. We are determined to reward good teaching and to make Evergreen one of the most exciting places to teach anywhere in the nation. It will also be one of the most taxing for it is a public institution and the faculty/student ratio will be approximately one to eighteen. This means that in the thematically-focused program the individual faculty member will usually be responsible for approximately twenty students who will do most of their work with him for the duration of his program's "term," whether this is a few weeks or a few months.

Evergreen will pioneer architectural ideas such as combined office-seminar rooms in which a faculty member will read, teach, think, and relax in studies much more like rooms in their homes than the usual barren classrooms. We have planned a major building around this concept -- filled with studies, lounges, small auditoriums and workrooms, rather than offices and classrooms.

Our flexible academic structure will be reflected in an academic calendar unique to The Evergreen State College. The Evergreen calendar will allow long, truly informative orientation periods, and extended field trips -- in short, an academic calendar that grows out of the curriculum. This will also facilitate work-study and field experience programs, study overseas, and very importantly, internship programs in state and local government designed to take advantage of Evergreen's proximity to the legislature and government of the state.

Some of the innovations suggested are:

- \* Organization by program and not by department
- \* An academic calendar that reflects and is responsive to the requirements of the academic program
- \* Coherent lower division programs organized around central themes or problems, designed and taught by interdisciplinary teams
- \* Upper division programs designed and taught by interdisciplinary teams
- \* Mathematics and foreign languages as integral elements of theme group programs
- \* A flexible solution to the "units of credit" problem

- \* Qualitative evaluation of student work and progress  
culminating in a reproducible "portfolio" rather than  
a conventional transcript
- \* A systems approach to the use of educational media  
throughout all of the programs
- \* Continuous self-study of the programs by their  
faculties
- \* The steady enhancement of the art of teaching



ACADEMIC ORGANIZATION -- TABLE OF ORGANIZATION:

The academic structure of Evergreen will be designed to give maximum support to the extension of Evergreen ideals. As the main programmatic idea is simple and straightforward, the structure of Evergreen will be kept simple.

The art of teaching at Evergreen will be the art of arranging the conditions and moments when the student encounters his teachers so that important learning takes place, lives are touched, shaped and changed, so that the young become responsible, critical and creative adults. The art of administration at Evergreen should be, will be, the art of protecting, stimulating, supporting, and rewarding good teaching.

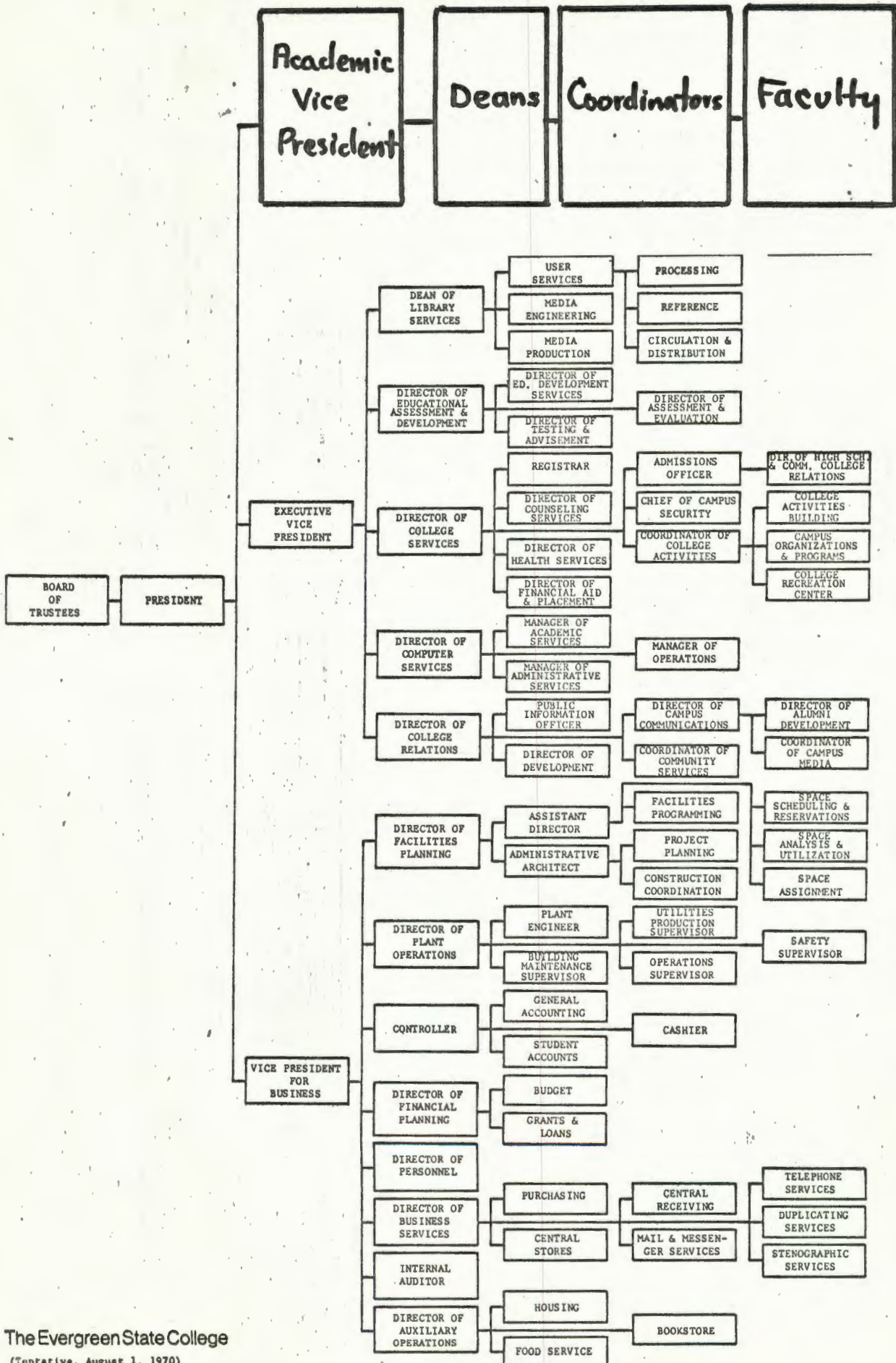
Because the art of really effective teaching is something we are all going to be learning together, and because the art of developing and teaching in programs relevant to our troubled times is something that we will work at for years to come, the more experimental, creative, critical, and self-corrective we are the more successful we will all be.

To ensure this we are going to organize the faculty into many temporary, small, autonomous groups and give to each a great deal of freedom and a great deal of responsibility, power, and authority. The faculty so organized will always have immediate access to the Deans, the Vice President, and the President. The Deans, Vice President, and President will always have immediate access to the faculty.

The academic structure of Evergreen should enable each member of the faculty to know and feel his stake in the success of his own program --

and his stake in the success of the Evergreen idea.

If the structure does not support our goals it will be changed, and changed, and changed again until it does.





## ACADEMIC GOVERNANCE:

Most contemporary forms of academic governance have taken shape from the faculty struggle for power, from the continuing conflict between faculty and administration. The faculty has clothed its cause in democratic rhetoric and college presidents have been reluctant to stand against the language of Jefferson. But a public college is not a state. A public college is not a self-governing body politic. It is the educational and initiatory agency of the state. Its work is teaching, not self-government.

At Evergreen we are going to design and perfect a simple system of academic government that grows out of and meets the needs of the teaching enterprise. We are not going to use the federal government as a model and we are not going to use inappropriate political rhetoric or rally around an inappropriate ideology. Our organizational, administrative, and policy formulating structure will reflect our teaching function. As the shape of our work changes so will the shape of our administration.

American political forms, rhetoric, and practice reflect fundamental assumptions about human nature and political life. We assume inevitable conflict between irreconcilable interest groups. Professors and presidents have usually approached academic governance in the same spirit.

At Evergreen we will assume a community built upon commonality of interest. We will assume cooperation between members of a single interest group. Those who come together at Evergreen will do so because they want to, because they want to cooperate, because they

and their teams (Coordinators Council), and by teams of faculty who must learn to trust each other (Faculty Seminar). Evergreen will be shaped and changed by teachers in dialogue with students in the program, by coordinators in dialogue with each other and the Deans, by Deans in dialogue with each other and the Vice President and Provost, by the Vice Presidents in dialogue with each other and the President.

The channels of communication and policy formulation will be teachers to coordinators to Deans to Vice Presidents to President. The forums for dialogue and policy formulation will be the faculty seminar, the coordinators forum, the Deans' seminar, the Provost's council and the President's council. Each team, each forum will set its own procedures, enter into its own understandings and covenants, formal or informal, all within the boundaries established by our commitment to the Evergreen plan.

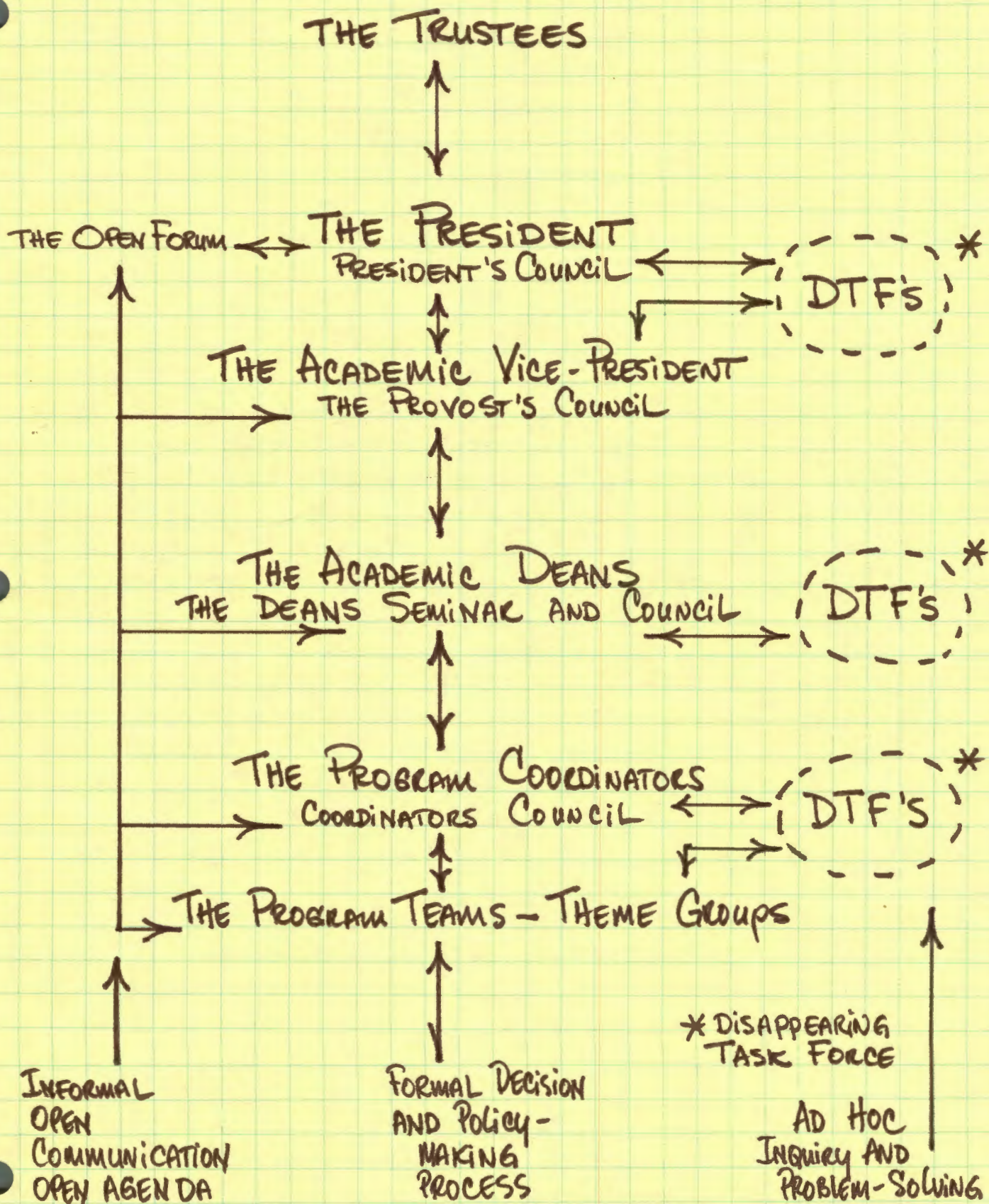
Counsel and advice on special problems and needs will be sought from appropriate theme groups designated as special ad hoc task forces whenever appropriate and possible, or from specially selected and appointed ad hoc groups.

#### ADJUDICATION OF DISPUTES:

Adjudication of disputes, if such occur, will be sought from specially designated ad hoc hearing and arbitration panels.



# GOVERNANCE





### THE DIVISION OF LABOR AND RESPONSIBILITY:

It must be understood that each team determines its own material, its own needs, designs its own program, makes up its own schedules, conducts its own experiments in curriculum design and teaching, evaluates its own effectiveness. The team asks for a mandate and gets it. The team asks for a budget, and for students and gets both. It is up to the team to use its resources, its energy, and its mandate to do something memorable and something significant.

The Deans will be on constant call to aid in every way possible the creative and critical work of the faculty. They will assist and question. They will support and judge. They will need help if they are going to be able to give help.

The academic work and the responsibility, the power and authority at Evergreen will be divided and delegated in this fashion --

#### The coordinators and the teams will:

- (1) Write and submit program proposals
- (2) Request and assist in the recruitment of faculty
- (3) Write program catalogue
- (4) Assist in the recruitment of students
- (5) Place library, book, film orders
- (6) Schedule public events
- (7) Plan registration and orientation
- (8) Plan weekly schedule
- (9) Prepare work orders, order supplies
- (10) Select secretarial and student help
- (11) Hold weekly staff seminars

- (12) Collect data on students
- (13) Administer the program budget
- (14) Check out equipment
- (15) Establish criteria for "completion"
- (16) Reassign students
- (17) Reassign faculty
- (18) Continue with planning
- (19) Preparation of student portfolios
- (20) Preparation of faculty portfolios
- (21) Student evaluation
- (22) Faculty evaluation
- (23) Program self study and evaluation
- (24) Faculty reappointment recommendation
- (25) Faculty promotion recommendation
- (26) Correspondence re student applications
- (27) Organize and administer field work, independent study, internships, overseas trips
- (28) Follow-up studies on students
- (29) Program festivals, graduation ceremonies
- (30) Write and submit annual reports

The Deans and the Academic Vice President will:

- (1) Prepare academic budget
- (2) Review and approve programs, obligate funds, allocate and assign positions to programs
- (3) Appoint coordinators, approve faculty assignments
- (4) Interview and appoint faculty TESC
- (5) Assist in writing college catalogue

- (6) Approval of equipment, travel, and overseas field project requests
- (7) Coordinate selective admissions
- (8) Formulate evaluation criteria for reappointment, tenure, promotion, program continuation
- (9) Coordinate the accumulation of student evaluation criteria, credit policy, grading policy
- (10) Coordinate faculty reassignment
- (11) Preparation of administrator portfolios
- (12) Coordinate college self-study research
- (13) Make reappointment, tenure, and promotion decisions
- (14) Generate institutional grants to give dollar support to special programs
- (15) Conduct longitudinal research on the entire student body
- (16) All college festivals and ceremonials
- (17) Prepare annual all-college self-study reports
- (18) Appoint ad hoc study groups
- (19) Spread the Evergreen message



## PROGRAM PROPOSALS:

Theme group plans for study projects will be formulated by the faculty teams and submitted to the Deans for consideration. Program proposals satisfying the general goals of TESC, as well as the specific questions which the Deans will ask, will then be encouraged and funded according to available resources. In a sense, the program proposals are internal grant applications, and the instructional program of TESC is designed to encourage imaginative approaches to program development.

Each program proposal should include a clear description of the theme, or statement of a central problem. At the same time a program proposal may well seek to deal systematically with the relationship of a cluster of concepts or meaningful interchange between disciplines heretofore separated by traditional departmentalization. Theme groups should carefully determine the projected duration of the study project, include a tentative operational calendar, suggest the number of students to be served, and describe the student constituency to be approached. For example, is the program designed primarily for science-oriented students who should have minimal backgrounds in technique and training, or is the program aimed at the broadest possible constituency regardless of prior training and experience?

Faculty needs are an equally important consideration. Who will be involved? Will the project require recruitment on a short-term basis to fill in a particular disciplinary speciality, does a new continuing appointment seem to be justified, or can the faculty team be staffed from among present personnel? Will the team require full time participation by all faculty, or less than full time activity from one or two

members of the team? May others working in the College serve as temporary academic support? Is the use of outside consultants, lecturers, artists in residence, films, tapes, or other media facilities projected? If so, has a thorough study determined bargain rates for cost of services and of equipment rental or purchase?

Each program proposal will include a statement of budget support necessary to achieve the anticipated goals of the project. Consequently, space allocations, secretarial support, travel needs, media costs, total salary costs of faculty, and special acquisitions for the library will be presented as an integral part of all program proposals. Additionally, the proposal should indicate how much each student will be expected to pay for texts, materials, travel, etc.; and what the total cost to Evergreen will be per FTE student enrolled.

Finally, the proposal should state its method of self-evaluation and how it will determine achievement of project goals. What follow-up studies, if any, are planned to examine two or three years later the long-range impact of the project? How will the experience gained during this project benefit the ongoing academic program? End-of-project reports will address themselves to group needs in a manner similar to individualized faculty-student self-evaluation. Some attention may be paid to readying project analyses for distribution to interested institutions, as well as for institutional self-study at Evergreen.

When program proposals are ready, the Deans will examine each in light of the educational goals of TESC, budget available for support, and imagination involved in the project. Some proposals may not be funded immediately, and may be remanded by the Deans to the proponents for re-drafting. The Deans will seek advice and information from the

library, computer services, and other College agencies which might offer information to enable a project to be more sharply defined, its goals clarified, or its evaluative procedure refined. In some cases, either budgetary or conceptual considerations may result in the Deans' refusal to grant support for a project. In such a case, the team may generate a new proposal, or disperse as support for other projects, workshops, minicourses, and the like.

Acceptable program proposals will be overseen by the Deans working through the Team Coordinators. Assistance, advice, and interest from the Deans, however, should not be interpreted as lack of independence for the accepted program proposal. The Theme Team will function independently, and will stand on its own success or lack of success as revealed in self-study and end-of-project evaluation. Even the most successful projects should be modified and reorganized for later presentation. It is expected, however, that experience and self-study within projects will generate new methods, goals, and directions for many more new program proposals.

#### PROGRAM REVIEW AND INSTITUTIONAL SELF-STUDY:

The accumulation of student "portfolios" will provide opportunities for self-study and improvement by individual faculty members and groups who have served as teams or who have been engaged in similar activities (sponsorship of individual learning contracts, supervision of auto-tutorial facilities, etc.). The accumulation of individual faculty "portfolios," besides their obvious uses in matters of salary increment and reappointment, will provide both faculty and academic administrators with a continually updated profile of the academic program.

The activities of whole theme groups will be continually evaluated through (a) weekly staff meetings, drawing upon student reactions, (b) the involvement of academic administrators in teams as part-time members or frequent visitors, (c) discussions in the Council of Theme-Group Coordinators, and (d) conversations between theme-group coordinators and the academic Deans. Theme-group activities will also be finally evaluated through (a) submission to the Library of "anthologies" representing what the groups have produced, (b) the holding of concluding "festivals" which will present to the larger College community the best of what each group has done, and (c) end-of-project reports submitted by coordinators to the Provost's Council.

Once we have some solid experience, Evergreen will gradually develop its own large-scale testing procedures, designed to assess the academic program and its long-term impact upon students. The College will also question its alumni, perhaps five and ten years after graduation, to determine whether our procedures have indeed been useful to graduates



as they assume their places in society.

From individual portfolios, through group reports and presentations, to larger surveys, the entire College must be committed to continuous self-study, evaluation, and improvement. The academic Deans will conduct a permanent floating seminar and open-forum series to provide opportunities for articulating what faculty members have learned about themselves and about the College as a whole. The Provost and Deans will also make every effort to encourage, coordinate, and finance a system of institutional research that will provide us all with knowledge about where we have been, where we are, and where we should be going. From all these sources will come the materials and thoughts for articulating an honest, useful autobiography of The Evergreen State College. We have no history; we must write our own -- and it had better be candid.

FACULTY STATUS:

Academic faculty status will be extended to all people who work directly with students in credit-generating instruction. This may include full-time or part-time faculty, tenured or non-tenured faculty, but all faculty will derive this status from a contract letter of academic appointment. The responsibility for making such appointments rests with the Provost and the Academic Deans who are also responsible for the instructional program.

## FACULTY RECRUITMENT:

Every member of the planning faculty is encouraged to assist in the location of potential faculty. Some of the criteria that will determine the suitability of candidates are as follows:

The men and women we recruit will:

1. like and understand young people and be committed to helping them learn and become responsible adults;
2. have demonstrated the ability and desire to teach young people through exploratory and cooperative discussion, or be committed to it;
3. have had experience in interdisciplinary and innovative teaching, or be committed to it;
4. be willing and able to work as part of a team;
5. understand, support and elaborate on the Evergreen idea;
6. demonstrate expertise in one or several fields of study.

Potential candidates will come from two sources:

1. Solicited applications --

Names may be suggested and nominations may be made by faculty members, team coordinators, Deans, or the Vice President.

2. Unsolicited applications --

Deans, coordinators, and designated faculty members will review files.

## Recruitment of the 1971-72 Faculty

### Step I.

Solicited applications --

Potential recruits will be asked to indicate express interest and if interested to complete an application file.

Unsolicited applications --

A quick review by a coordinator and Dean will be followed by a request for a complete application - or a polite indication of no further interest.

In the latter case the candidate's file goes inactive.

Step II.

Both solicited and unsolicited completed applications will be reviewed by interested and appropriate coordinators and by one or more Deans. Applicants will then be classified in terms of our interest in them:

Very strong candidates for 1971-72 - Active status

Strong candidates for 1971-72 - Active status

Weak for 1971-72, keep for review - Active status

No interest at all - Inactive status

The appropriate Dean (Humanities for an applicant in literature) will write a polite letter indicating no further interest to those designated for the inactive file.

Step III.

The appropriate Dean after a review by all three Deans will cooperate in the making of follow-up arrangements for off-campus and on-campus visits and interviews. The appropriate faculty and Dean will act as hosts for on-campus interviews.

All interested faculty plus the appropriate coordinator or coordinators and all Deans will participate in final interviews held at Evergreen and in the evaluation of the candidate's suitability. The President and Vice President will be urged to participate.

Step IV.

The final decision on the candidate's suitability will be made by the Deans, in consultation with the faculty. The recommendation will be forwarded to the Provost and to the President, as appropriate. Upon approval the Deans will negotiate the terms of the appointment.

The Vice President and Provost will make the appointment subject to the review of the President and the Board of Trustees.



SUMMARY OF RECRUITMENT AND APPOINTMENT PROCESS:

- I. Identification or nomination of a candidate by anyone (at Evergreen or elsewhere)
- II. First review and classification as to degree of interest by coordinator and at least one dean
- III. Second and major review by coordinator(s) and all deans
- IV. Off campus visits by faculty, coordinator(s) or dean(s) made by same and arranged by appropriate coordinator(s) and dean(s)
- V. Final interviews by all interested and concerned staff, faculty, coordinators, deans, vice president, and president
- VI. Recommendation on offer and terms of the offer made by appropriate coordinator and all deans. (Salary rank and moving expenses)
- VII. Request for authority to make offer made by deans to vice president and president where appropriate
- VIII. Offer, if approved, then negotiated by the deans and the appropriate coordinator
- IX. If offer is accepted appointment made by dean(s), vice president and president as appropriate.

## EVALUATION, REAPPOINTMENT AND TENURE

Americans are irresponsible individualists. American university professors are among the most irresponsible of the individualists. The academy has become a competitive market -- and professors point to this with pride.

The most important single obstacle to the necessary and appropriate reform of the academy, to the teaching of the liberal curriculum in the public colleges, is the American professor. The faculty is the most powerful enemy of educational change and the most difficult first step toward the reform of the colleges is the rehabilitation of college professors, getting their commitment to liberal arts teaching.

Unfortunately higher education makes little provision for learning the art of teaching. With only the rarest of exceptions American colleges have no real apprentice system for developing the teacher's craft. The assistant professor is not associated with the full professor in the enterprise of teaching. Junior professors are simply paid less and have less power in their departments. In the meantime they are busy publishing, or worrying about not publishing. Their seniors do not help them learn to teach. There is no reason why this must continue. Evergreen will provide members of its faculty with opportunities to learn to teach, to experiment, to acquire intellectual breadth, and to get acquainted with students free from the usual constraints of discipline and department.

We wish to stress again the dangers of overplanning structure or curriculum. If the college structure and curriculum are kept flexible and open, both faculty and administration alike will have opportunities to question, to plan, and to experiment. The faculty will meet regularly

in their own seminars to discuss teaching, the activities of the week, and the books they were reading. They will, whatever their academic specialty, learn to lead and facilitate discussions, to guide the development of better writing, to polish and present with dramatic force original and significant lectures, to like and understand students, to integrate political and educational theory and practice, and to experiment endlessly with solutions to the problem of motivating students and evaluating their work. An appointment at Evergreen will be an introduction to a living liberal curriculum, and an opportunity to find and develop a new collegial teaching style.

Because of the unique structure of the College, the faculty member will learn to do things he would never feel free to try in a department. Moreover, he will have the experienced staff to lean on for advice and assistance. They will provide a reservoir of experience in small group teaching.

It may be wise for a new faculty member to team up with a resident tutor and for the two of them to lead common seminars. On occasion these seminars will be video taped and the tape played back to the group itself and in staff seminar. The two could hold small tutorials, writing workshops or critique sessions together. Their relationship would be informal and supportive. The goal would be to see all of the faculty members help each other become good teachers with a zest for their work that comes from doing something significant and doing it well.

#### REAPPOINTMENT: Evaluation Criteria and Process:

A reappointment, promotion and tenure PORTFOLIO will be kept by each faculty member and administrator at Evergreen. This will be similar in concept and content to the student portfolio and it too will be a record of intellectual growth, more like a journal or an autobiography than the conventional personnel folder. The teacher, coordinator, or Dean will be encouraged to place notes, memos, programs suggested or developed, evaluations and self evaluations, reactions and reflections in the portfolio. Team reports and critiques from his colleagues could be included, along with audio and video tapes, still and motion pictures, letters from students, and even his own journal entries.

The portfolio and a thoughtful report on his performance and progress as a teacher by his teammates and students will be the basis for **biennial** review for reappointment. The recommendation of his team will be forwarded to the Deans and the Provost's Council for further review and a recommendation to the President.

#### REAPPOINTMENT CRITERIA:

**Biennial** reappointment to the faculty and administration will be made only if the teacher or teacher administrator in question has demonstrated success and growth in teaching and curriculum design in the Evergreen undergraduate programs.

Program reports, team reports, and the portfolio of the candidate must have indicated at the end of each review period:

- (1) outstanding aptitude and ability or growth in his ability to teach through the leadership of a discussion group;
- (2) outstanding ability or growth in his ability to cooperate with a theme group;



- (3) outstanding ability or growth in his ability to direct independent study, field programs, or internships;
- (4) outstanding ability or growth in his ability to organize and direct programmed learning systems;
- (5) outstanding ability or growth in his ability to organize and offer public lectures, shows, concerts and other significant educational events.

TENURE: Criteria and Evaluation Process:

The granting of tenure is one of the most important commitments the College can make. It will be Evergreen's policy to make the criteria used in making this important decision as clear as possible, and to give every faculty member a full opportunity to meet the criteria.

A unique aspect of the Evergreen plan will be to not require people to be considered for tenure if they do not wish it. Some faculty may desire to continue on biennial appointments indefinitely -- with the reappointment process sufficing to determine whether they will remain at the College.

Criteria:

Tenure, if it is requested by the faculty member, will be granted at the end of seven years of successful, i.e. successively better teaching and curriculum design in Evergreen undergraduate teaching.

Program self-study and self-evaluation reports and institutional self-study reports will have to indicate that the faculty member who desires to work toward a tenured appointment must have shown one of the



following:

- (1) outstanding talent or substantial growth in his ability to teach through the discussion group;
- (2) outstanding (performance, talent, aptitude) or substantial growth in his ability to cooperate with a theme group;
- (3) growth in his ability to organize and direct independent study, or field study, or internship programs;
- (4) growth in his ability to organize and direct programmed learning systems;
- (5) growth in his ability to organize and offer public lectures, shows, concerts, and other significant educational events;
- (6) potential for continued outstanding service to the institution.

Evaluation Process:

A portfolio will be kept by each faculty member at Evergreen (similar in concept and content to the student's portfolio) that will contain examples and samples of his work as a teacher teaching in the form of audio and video tapes, still and motion pictures, journal entries, letters and memos, student letters, program proposals, evaluations, self-studies and reports; in short, more the materials for an auto-biography or biography than a personnel folder.

The faculty member who desires to work toward tenure will make his portfolio available to his coordinator and the Deans prior to reappointment evaluation and will incorporate into his portfolio any written evaluation of his work and progress that they prepare at that time.

The recommendation to grant tenure will be made during the fall of

the sixth year by the Deans and each coordinator served only after careful review of the candidate's entire portfolio and all other reports.

We wish to restate our belief that if Evergreen is going to emphasize new and better ways of teaching, then ways and means of helping its teachers to help each other to learn to teach must be an explicit part of the system. Well designed programs will come to nothing unless we can help each other discover and perfect the art of teaching. Every Dean and coordinator will be charged with the responsibility of helping each member of his faculty in this very difficult but exciting business.

Evergreen expects that every faculty member will be responsible for his fair share of activities in the academic program. Assignments, shares of team activities, the number of students with whom the faculty member will be involved in contractual relationships, formal and informal "contract hours" -- all these will vary from time to time and from project to project. However, such variations, in the long view, should amount to an equitable and appropriate distribution of faculty efforts among total student demands.

ACADEMIC RANK AT EVERGREEN:

The Evergreen State College will appoint all faculty as professors of the College. A further designation might indicate the discipline from which the faculty comes, e.g. Professor of the College from English Literature, Marine Biology, etc.

Distinctions in rank are a mystery to most students and are not really functional in most institutions of higher learning. At The Evergreen State College we will be at various times team members, team coordinators, workshop supervisors, consortium liaison people, deans, directors, etc. A suggested title for all hands might be "Mister."

## FACULTY EVALUATION FOR PROMOTION

### REVIEW PROCESS:

The Evergreen will have and be proud of a hierarchy of aptitude cultivated, potential realized, of intellectual growth, and of leadership developed. Academic promotion will be a signal honor bestowed with great pomp and ceremony in recognition of outstanding teaching, of an outstanding contribution to the Evergreen revolution in undergraduate education. Contributions to the difficult art of undergraduate teaching will be rewarded generously and eagerly at Evergreen.

The work and record of each faculty member will be reviewed annually with an eye to his eligibility for special recognition and reward. If, in the judgement of his team mates, students, and coordinator, his cumulative contributions have been outstanding and meet the following criteria he will be recommend for promotion:

### PROMOTION CRITERIA:

Instructor----->	Assistant----->	Associate----->	Full----->	Must have been an outstanding coordinator, or director. Must have been an outstanding teacher...designed and polished an outstanding program. Must have helped make educational history at Evergreen.
	↓	↓		
	Must have served as an outstanding team member.	Must have designed and coordinated a successful theme group program.		
	Must have <u>shown growth</u> , or aptitude for growth.	Must have been a very successful undergraduate teacher.		
		Must have <u>shown growth</u> .		
				Must have <u>shown much growth</u> .



All promotion recommendations will be made by the team and its coordinator to the deans. The recommendation will be attached to a thorough evaluation of every aspect of the candidates teaching performance and intellectual growth while at Evergreen. It should (could) include the candidates portfolio.

BUDGET POLICY AND PROCESS: 1970-71 Instructional Budget

Basic responsibility for the administration of the instructional budget rests with the Deans, who are in turn responsible to the academic Vice President and Provost.

- A. Budget Policy and Review -- The Deans will meet weekly in order to determine priorities for the commitment of unexpended funds, and to review expenditures. A budget report will be prepared and forwarded to the academic Vice President and Provost on a monthly basis. A review of this report can be an item on the Provost's Council meeting agenda. The Deans will be answerable at all times for the current status of the budget.
- B. Authorizing Expenditure of Funds -- In all instances the Deans' signatures will be required to authorize expenditures or to commit payroll appointments or changes. In a number of instances the signature of the Vice President and Provost will also be required. Unless other signatures are specifically required (see summary following) the Deans' signatures will suffice to authorize expenditures.

Summary of Forms and Signatures Required

<u>Form</u>	<u>Signature</u>
1. TESC purchase requisition	Deans
2. Travel authority	Deans
3. Invoice voucher	Deans
4. Payroll appointment or change	Deans and Vice President
5. Travel expense voucher	Deans
6. Consultant agreement	Deans and Vice President

7. Lecturer or visiting professor

Deans and Vice President

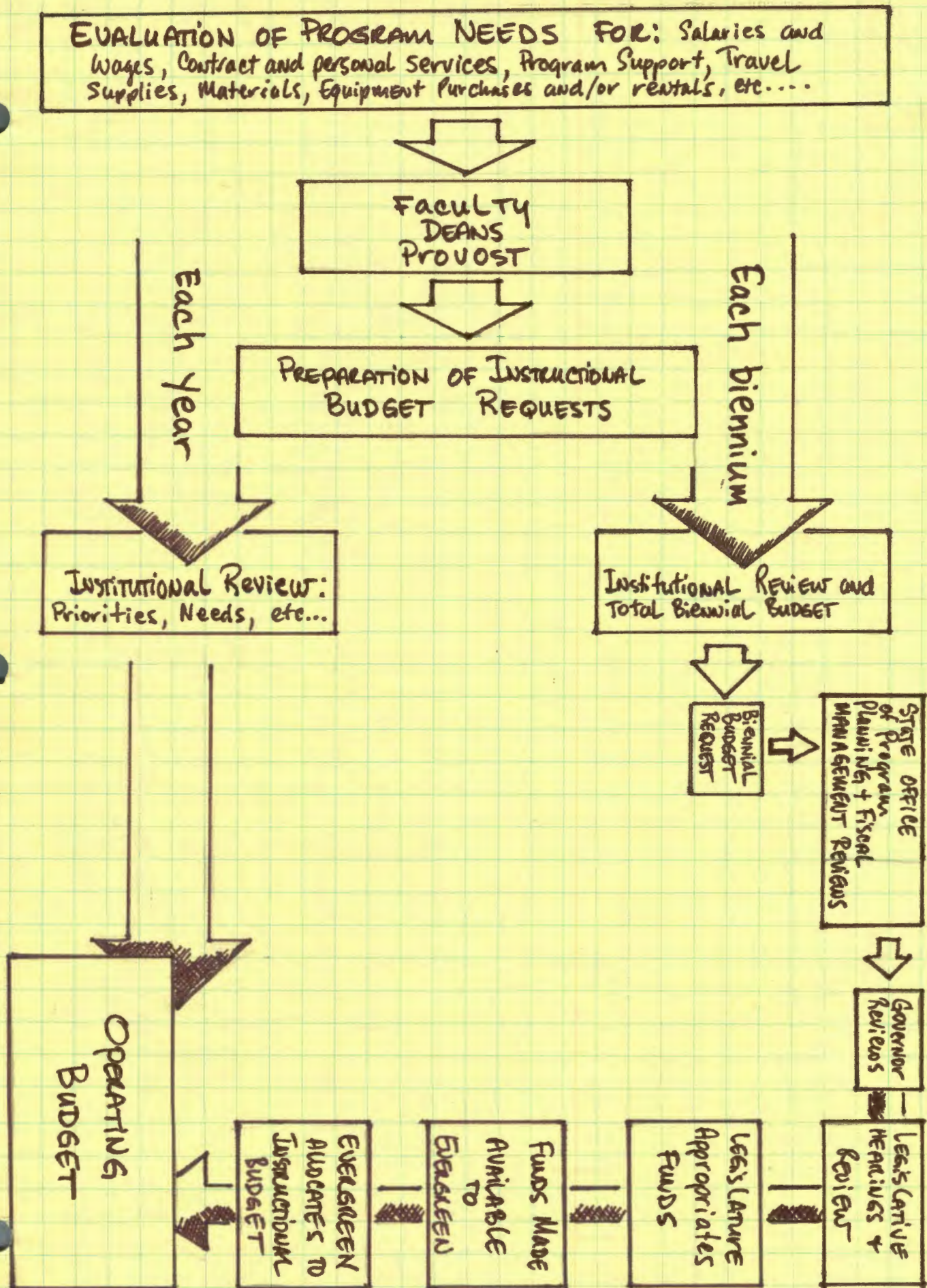
8. Notice of leave or overtime

Deans and Vice President

Faculty should make every effort to familiarize themselves with required budget procedures. Every effort will be made to streamline these procedures so as to expedite business and to provide the necessities to make programs work.



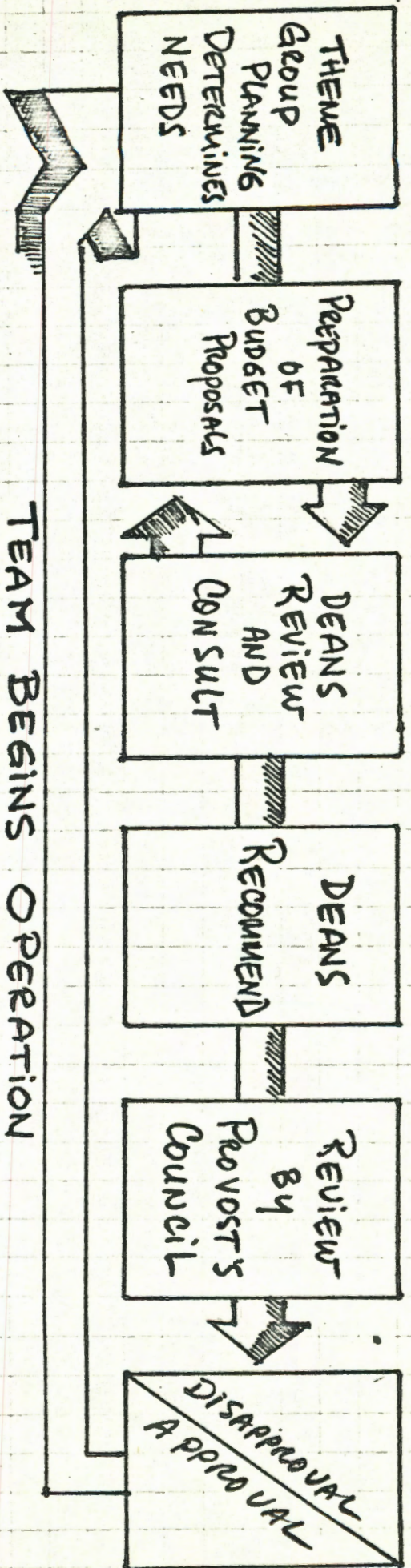
# The Budget Process: Where the Green is Evergreen Comes From



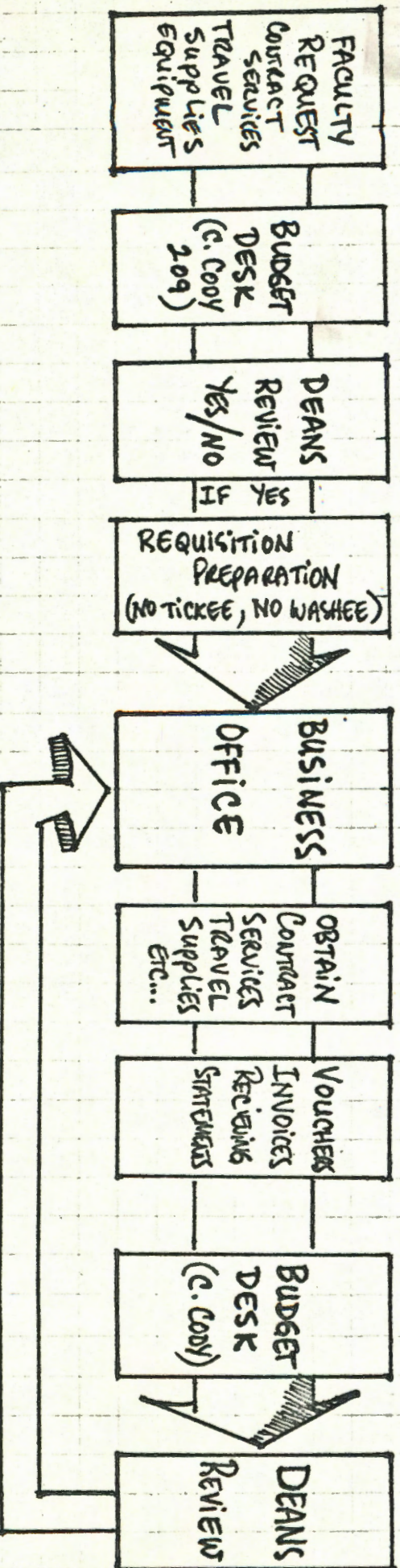


# THE BUDGET PROCESS: WHERE THE GREEN OF EVERGREEN GOES

## I. BUDGETING FOR PROGRAM OPERATION:



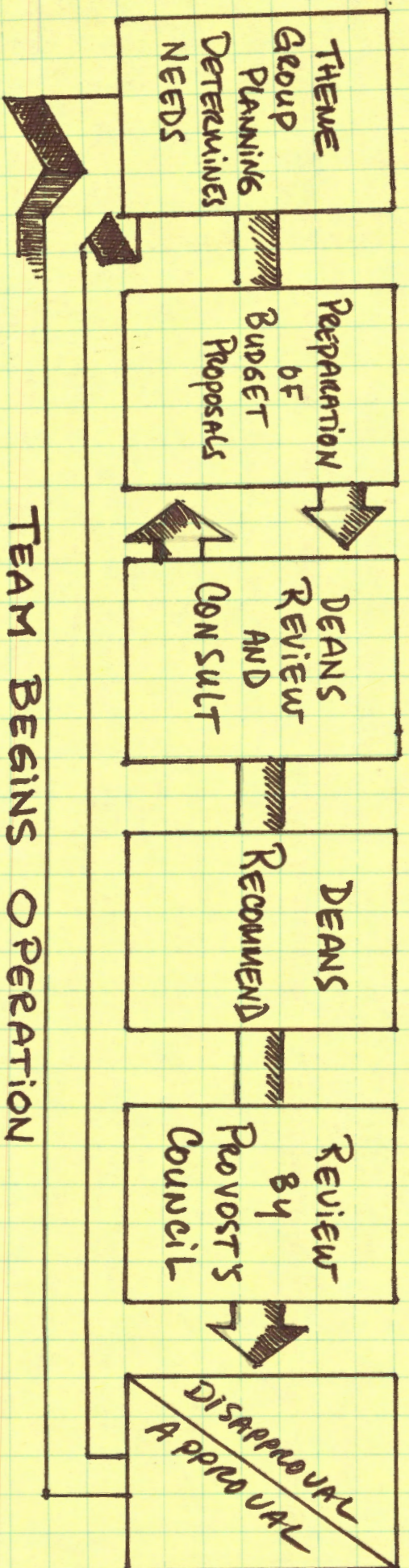
## II. OPERATIONAL PROCEDURES:



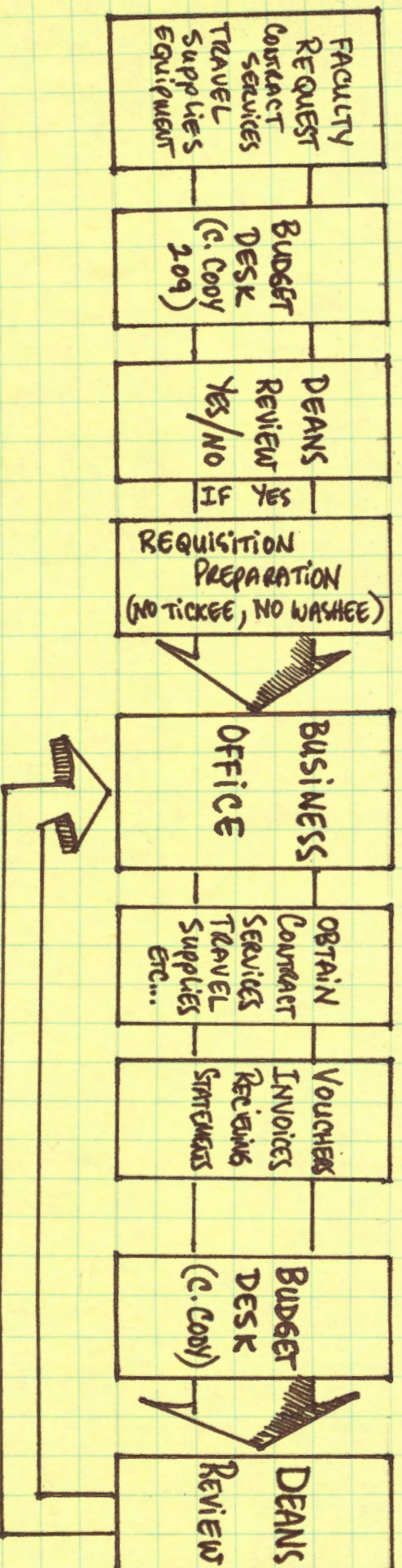


# THE BUDGET PROCESS: WHERE THE GREEN OF EVERGREEN DOES

## I. BUDGETING FOR PROGRAM OPERATION:



## II. OPERATIONAL PROCEDURES:





#### THE TWELVE MONTH CALENDAR:

The present summer slowdown of activity in colleges and universities continues largely because of several traditions and some conditions which no longer apply to most schools and certainly do not apply to Evergreen. Planning for a flexible, varied academic program should include the principle of full-year operation. Rather than starting from the customary assumptions and inching toward full-year operation by the addition of unassimilated special programs in the summer, Evergreen should devise a comprehensive program for implementation as soon as possible after the College opens its doors.

#### Twelve month operation:

- will allow faculty members and students to devise schedules which will fit the shapes of the problems to be studied;
- will allow for certain projects which can take place more productively during the summer months to be incorporated into the regular Evergreen academic program;
- will allow students greater flexibility to work more intensively or extensively than usual, to remedy deficiencies by spreading out their assignments, or to couple part-time study with paying jobs to suit their needs;
- will break the traditional pattern of cramming for nine months and slowing down for three months, which militates against the natural and sensible idea of continuous learning;
- will allow Evergreen to complement the more traditional calendars of other institutions by making use of others' expertise and even facilities during their summer slowdowns;



- will bring the Evergreen academic program into phase with the calendars of businesses, industries, government offices, and other agencies concerned with practical problems of our environment, economy, and culture -- thereby allowing for more flexible arranging of internships and other cooperative endeavors;
- will allow for comprehensive planning of the academic program, ~~com-~~prehensive fiscal planning, fuller use of facilities, and the distribution of basic overhead costs so as to support more educational opportunities.

Once the College has developed arrangements for full-year operation, we assume that most faculty members and most students will be directly involved with the academic program for an average of nine months a year while the College is open and "up" for twelve months. It follows, then, that vacations, research leaves, and other changes of pace must be distributed over the full year -- neither being concentrated in the summer nor necessarily occupying three months at a time. Faculty members and students alike will be encouraged to arrange the scheduling of their activities to fit the practical conditions and opportunities of twelve-month operation.



### STUDENT ADMISSIONS:

We must all work toward the best possible fit between the academic interests of students and the available resources of the College. Avoiding elitist recruiting by conventional indices of aptitude, Evergreen still has the obligation to provide for optimal use of its State-supported staff and facilities by enrolling students who wish to make use of the College and are capable of learning how to learn.

Especially in the early years of the College, when options will necessarily be limited, entering students should be enrolled by reason of their willingness to join one of several theme-group offerings and to work in the instructional modes to be employed at Evergreen. Obviously not all students can be placed in the theme group which they list as first choice. Generally, however, they will be placed in one of their first three choices. An extensive and active orientation period will help to assume the matching of students' interests with available programs.

More specialized advanced programs (e.g. environmental design, marine biology, governmental studies) will also be appropriate for the early years of Evergreen. But for 1971-72, the faculty not yet having any constituency of Evergreen students demonstrating interest in such programs, it will be necessary for admissions officers and advanced theme-group proponents alike to cooperate in recruiting students to fill these programs. We cannot afford to support theme groups which do not carry their shares of total academic-program activities.

Especially in the beginning years of Evergreen, faculty members are encouraged to participate in the admissions process: (a) by visiting



secondary schools and junior colleges to present prospective Evergreen students with some ideas about specific faculty interests, opportunities for study, and the goals of Evergreen; (b) by standing ready to examine in detail specimens of work which some prospective students may submit in support of their applications; and (c) wherever possible, by assisting admissions officers in the vital task of screening applications in general.

(Admissions policies are still under intensive discussion; but faculty members should be prepared to assist in the process finally decided upon, both to achieve a matching of interests and to become acquainted with the clientele from which Evergreen students will come.)



### CREDIT AND THE EVERGREEN PORTFOLIO:

The Evergreen student, whether full or part time, will accumulate credit for time well spent in learning, work well done, and levels of performance reached and surpassed. Credit will not be awarded for sheer duration of a project, nor for demonstrated competence alone -- unless that competence was nurtured, acquired, and developed at Evergreen.

In place of the Carnegie credit unit which is too small and discrete for our pedagogical system, we will use the Evergreen unit. The Evergreen unit for bookkeeping purposes is equivalent to five quarter or three semester Carnegie units. The student will earn one Evergreen unit for each month of approved and acceptable work done, for each standardized subject matter test passed, or for each one-month project finished. Normally nine months of work, then, would yield nine Evergreen units of credit. Part-time students would be working on one or two Evergreen unit projects at a given time, or a one-third or two-thirds time basis. Thirty-six Evergreen units equals graduation, or an accumulation of nine units per year over four years.

Graduation will come most often at a time of the student's choosing, or the completion of thirty-six Evergreen units. The faculty will determine whether the work has been done and credit earned. A qualitative record of time spent, work accomplished, and levels of excellence reached will be kept in a portfolio for each student.

The machine reproducible portfolio will contain samples of the student's work, tapes, papers, photographs, faculty evaluations, student self-evaluation; in short, a full and useful record closer to a biography or autobiography than a transcript.



### WORK-STUDY, INTERNSHIPS:

Faculty members will frequently sponsor students engaged in individual projects on or off campus. Certain terms may be useful to distinguish among the various sorts of activities which fall under "individual learning contracts."

"Individual learning contract": an agreement struck between a student and a faculty sponsor (or other Evergreen staff member who has extended his services to the academic program) for the carrying out of certain activities. Both parties must honor their agreement -- the student by fulfilling the project as initially described (and perhaps modified by mutual consent); the sponsor by offering guidance, assistance, expertise whenever useful, and a final evaluation. Each fulfilled contract will be represented by a "portfolio" containing (a) a description of the project as contracted, (b) the sponsor's remarks on the student's performance, and (c) the student's narrative of what he has done, what he has learned, and how his sponsor and the available resources have supported his endeavors.

"Individual study": a categorical term including projects undertaken on or off campus, with close and frequent guidance by the sponsor or with hardly any faculty guidance, save for initial agreement and final evaluation. The term, however, might be more usefully narrowed to apply to learning contracts involving close guidance, frequent meetings with the faculty sponsor (and his designated "sub-contractor's"), and step-by-step agreement on a detailed plan of study, usually carried out on campus. We should then have a suitable alternative to the term "independent study."



"Independent study": involvement in a project which the student has almost completely designed for himself, with only the minimum of necessary faculty guidance from a sponsor during the run of the project. The sponsor, however, will have helped to draw up the contract, will provide a final evaluation, and will stand ready to offer assistance whenever called upon. (Such projects should be thoughtfully prepared and carefully evaluated. They will often involve the extension of Evergreen academic credit to activities which, though carried on in the name of the College, do not depend upon its facilities or on close working relationships with its faculty. Given the number of applicants for admission who do wish to make use of College resources, and the assumption that State support is offered for services rendered, sponsors should be wary of making contracts and awarding credit for activities which a student might carry on just as well -- and perhaps more honestly -- as a private individual without academic affiliation.) When "independent study" projects are pursued off-campus, they will sometimes entail individual research, reading, or creative endeavors. When students pursue them by temporarily affiliating themselves with some off-campus agency, they will come under the headings of "work-study," "internships," and "apprenticeships."

"

"Work-study": participation in a learning contract which involves remunerated work in an outside agency. The hyphen in the phrase denotes a continual relationship and not elapsed time; some institutions send students off to jobs and then bring them back to think; at Evergreen, "work-study" assumes that a student will be both performing tasks and reflecting upon them, bringing the full stretch of his intelligence and knowledge to bear on the job which he is doing.



To guarantee that the project will result in general growth and not merely practical narrowing, "work-study" situations should be carefully arranged in advance. Prospective employers and supervisors should be fully informed of Evergreen academic goals and should be regarded by the faculty sponsors as "sub-contractors," responsible to the student and to the College for guidance and evaluation.

"Internships" and "apprenticeships": participation in learning contracts which involve work within an outside agency, usually not remunerative to the student, save for some occasional defraying of expenses.

"Internships" usually refers to undertakings in scientific agencies, governmental agencies, social services, hospitals, and educational institutions. "Apprenticeships" usually refers to undertakings in organizations devoted to crafts, the arts, and to certain other professions.

Experience demonstrates that "work-study," "internships," and "apprenticeships" can be highly valuable to the student in broadening his perspective, clarifying his career-goals, presenting opportunities for the application of his knowledge, and challenging him with practical problems. But they will be valuable in proportion to the care with which they are arranged, supported, and evaluated. Evergreen sponsors must encourage participation, sustain the educational goals of the projects, and provide opportunities for the returned student to share what he has learned with his peers and with the College at large.



FIELD STUDIES -- DOMESTIC AND FOREIGN:

Students and faculty at Evergreen are encouraged to plan programs that extend the campus world-wide. Normally foreign and domestic field studies will be conducted in the context of theme groups or individual learning contracts. Research groups will also be encouraged to travel "where the action is."

Evergreen students and faculty will also have access to domestic and foreign student exchange programs when and if they fit group or individual educational needs.

The College will make every effort to secure funds for mobile micro-campus units and money for travel and maintenance for needy students. Funding may be a constant problem, but not an insoluble one.



#### STUDENT PARTICIPATION IN PROGRAM PLANNING AND GOVERNANCE:

Faculty will be encouraged whenever and wherever possible to seek student opinion and ideas for program planning. During our initial faculty planning year, 1970-71, it may be useful to create a control theme group composed of the range of students we are likely to have in the entering first class. Or, high school seniors, Junior College students, and townspeople could be invited to meet with the planning faculty seminars on a regular basis.

Establishment of such groups could provide immediate access to future students to help determine the value of planning concepts. It may also provide a forum for assessing the ability of hard-working faculty to be completely honest with each other. Later theme groups may find it useful to create student intra-group councils of one sort or another. These would serve as sources of feedback and counsel to the faculty teams.

The design of curriculum is the role and the responsibility of the faculty. It is not and cannot be the role and the responsibility of the typical graduate of an American high school. Students could be incorporated into both the planning and the operation of a theme group program, if the faculty of that program so desired, only if a good deal of time is spent discussing the educational philosophy that is the foundation of the program and if the students are taught planning and housekeeping skills. Once they understand the philosophy of the program and have had housekeeping practice the students are much more likely to participate in the planning of a part of a program in an intelligent and responsible way. If this occurs it can contribute to very high morale.



Ideological demands for student participation in academic governance, for participation sake, simply do not make sense. Granting them does not lead to real reform.

While the young cannot be expected to take the responsibility for the design of the curriculum that is to initiate them into adult society, they should demand that it be a liberating curriculum and that it be taught by committed teachers, great teachers!



TRAVEL POLICY: 1970-71:

Travel funds are limited, and state supported travel is closely scrutinized by the state legislature. Therefore, travel will be negotiated individually, and all requests will be carefully reviewed by the Deans. Funds will be allocated as fairly as possible according to the following criteria:

- I. HIGH PRIORITY -- RECRUITING ACTIVITIES  
BOTH FOR FACULTY AND STUDENTS
- II. MIDDLE PRIORITY -- PROFESSIONAL ACTIVITY  
CENTERED AROUND PAPER PRESENTATION OR  
PANELIST AT MAJOR MEETING
- III. LOW PRIORITY -- GENERAL ENLIGHTENMENT,  
GENERAL CONTACTS, GETTING THE EVERGREEN  
NAME EXPOSED

## FRINGE BENEFITS:

### INSURANCE

The Evergreen State College provides group payroll deduction retirement and insurance plans for Faculty. TESC contributes up to \$10.00 per month toward premium payments for group life, group salary continuance, group accident, or group health insurance. According to individual option, the College applies its contribution in order of priority: life insurance, salary continuation, accidental death and dismemberment, and health insurance.

Regular employees of The Evergreen State College are further covered under Workmen's Compensation and Medical Aid Acts of the State of Washington. Such coverage and protection applies only to accidents suffered in performance of College duties, and excludes normal illness.

Specific information may be secured from the office of the Vice President for Business, and is outlined in the TESC Business Policies and Procedures Handbook.

### RETIREMENT

Faculty participate in the Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF). Participation in TIAA-CREF ~~BECOMES MANDATORY~~ upon completion of two years service. Voluntary participation is allowed upon appointment to the Faculty. TIAA-CREF accounts held elsewhere are transferrable, and Old Age and Survivors Insurance (Social Security) contributions begin immediately upon appointment.

TIAA-CREF contributions are jointly made by Faculty and The Evergreen State College according to the following schedule:

	<u>Faculty</u>	<u>College</u>	<u>Total</u>
FIRST \$4,800 of Annual Salary	4½%	4½%	9%
Salary <u>above</u> \$4,800 annually	7½%	7½%	15%

The individual faculty member may elect to divide his TIAA-CREF contribution in any of the following combinations:

100% to TIAA  
75% to TIAA 25% to CREF  
50% to TIAA 50% to CREF  
25% to TIAA 75% to CREF



Upon retirement, Faculty will receive income from Social Security benefits and TIAA-CREF policies. Individuals will retire at age 65, considered normal retirement age. In special cases, individuals may be retained on a yearly basis by vote of the Board of Trustees. Mandatory retirement age, however, is 70.