From kellyj@elwha.evergreen.eduFri Sep 26 08:37:20 1997
Date: Tue, 9 Apr 1996 11:18:01 -0700 (PDT)
From: Jeff Kelly <kellyj@elwha.evergreen.edu>
To: David Paulsen <paulsend@elwha.evergreen.edu>
Cc: Burton Guttman <guttmanb@elwha.evergreen.edu>,
    Janet Ott <ottj@elwha.evergreen.edu>,
    Betty Kutter <kutterb@elwha.evergreen.edu>,
    Linda Kahan <kahanl@elwha.evergreen.edu>,
    James Neitzel <neitzelj@elwha.evergreen.edu>,
    Clyde Barlow <barlowc@elwha.evergreen.edu>,
    Jude Van Buren <vanburen@elwha.evergreen.edu>,
    Patty Toccalino <toccalip@elwha.evergreen.edu>
Subject: more on M2O

David,

In your e-mail of last month you asked about my impressions of where the biology discussions were going. This then is the third and final part of my answer to your questions.

There was a two hour meeting of some of the biologists and some of the chemists. The meeting spent its first part on the usual "what's wrong with M2O" and "what's wrong with organic". The rest of the meeting centered on what biology should be taught at the first year level. No constructive discussion of the "M2O problem" occurred.

Opposition to the current form of M2O comes mainly from Janet and Linda. Betty and Burt support some changes but generally think organic and biochemistry can be part of the offering. I don't know where Jude stand on this issue. In general the chemists think M2O has been quite successful over the years. We will use an M2O model for next year, but as the MandO description in the current calalog shows, we are willing to modify the program to accomodate changing biology interests.

What has not happened is any discussion of a commitment from the biologists
to any form of continuing upper division biology whether it is a single program or a rotation of topics or offerings. As next year's "M2O" has no biology faculty, you can see that an organized commitment is not in place. As I mentioned before, the lab biology faculty is pretty much fixed
for the next few years. These people need to figure out what they are willing to teach. If there is some way the chemists can integrate organic and biochemistry with it - great. If not, we will offer organic and biochemistry on our own or in conjunction with environmental studies.

--Jeff
From ottj@elwha.evergreen.eduFri Sep 26 08:37:20 1997
Date: Tue, 9 Apr 1996 13:29:54 -0700 (PDT)
From: Janet Ott <ottj@elwha.evergreen.edu>
To: Jeff Kelly <kellyj@elwha.evergreen.edu>
Cc: David Paulsen <paulsend@elwha.evergreen.edu>,
    Burton Guttman <guttmanb@elwha.evergreen.edu>,

Betty Kutter <kutterb@elwha.evergreen.edu>,
Linda Kahan <kahanl@elwha.evergreen.edu>,
James Neitzel <neitzelj@elwha.evergreen.edu>,
Clyde Barlow <barlowc@elwha.evergreen.edu>,
Jude Van Buren <vanburen@elwha.evergreen.edu>,
Patty Toccalino <toccalip@elwha.evergreen.edu>
Subject: Re: more on M2O

I want to reply to Jeff's message and lay out some of the issues as I see them. Jeff has laid out the issue from the chemists point of view well, I think. Part of that is that the chemists are pretty strongly in agreement about a lot of things - what to teach, to whom to teach it, in what order, etc. I believe that the biologists would not be in the same kind of agreement. Reasons are many. We are a very different group than the chemists. We don't get together. There are a lot of reasons for that as well, but that we don't precludes that we would have some coordinated vision of what to teach, etc. That the chemists would like us to do so I can understand from their organized perspective, but it flies in the face of Jeff's own statement about letting others teach as they want.

I cannot speak for the other biologist nor would I want to as I know I would misrepresent them. So I will only speak for myself. I think I have a different priority list, or at least it isn't as set as the chemists seem to be - to serve our majors first and foremost and let the rest of the curriculum fall where it may. I suppose that I, at least, do this in a random sort of walk through the curriculum, teaching bio major types one year, intro science types another, non-majors a third and dabblers another. Well. It's not organized, I admit it. I'm feeling that this is not a good thing from the chemists (or at least from Jeff). I suppose I could lay out with good rationale why I am chosing to teach X,Y, and Z over the next several years, but I know that my mind will change, the curriculum pressure will be elsewhere and that the deans will pull me from one place to another as they have done on (now) several occasions. So I try not to get too worked up about where I'll be any particular year, unless I have spent a lot of time planning and I don't expect to be able to teach with that team again for awhile, and yes, that is generally when I am teaching outside the area.

As far as pushing that I am doing in the area, it isn't about ripping apart what we have that works, but saying "let's get back to the basics - who are we serving? How well do we do that? Who are we leaving out?" We started the conversation, but it is far from finished and the difficulty is the pressure of time (of course) while we have to get a curriculum together. While it is another area that we disagree, I don't think that our curriculum is the best we could have it be, but I am NOT trying to completely discontinue everything, I merely want to look at it, and make sure that we are doing the best we can. Again, the discussion is just starting. And that brings me to Food. I'm getting this feeling that I'm an ogre for trying this new thing, that I'm wrecking everything because it's thowing a kink in the works, etc., etc., but the thing is,

someone at the meeting asked "well, what do you WANT to teach?" and I told
them. And I still think it can work. Yes, we need to coordinate so that organic gets taught to those that need it. We also need to corrdinate with the ES group so that we can integrate their basic courses and ours so
that we avoid the continual overlap we've been having. We need to think about the groups other than the majors and WITH OUR LIMITED RESOURCES see how we can address them. I think it can be done. But NOT the way we've been doing it with "who's going to teach M2O, M&M and FONS" being the way we start (and finish) our curricular planning. We are bright, capable, interesting, invested, and imaginative people. We can come up with more than one solution to the curricular issue.

Janet Ott, Ph. D. Lab I The Evergreen State College Olympia, Wa. 98505
206-866-6000, x6019

From tabbuttf@elwha.evergreen.eduFri Sep 26 08:37:20 1997
Date: Tue, 19 Nov 1996 09:47:45 -0800 (PST)
From: Fred Tabbutt <tabbuttf@elwha.evergreen.edu>
To: si@elwha.evergreen.edu
Subject: Getting to the intranet BB

My last message did not explain how to get to the intranee BB. Here's how you do it.

Get into NetScape and you will get the TESC Web page. At the top of the page replace http//evergreen.edu with

http://192.211.19.244/ and press return

You are now on the CAL intranet in side the firewall (I love these words)

click on scientific inquiry

then typr scinquiry .....only 1 i!

the password is molecule

the two statements are under 1998-99 curriculum

good hunting!

Fred
From kellyj@elwha.evergreen.eduFri Sep 26 08:37:20 1997
Date: Fri, 3 Jan 1997 14:16:15 -0800 (PST)
From: Jeff Kelly <kellyj@elwha.evergreen.edu>
To: Fred Tabbutt <tabbuttf@elwha.evergreen.edu>
Cc: si@elwha.evergreen.edu, Barbara Smith <smithb@elwha.evergreen.edu>
Subject: SI discussion

There have been a number of topics suggested for SI discussion over the last month. I would like to suggest the following topic as one that will have a major and lasting impact on the future of the college. Namely, I think we should be considering ways in which Evergreen wants to participate in the "electronic and computer" delivery of high education to the State of Washington.

I think that the next legislature is going to push very hard for this as a perceived low cost way to confront the coming surge of college age students. If we are not proactive we will end up with some departmental system of video classroom designed by folks at WSU or Central.

We are fortunate to have at this critical time, three academic deans with strong backgrounds in computers, technology and interdisciplinary teaching. They should be leading us in actively working on ways we can express our modes of teaching through electronic media.

--Jeff Kelly
From ottj@elwha.evergreen.eduFri Sep 26 08:37:20 1997
Date: Mon, 6 Jan 1997 14:35:22 -0800 (PST)
From: Janet Ott <ottj@elwha.evergreen.edu>
To: "E. J. Zita" <zita@elwha.evergreen.edu>
Cc: "Frank C. Motley" <motleyf@elwha.evergreen.edu>,
    tabbutf@elwha.evergreen.edu, si@elwha.evergreen.edu,
    Barbara Smith <smithb@elwha.evergreen.edu>,
    Virginia Darney <darneyv@elwha.evergreen.edu>,
    Sara Rideout <rideouts@elwha.evergreen.edu>
Subject: Re: "indomitable covenant"

I think what Frank and I have in mind is much more interdisciplinary than the kinds of things that we often pretend to be interdisciplinary. Not that biology and chemistry are not interdisciplinary, but the fact of the matter is, we have not thought broadly or inclusively enough about our curriculum. We have done very few programs that are truly interdisciplinary that incorporate real science along with such things as literature and art for instance, except occasionally, such as Reflections of Nature or Patterns. I think is can be done and some programs have been proposed but not done, such as Jim's idea of materials sciences and arts, getting scientists and artists to look at materials. Or a program on seeing, incorporating physiology and art. Those are the kinds of things I'm thinking about. And I know you all think I'm beating a dead horse, but it's exactly because they don't get followed up on. Year after year, we mostly go back to the same old, same old. I, for one, want to branch out and actually try some of this stuff and see what happens. I don't have the same sense of responsibility to the majors that many of you do. This isn't bad on either side, it's just different, but there should be room for both things. I'm not finding that yet.

J

Janet Ott, Ph. D. Lab I The Evergreen State College Olympia, Wa.
98505
206-866-6000, x6019

On Thu, 2 Jan 1997, E. J. Zita wrote:

> Gee, Jan, it seems to me that we have discussed something like this at
> most meetings since last year, often at your instigation. We keep
> reviewing how we can make science accessible to students yet innocent
of
> science, especially with theme-based programs like Food or Water...
>
>
> Dr. E.J. Zita, Lab I
> The Evergreen State College
> Olympia, WA 98505
>
> zita@elwha.evergreen.edu
> 360-866-6000 x6853
>
> On Tue, 17 Dec 1996, Janet Ott wrote:
>
> > Frank, thanks for that input. Indeed, we have not discussed it, as
far
> > as I know, and I agree with you that it's critical and needs stating
> > explicitely (sorry, Fred, to add more to the covenant, but better
late
> > than regretting it later), especially because we are seen by others
in
> > the college as "department-like." Thanks for catching it.
> >
> > Janet Ott, Ph. D. Lab I The Evergreen State College Olympia, Wa.
98505
> > 206-866-6000, x6019
> >
> >
> > On Mon, 16 Dec 1996, Frank C. Motley wrote:
> >
> > >
> > >
> > > Fred...I feel risky mentioning this because I have missed several
SI
> > > meetings where the issue may have been thoroughly discussed. I
accept many
> > > wet noodle lashes if that is indeed the case.
> > >
> > > >From listening to the perspectives of several non SI faculty, I
think it
> > > is fair to say that there is a feeling afloat that SI is sort of
> > > withdrawing from the rest of the college into a separate lesser
connected

> > > entity; i,e, a "department" where 'interdisciplinary' means only teaching
> > > across those disciplines that compose the sciences....chemistry, biology,
> > > etc. Non SI teachers seem to imply that it is becoming an area where a
> > > "Music of the Spheres" program could never again happen.
> > >
> > > Your vision statement (starred item #3) seems to specifically preclude
> > > such an
> > > interpretation where it says "We seek that of all our students... will
> > > have a liberal perspective.... to have a knowledge of the liberal arts as
> > > well as the relationship of one's field to society and other cultures."
> > >
> > > Might not it be a good idea to include such an acclimation of cross
> > > disciplinary intent in the covenant? I am thinking that such a declaration
> > > might fit especially well at the end of the first sentence of section #6
> > > where SI folks agree to "collectively provide a solid foundation in
> > > biology, chemistry, physics, mathematics, and computing."
> > >
> > > An even more integrating and healing statement might also
> > > invite liberal
> > > arts students into SI programs to experience the wonders and joys of
> > > scientific inquiry. The cross fertilization of these liberal arts
> > > students would surely enhance the teaching of writing skills which the
> > > covenant so clearly advocates.
> > >
> > > Again, if this horse has already been well beaten, then let not me be the
> > > one to once more roll him over.
> > >
> > > Your librarian
> > > fm
> > >
> >
>
From ottj@elwha.evergreen.eduFri Sep 26 08:37:20 1997
Date: Mon, 6 Jan 1997 15:14:00 -0800 (PST)
From: Janet Ott <ottj@elwha.evergreen.edu>
To: Jeff Kelly <kellyj@elwha.evergreen.edu>
Cc: Fred Tabbutt <tabbuttf@elwha.evergreen.edu>, si@elwha.evergreen.edu,
    Barbara Smith <smithb@elwha.evergreen.edu>
Subject: Re: SI discussion

Boy, Jeff, you may have hit it on the head. I'm interested in all kinds of topics, but Jane's report to the Board about the Governor's College,

whereby there is no campus, and students essentially contract at various places including businesses for certain skill-based classes scared the hell out of me. It's not an education, its a set of skills, which I suppose some people would claim to BE an education, but not what I think of it as, or else I have a different set of skills to want to pass on. Anyway, I think we need to do exactly what you're suggesting and be very proactive about this, thinking both of reasons why we do things better, but also ways of actually doing what they're proposing that makes sense to us and uses our values.

Janet Ott, Ph. D. Lab I The Evergreen State College Olympia, Wa. 98505
206-866-6000, x6019

On Fri, 3 Jan 1997, Jeff Kelly wrote:

>
>
>
> There have been a number of topics suggested for SI discussion over the
> last month. I would like to suggest the following topic as one that
> will have a major and lasting impact on the future of the college.
> Namely, I think we should be considering ways in which Evergreen wants
> to participate in the "electronic and computer" delivery of high
> education to the State of Washington.
>
> I think that the next legislature is going to push very hard for this
as
> a perceived low cost way to confront the coming surge of college age
> students. If we are not proactive we will end up with some
departmental
> system of video classroom designed by folks at WSU or Central.
>
> We are fortunate to have at this critical time, three academic deans
with
> strong backgrounds in computers, technology and interdisciplinary
> teaching. They should be leading us in actively working on ways we can
> express our modes of teaching through electronic media.
>
>
> --Jeff Kelly
>
From motleyf@elwha.evergreen.eduFri Sep 26 08:37:20 1997
Date: Tue, 7 Jan 1997 14:38:25 -0800 (PST)
From: "Frank C. Motley" <motleyf@elwha.evergreen.edu>
To: Burton Guttman <guttmanb@elwha.evergreen.edu>
Cc: sci@elwha.evergreen.edu

Burt....Several weeks ago I promised that I would describe how to look at some periodical articles in full text and in your office. Ever since our million dollar plus lawsuit against the Xerox company in the early 1970's, the library has been fairly cautious

about being the first to invest in new technology. We tend to wait until we can see clearly before we jump, and that is generally a hop rather than a leap. Our first hop has been with Project Muse which has allowed us to provide about 30 journals at a relatively small cost. Secondly, Timberland Regional Library has "hung on" their Infotrac system to our public access catalog as a public service. Here are directions for access to each of these collections via your office computer.

A. Project Muse

Step:

1) Click on Netscape Navigator

2) At the "Welcome to The Evergreen State College" home page, arrow down to "Academic Information" and click on
Library/Media Services

3) At the "library" home page, click on
Reference and Research Services

4) At the "Reference Page," click on
Project Muse

5) At the Project Muse home page, click on your chosen periodical; e.g.
Literature and Medicine

6) At the "literature and Medicine" home page, arrow down to the search button and click on
Search

7) You are interested in articles on teaching anatomy. Type in the word anatomy in the search box, and click on
Search

8) You now have before you a list of articles on anatomy. Click on any word of the title of any article that looks interesting in the list, e.g. Sheila Shaw's "Spontaneous Combustion and the Sectioning of Female Human Bodies." The full text of the article, including bibliography, should appear on your screen.

B. Infotrac

1. The first four steps here are the same as though were going to search Carl.

Step:

1) Log into your elwha account just as though you were going to

read your E-mail.

2) After you have logged on in the normal way, at the "elwha.evergreen.edu>" prompt, type

telnet cals

and hit Enter.

3) At the "Login:" prompt, type

Library

and hit Enter.

4) Your screen should now show the menu for the Evergreen State College Library's Online Public Access Catalog. Punch button

b

to Connect to Other Information Sources, and hit Enter.

5) At the next menu, the Innopac Gateway Main Menu, punch button

t

to connect to Timberland Regional Library Catalog, and hit Enter.

6) Hit Enter two more times. You should now see the Timberland Regional Library Online Catalog menu. Punch button

3

and hit Enter.

7) "Gen'l Reference Ctr (Magazine Index) 1993-Jan 1997" should already be highlighted on your screen. Just hit Enter.

8) Hit Enter again...where the screen says "Press Enter to Search this Database."

9) This screen should be the search screen with the words "subject guide" highlighted. I always search this database by key word, so arrow down once to "key word search."

10) Your Significant Other has been feeding you DHEA in order to hopefully stave off the inevitable (or at least mine has) , so type in

dhea

as a key word...and hit Enter.

11) Number 3 on your bibliographic list is an article from the Nov. 6, 1996 issue of the Journal of the American Medical Association entitled "Scientific Verdict still out on DHEA. Highlight #3 by arrowing down, hit enter and read or print the full text of the article. Additional articles on DHEA in full text are from Harvard Health Letter, The Lancet, etc.

Some of my favorite magazines in full text in this database are Science News, Sky and Telescope, Astronomy, Technology Review, and The Economist.

The American Institute of Physics has announced that libraries as of 1997 can provide to any of their users AIP journals on-line and

in full text via Internet. We only currently subscribe to one of
the 16 AIP journals, i.e. The Journal of Chemical Physics. I will
give you directions for reading articles in your office from the
Journal of Chemical Physics as soon as I get the paper work
completed. The electronic version comes free with our paper
subscription. Best wishes. Your Librarian. fm
From zita@elwha.evergreen.eduFri Sep 26 08:37:20 1997
Date: Fri, 10 Jan 1997 16:19:35 -0800 (PST)
From: "E. J. Zita" <zita@elwha.evergreen.edu>
To: Betty Kutter <kutterb@elwha.evergreen.edu>
Cc: "Frank C. Motley" <motleyf@elwha.evergreen.edu>,
    Janet Ott <ottj@elwha.evergreen.edu>, tabbutf@elwha.evergreen.edu,
    si@elwha.evergreen.edu, Barbara Smith <smithb@elwha.evergreen.edu>,
    Virginia Darney <darneyv@elwha.evergreen.edu>,
    Sara Rideout <rideouts@elwha.evergreen.edu>,
    William Bruner <brunerw@elwha.evergreen.edu>,
    Sarah Williams <williasa@elwha.evergreen.edu>,
    Brian Gerheim <gerheimb@elwha.evergreen.edu>
Subject: Re: "indomitable covenant"

Sarah Williams is currently integrating social science in an SI program,
as Betty (below) suggests should be done. Sarah's Cultural Studies of
Science students are working with Matter and Motion students. We share
readings and discussions in Seminar, and collaborate in Exploration Lab.

This also makes Lab and Seminar inextricable (and corequisite), providing
one model for John Cushing's earlier suggestion that Seminar should be
more crucially integrated with SI programs. Sarah and Rob Knapp came up
with this idea for M&M last year, if I understand correctly. Perhaps it
can be extended to other progams if it works out well for us (which it
shows all signs of doing ;) Zita


```
                                 \   /    \
Dr. E.J. Zita, Lab I          __     /|\ /      \_____
The Evergreen State College  /  \  /| /           \
Olympia, WA  98505          \__/   //| \               \
                             // \ \                 \
zita@elwha.evergreen.edu            / |\ \                 \
360-866-6000 x6853     ~~~~~~~~~~~~~~ /  |   \
                              |
```


On Wed, 8 Jan 1997, Betty Kutter wrote:

> Dear Frank,
> Thank you very much for sharing this story with us!! And
congratulations
> to both you and your son.
> It is exactly this sort of stories and experiences, in various forms,
> that make me feel so much satisfaction and joy from teaching in Human
> Health and Behavior. Scarcely a week goes by but what I run into
someone
> who has taken it at some time in the last almost 20 years and stops me
> somewhere in Olympia to introduce themselves and tell me about what
they

> are doing and what a profound difference it made in their lives -- and
as
> you say, they are often ones who were not necessarily "good students"
> then. Empowerment is my major goal for that program -- particularly in
> the field of science applied to their own lives, but also in so many
> other areas.
>
> We somehow have to find the strength and balance, I think, both to give
a
> unique kind of science education to those who are going on to become
> teachers, scientists, health professionals and also to provide a
variety
> of creative kinds of programs to make this accessible to non-
scientists.
> I enjoyed your talk about working with people from the Food program --
I
> also have found that nutrition and food is an important entrypoint for
> many and especially enjoyed the "Nutrition, Culture and Community
Health"
> program I did a number of years ago, and would like to do something
like
> that again.
>
> One thing I think we really need: more social science faculty who are
> interested in working in various sorts of programs that include science
> -- along with support for the SI folk who really value doing the
> integrating programs, as well -- as Jan emphasizes, and Fred was doing
> with "Water".
>
> Keep nudging us!
>
> Betty Kutter
> The Evergreen State College, Olympia, WA 98505
> 360 866 6000, X 6099
> FAX: 360 866 6794
> kutterb@elwha.evergreen.edu or t4phage@elwha.evergreen.edu
>
>
>
From motleyf@elwha.evergreen.eduFri Sep 26 08:37:20 1997
Date: Wed, 8 Jan 1997 18:55:12 -0800 (PST)
From: "Frank C. Motley" <motleyf@elwha.evergreen.edu>
To: Janet Ott <ottj@elwha.evergreen.edu>
Cc: "E. J. Zita" <zita@elwha.evergreen.edu>, tabbutf@elwha.evergreen.edu,
    si@elwha.evergreen.edu, Barbara Smith <smithb@elwha.evergreen.edu>,
    Virginia Darney <darneyv@elwha.evergreen.edu>,
    Sara Rideout <rideouts@elwha.evergreen.edu>,
    William Bruner <brunerw@elwha.evergreen.edu>,
    Brian Gerheim <gerheimb@elwha.evergreen.edu>
Subject: Re: "indomitable covenant"

Jan-

Your note has been stirring around in my mind all weekend, so much so that I feel like I have to write. So forgive me (or just hit the d button) if this seems to go on and on. I am thinking of trying to make a point, but I am not exactly sure what it is...so I guess I will try to talk around it.

Several years ago I worked half time for a year in academic advising. One of the things I remember was how easy it was to give some basic advice to students who wanted to go to graduate school in the sciences, wanted to be physicians, etc. It was a simple matter to explain our science track, FONS, M&M, etc. No other part of the curriculum had that kind of predictability. When students asked how the science program was different from that of a regular college, I tried to regurgitate Merv Cadwallider's point that the essence of Evergreen is "team taught, coordinated, interdisciplinary study." As I explained `what we do' in the sciences at Evergreen, I had very little problem with the team taught part; I think that how the faculty works together in teams and coordinates their activities in a program like M2O are fairly evident and obvious. The innovation of student hands-on access to expensive and sophisticated equipment is something students talk about and I often hear about. I had more trouble explaining the interdisciplinary aspect of the non environmental studies part of the sciences. In order to make my malaise clearer, I would like to relate a somewhat intense and very personal story.

My son, my one and only child, became of college age about 13 years ago. John was not a particularly motivated student; in the 7th grade he had less than a 50% attendance average and he didn't bother to go at all to the 8th. He attended high school; but more or less because he didn't know what else to do with himself. After graduating from high school, he worked in McDonald's for a year. During all this period he swore that he hated school, and that he would never go to college. During the year that he worked at McDonald's my wife and I left an Evergreen college catalog on the dining room table. It (without John's ever really realizing it) was the only book allowed on the table for an entire year. Every now and then John would pick it up and look at it. Finally, one day he said, "OK, you guys win. I don't know what else to do with my life--I guess that I will go to Evergreen."

John started in Political Economy. Jeanie, I am sure, thought he was a fruitcake.... with his purple hair and the tic-tac-toe game shaved on the back of his head. Rudy denied him partial credit due to lack of attendance and incomplete work. What John did his second year, I don't remember except that he spent the mornings on his hands and knees in the soccer field looking for mushrooms and his evenings eating them. His third year was in Native American Studies... and it was there of all places that his education began to take hold. He decided to earn credit while traveling, and he began to learn French so he could relate to people in French speaking countries. He began to read...and he read a lot. He took a drawing class from Phil Harding so that he could draw what he observed instead of having to carry a camera. He got the last seat

for $99 on a Fredie Laker 747 from San Francisco to Brussels. Neither my wife, nor I, nor his sponsor heard from this turkey for 6 months; when we did he called us from Tunis. He left Portland with less than a hundred dollars in his pocket, and during the time he was gone he worked, walked and hitchhiked over much of Europe and Northern Africa.

Coming back to Evergreen for his final and senior year, John was convinced that he wanted to be an "environmental farmer," so he enrolled in Pat Labine's Ecological Agriculture program. Pat was quick to pick out a kid with some potential and began to shove chemistry down his throat with a vengeance. Believing that he had to know a lot of science in order to survive as a modern organic farmer, the poor deluded child actually did quite well...learning a heck of a lot of biology, chemistry, and plant science along with the history of food, farming, etc.

Graduating from Evergreen, he didn't have enough money to buy a farm so he worked for a year doing odd jobs painting boats, building concrete forms, hauling trash, etc. He got hungary. An ex girlfriend (an Evergreen graduate) invited him to come to Hammatsu, Japan where she was teaching English as a second language. His mother bought him a suit, and he was off. Within three days of landing in Japan he had a job teaching English, within one year he was fluent in the language, at the end of the second year he could read and write, the third year he had a Japanese wife, the fourth year he was managing the school, and by the time he left Japan he had 40 teachers working under him teaching half a dozen languages.

At this point at my great instigation and urging, my son decided to apply to law school. Not knowing if he could get admitted (Evergreen degree and all) he applied to 43 law schools. He was accepted at 41. He decided to enroll at the University of Chicago because of their specialty in Japanese law and their very famous "Law and Economics" program....Remember the Political Economy experience. Over the last two and a half years he has focused on international and corporate law, taken classes in Japanese law in the Japanese language, lawyered an important immigration case while winning a Palestinian his freedom from U.S. deportation, and did much of the legal work for a corporate buy out. In June he will graduate with honors from the University of Chicago Law School; after graduation he has a job doing corporate law with the firm of Stoel Rives in Portland making on his first day at work $11,000 a year more than I make after having worked for state colleges for over 30 years.

Needless to say, I am terribly proud of my son...and I hope that I am not taking this platform just to brag about his achievements. Shame on me if I am. I tell this story because I have great personal knowledge of its accuracy and veracity... and because I have heard other very similar stories from other graduates and parents of Evergreen students. John's story is not that uncommon.

There are several points here. One is that Evergreen does change students' lives. John still says he never would have gone to college had it not been for Evergreen. Evergreen gave him both the freedom AND the stimulation to find his way. Despite his lackadaisical attitude, John did learn a lot at Evergreen. He says that at Chicago, nobody came from a school like Evergreen. All his colleagues came from Princeton, Yale, Harvard, Stanford, etc. I ask him if he feels inadequate with his undergraduate education, and he says "No, Evergreen is one of the best choices I ever made in my life. I got a good foundation there. I learned everything I needed to know. My science background has been absolutely critical, especially when patent law is up and coming and the connection between law and medicine is getting ever more involved. I got enough background at Evergreen in order to be able to efficiently learn more. Evergreen is who I am. Besides, I could never have gotten into law school had I had a grade point average."

A second point is that there is a large collection of students in our school very much in need some background in science, but who will probably never be scientists. What kind of track do we have for them? One of my favorite programs of all time as a reference librarian was the food program. Students from that program asked me all kinds of wonderful questions: "What kinds of foods have been found in the mummys?" "What is glucose tolerance factor, and what is its chemistry in the body?" "Did the Indians of the Americas extinct the mastodons in their quest for a food source?" "What is the connection between literature and food?" "How has food, or lack of food, determined the outcome of wars?" The food program was indeed a reference librarian's paradise. And yet in a 60 student program, there was no sign of a scientist among the faculty. I have absolutely no question in my mind that there were students in that program that were turned on to the wonders education and especially, interdisciplinary education...and to the wonders of science.

I worry that in our quest to train scientists, and I have to admit that we are pretty good at it, we may absent mindedly bypass one of the things that we are best at... at saving the Johns. Dozens of colleges are good at training scientists, Stanford, Reed, Berkeley, etc. There are lots of schools who can take a finely polished high school student and add considerably more luster. And it may well be that we can enter and even win at that competition. But for me, that is not very interesting...not any more. What I think is truly wonderful about Evergreen is that we can take students who are low down on the scale of intellectual and motivational sophistication and move them miles. Evergreen's greatest wonder is that it can turn academic rocks into academic diamonds like no other college in the world; I am absolutely convinced of that. And God, have I ever seen it happen.

As your librarian dropping into the Scientific Inquiry group, with some of the experiences behind me that I have just related, I cannot help but want to see SI commit itself to some extent to interdisciplinary study in the broadest sense. I worry about us

trying to cover too much detail, about too much focus on "advanced work." Fairly often I encounter people like one of my friends the other day who asked me to explain to him the relationship between amps, volts, watts, and horsepower. And he was a person who got A's in college physics. Students forget much of what they learn if they don't relate it to a wide variety of contexts while they learn it. Most every college teacher I have ever encountered has made the point that graduate work was conceptually simpler than undergraduate. I am convinced that advanced work has more to do with the intellectual motivation and intellectual sophistication of the student than it has to do with subject matter. Do we not have an obligation to commit ourselves to continually offering a set of programs like the food program that puts us in a position to do the thing that we are the very very best at...that is, awaken the lost soul, the lost student? fm

On Mon, 6 Jan 1997, Janet Ott wrote:

> I think what Frank and I have in mind is much more interdisciplinary than
> the kinds of things that we often pretend to be interdisciplinary. Not
> that biology and chemistry are not interdisciplinary, but the fact of the
> matter is, we have not thought broadly or inclusively enough about our
> curriculum. We have done very few programs that are truly
> interdisciplinary that incorporate real science along with such things as
> literature and art for instance, except occasionally, such as Reflections
> of Nature or Patterns. I think is can be done and some programs have
> been proposed but not done, such as Jim's idea of materials sciences and
> arts, getting scientists and artists to look at materials. Or a program
> on seeing, incorporating physiology and art. Those are the kinds of
> things I'm thinking about. And I know you all think I'm beating a dead
> horse, but it's exactly because they don't get followed up on. Year
> after year, we mostly go back to the same old, same old. I, for one,
> want to branch out and actually try some of this stuff and see what
> happens. I don't have the same sense of responsibility to the majors
> that many of you do. This isn't bad on either side, it's just different,
> but there should be room for both things. I'm not finding that yet.
>
> J
>
> Janet Ott, Ph. D. Lab I The Evergreen State College Olympia, Wa. 98505
> 206-866-6000, x6019
>
>
> On Thu, 2 Jan 1997, E. J. Zita wrote:
>

> > Gee, Jan, it seems to me that we have discussed something like this
at
> > most meetings since last year, often at your instigation. We keep
> > reviewing how we can make science accessible to students yet innocent
of
> > science, especially with theme-based programs like Food or Water...
> >
> >
> > Dr. E.J. Zita, Lab I
> > The Evergreen State College
> > Olympia, WA 98505
> >
> > zita@elwha.evergreen.edu
> > 360-866-6000 x6853
> >
> > On Tue, 17 Dec 1996, Janet Ott wrote:
> >
> > > Frank, thanks for that input. Indeed, we have not discussed it, as
far
> > > as I know, and I agree with you that it's critical and needs
stating
> > > explicitely (sorry, Fred, to add more to the covenant, but better
late
> > > than regretting it later), especially because we are seen by others
in
> > > the college as "department-like." Thanks for catching it.
> > >
> > > Janet Ott, Ph. D. Lab I The Evergreen State College Olympia, Wa.
98505
> > > 206-866-6000, x6019
> > >
> > >
> > > On Mon, 16 Dec 1996, Frank C. Motley wrote:
> > >
> > > >
> > > >
> > > > Fred...I feel risky mentioning this because I have missed several
SI
> > > > meetings where the issue may have been thoroughly discussed. I
accept many
> > > > wet noodle lashes if that is indeed the case.
> > > >
> > > > >From listening to the perspectives of several non SI faculty, I
think it
> > > > is fair to say that there is a feeling afloat that SI is sort of
> > > > withdrawing from the rest of the college into a separate lesser
connected
> > > > entity; i,e, a "department" where 'interdisciplinary' means only
teaching
> > > > across those disciplines that compose the sciences....chemistry,
biology,
> > > > etc. Non SI teachers seem to imply that it is becoming an area
where a

> > > > "Music of the Spheres" program could never again happen.
> > > >
> > > > Your vision statement (starred item #3) seems to specifically preclude
> > > > such an
> > > > interpretation where it says "We seek that of all our students... will
> > > > have a liberal perspective.... to have a knowledge of the liberal arts as
> > > > well as the relationship of one's field to society and other cultures."
> > > >
> > > > Might not it be a good idea to include such an acclimation of cross
> > > > disciplinary intent in the covenant? I am thinking that such a declaration
> > > > might fit especially well at the end of the first sentence of section #6
> > > > where SI folks agree to "collectively provide a solid foundation in
> > > > biology, chemistry, physics, mathematics, and computing."
> > > >
> > > > An even more integrating and healing statement might also
> > > > invite liberal
> > > > arts students into SI programs to experience the wonders and joys of
> > > > scientific inquiry. The cross fertilization of these liberal arts
> > > > students would surely enhance the teaching of writing skills which the
> > > > covenant so clearly advocates.
> > > >
> > > > Again, if this horse has already been well beaten, then let not me be the
> > > > one to once more roll him over.
> > > >
> > > > Your librarian
> > > > fm
> > > >
> > >
> >
>
From kutterb@elwha.evergreen.eduFri Sep 26 08:37:20 1997
Date: Wed, 8 Jan 1997 21:39:05 -0800 (PST)
From: Betty Kutter <kutterb@elwha.evergreen.edu>
To: "Frank C. Motley" <motleyf@elwha.evergreen.edu>
Cc: Janet Ott <ottj@elwha.evergreen.edu>,
    "E. J. Zita" <zita@elwha.evergreen.edu>, tabbutf@elwha.evergreen.edu,
    si@elwha.evergreen.edu, Barbara Smith <smithb@elwha.evergreen.edu>,
    Virginia Darney <darneyv@elwha.evergreen.edu>,
    Sara Rideout <rideouts@elwha.evergreen.edu>,
    William Bruner <brunerw@elwha.evergreen.edu>,
    Brian Gerheim <gerheimb@elwha.evergreen.edu>
Subject: Re: "indomitable covenant"

Dear Frank,
Thank you very much for sharing this story with us!! And congratulations to both you and your son.
It is exactly this sort of stories and experiences, in various forms, that make me feel so much satisfaction and joy from teaching in Human Health and Behavior. Scarcely a week goes by but what I run into someone who has taken it at some time in the last almost 20 years and stops me somewhere in Olympia to introduce themselves and tell me about what they are doing and what a profound difference it made in their lives -- and as you say, they are often ones who were not necessarily "good students" then. Empowerment is my major goal for that program -- particularly in the field of science applied to their own lives, but also in so many other areas.

We somehow have to find the strength and balance, I think, both to give a unique kind of science education to those who are going on to become teachers, scientists, health professionals and also to provide a variety of creative kinds of programs to make this accessible to non-scientists. I enjoyed your talk about working with people from the Food program -- I also have found that nutrition and food is an important entrypoint for many and especially enjoyed the "Nutrition, Culture and Community Health" program I did a number of years ago, and would like to do something like that again.

One thing I think we really need: more social science faculty who are interested in working in various sorts of programs that include science -- along with support for the SI folk who really value doing the integrating programs, as well -- as Jan emphasizes, and Fred was doing with "Water".

Keep nudging us!

Betty Kutter
The Evergreen State College, Olympia, WA 98505
360 866 6000, X 6099
FAX: 360 866 6794
kutterb@elwha.evergreen.edu or t4phage@elwha.evergreen.edu

From vanburen@elwha.evergreen.eduFri Sep 26 08:37:20 1997
Date: Sun, 19 Jan 1997 15:48:20 -0800 (PST)
From: Jude Van Buren <vanburen@elwha.evergreen.edu>
To: William Bruner <brunerw@elwha.evergreen.edu>
Cc: "E. J. Zita" <zita@elwha.evergreen.edu>,
    Jim Stroh <strohj@elwha.evergreen.edu>,
    Burton Guttman <guttmanb@elwha.evergreen.edu>
Subject: What the UW provides that our library doesn't (fwd)

Hello Bill - As I don't think that you are on this email list - I thought that this would provide you with the flavor of the discussions that we are having in the SI group re: periodical use and need. HEaring about Burt's recent trek to the library at the U leaves me salivating for such an experience - yet I can't see my calendar clear until March of having

free a clear day to go to the U library. What can we
do? We can't duplicate the U of W library - but I am of late, really
frustrated with students continuing to think that the Internet suffices
as a way of researching an issue... HELP.. and thanks for your
interest... Jude Van Buren

---------- Forwarded message ----------
Date: Thu, 16 Jan 1997 13:39:29 -0800 (PST)
From: Burton Guttman <guttmanb@elwha.evergreen.edu>
To: "Frank C. Motley" <motleyf@elwha.evergreen.edu>
Cc: si@elwha.evergreen.edu, Brian Gerheim <gerheimb@elwha.evergreen.edu>,
    Caryn Cline <clinec@elwha.evergreen.edu>
Subject: What the UW provides that our library doesn't

Frank Motley wrote:

> What specifically it is that
> students need at the UW that our library is not providing?

Journals. Nice, well-organized paper journals. Yesterday I had a list
of about 10 references on development and evolution to track down. I
went to the Health Sciences Library, walked through the stacks, and in 15
minutes had a pile of journals. I took them to the xerox machines and in
a few minutes more had a valuable little stack of papers to read. Then I
checked out one bound collection of papers. All around me, other people
were doing the same, and student employees were busily returning copied
journals to the shelves so other folks could find them quickly. It was a
pleasure to work there. Evergreen could never duplicate that facility.
But we all need access to it. Maybe a van is the answer. (Not for me.)
Maybe people need to leave a list of required articles with one person at
the library who goes up every day or every other day to xerox them. (But
then I had a list of what I wanted; other people might have to spend a
lot of time in the stacks tracking down references from references.) I'm
still waiting to be able to get copies directly into my computer to be
saved or printed out here--not fax, thank you: the quality is too lousy.

Burt Guttman guttmanb@elwha.evergreen.edu
The Evergreen State College Voice: 360-866-6000, x. 6755
Olympia, WA 98505 FAX: 360-866-6794

Reunite Gondwanaland!

From guttmanb@elwha.evergreen.eduFri Sep 26 08:37:20 1997
Date: Tue, 21 Jan 1997 13:33:04 -0800 (PST)
From: Burton Guttman <guttmanb@elwha.evergreen.edu>
To: SI Faculty <si@elwha.evergreen.edu>, beugm@elwha.evergreen.edu,
    butlerp@elwha.evergreen.edu, cellarir@elwha.evergreen.edu,
    chinleog@elwha.evergreen.edu, cushja@elwha.evergreen.edu,
    hermans@elwha.evergreen.edu, labinep@elwha.evergreen.edu,
    longinoj@elwha.evergreen.edu, middendd@elwha.evergreen.edu,
    milned@elwha.evergreen.edu, nadkarnn@elwha.evergreen.edu,
    parsonwl@elwha.evergreen.edu, pearmanp@elwha.evergreen.edu,

perkinsj@u.washington.edu, souleo@elwha.evergreen.edu,
taylorp@elwha.evergreen.edu, tuckerg@elwha.evergreen.edu
Cc: Walter Niemiec <niemiecw@elwha.evergreen.edu>
Subject: Information, the paper blizzard, and scientific reponsibility

Please take a minute to consider what I think is a serious problem. It affects Lab I most of all, but I think it's an issue for all of us to think about.

When computers started to become our principal means of communicating, some idealists foresaw the paperless office in which all information would be held in computer files and there would be less and less need to chop down and grind up trees. It obviously hasn't happened. We have increasing access to worldwide information sources; we are able to exchange messages with friends and colleagues worldwide in seconds or minutes; and most people still feel a need to have paper copies of all the information they access or receive.

I see this particularly because my office is close to the printer many of us share on the 3rd floor of Lab I. The volume of material coming through this printer is remarkable, and I can't help noticing what much of it is as I pick up my own printing. Nor can I help noticing that a remarkably large fraction of what is printed _is never picked up!_ I see people printing copies of the most trivial-looking e-mail messages, and I wonder why in hell anyone needs _that_ printed. And when I see the paper lying there days later, fattening the pile of wasted paper, it becomes obvious that there was no reason at all.

There is a species of insanity here, kids, and it's time for us to face it
and take some action. Most of the residents of the Lab Buildings are scientists, including a large number of environmental scientists and scientists with other specialties who are deeply concerned about environmental issues. Our environmental responsibilities ought to be paramount. As scientists, we have knowledge that other people do not share about the state of the world and the consequences of current patterns of human behavior; and I believe with C. P. Snow that we have a special obligation to share that knowledge and to act on that knowledge. We are, furthermore, faculty members at a college that is trying to act responsibly and take a position of leadership in environmental issues; and we ought to be role models to our students and other colleagues.

I therefore beg you to consider seriously what we are doing, how we are handling and using information. I beg you to consider if there are not better, saner, more responsible ways of storing and using information than by printing large amounts of it. I also ask you to consider whether this is an issue that needs further discussion and perhaps the formulation of some policies or the exertion of some social pressure.

Burt Guttman guttmanb@elwha.evergreen.edu
The Evergreen State College Voice: 360-866-6000, x. 6755
Olympia, WA 98505 FAX: 360-866-6794

Reunite Gondwanaland!

From CUSHJA@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Tue, 21 Jan 97 15:43:00 PST
From: "Cushing, John" <CUSHJA@elwha.evergreen.edu>
To: 'Burton Guttman' <guttmanb@elwha.evergreen.edu>,
    'David Milne' <milned@elwha.evergreen.edu>
Cc: 'SI Faculty' <si@elwha.evergreen.edu>,
    'beugm' <beugm@elwha.evergreen.edu>,
    'butlerp' <butlerp@elwha.evergreen.edu>,
    'cellarir' <cellarir@elwha.evergreen.edu>,
    'chinleog' <chinleog@elwha.evergreen.edu>,
    'hermans' <hermans@elwha.evergreen.edu>,
    'labinep' <labinep@elwha.evergreen.edu>,
    'longinoj' <longinoj@elwha.evergreen.edu>,
    'middendd' <middendd@elwha.evergreen.edu>,
    'nadkarnn' <nadkarnn@elwha.evergreen.edu>,
    'parsonwl' <parsonwl@elwha.evergreen.edu>,
    'pearmanp' <pearmanp@elwha.evergreen.edu>,
    "'perkinsj@u.washington.edu'" <perkinsj@u.washington.edu>,
    'souleo' <souleo@elwha.evergreen.edu>,
    'taylorp' <taylorp@elwha.evergreen.edu>,
    'tuckerg' <tuckerg@elwha.evergreen.edu>,
    'Walter Niemiec' <niemiecw@elwha.evergreen.edu>
Subject: RE: Information, the paper blizzard, and

Well, from the standpoint of saving the planet's resources, I'd bet the hall printers are a winner. Think of all the oil, metal, etc that would be tied up in providing each faculty member with his/her own printer... Not to mention that the convenience of having it on your desk might encourage needless printing... And I assure you that far from making the college look prosperous, they save us significant money over the cost of buying a quality printer for each faculty office. [If you want your printed output to look like drafts, you can go through Page Setup and choose to print at a degraded resolution...]

There is NO reason that the hall printers cannot use recycled paper. In fact, ALL the paper in all the printers on campus is recycled (in the sense of being made from recycled fiber). Beyond that, each printer has multiple trays. If you want, you can load one of the trays in your area with used memos [just be sure to put the paper in right side up...]. Then when you go to the menu to print, you can choose to use the recycled memo tray. There is NO reason this will not work with the hall printers.

As to your computer crashing, call the computer support center. That should not be happening, and they should be able to fix this problem. I have been using a shared printer like this for two years, and my computer has NEVER crashed from this cause.

From: David Milne
Sent: Tuesday, January 21, 1997 15:31
To: Cushing, John; Burton Guttman
Cc: SI Faculty; beugm; butlerp; cellarir; chinleog; cushja; hermans; labinep; longinoj; middendd; nadkarnn; parsonwl; pearmanp; perkinsj@u.washington.edu; souleo; taylorp; tuckerg; Walter Niemiec
Subject: Re: Information, the paper blizzard, and

Hi, Burt & all!

SOLUTION ORIENTED COMMENTS.

Part of this is based on my philosophy of always printing letters to outside folks using DRAFT rather than NORMAL settings on my printer. The reason is to present a somewhat stressed-budget appearance to the outside readers. A too-perfect letter reflects wealth, prosperity, perhaps an excessive budget, whereas a draft-quality letter reflects a poor devil trying to do his job with underbudgeted resources.

How does this relate to paper waste? My office printer, which produces such excellent draft-quality letters, also uses recycled memos. For e-mail messages that I want to print, these are ideal. To my knowledge, the big printers spewing paper do not (maybe cannot) use recycled paper. My solution to paper waste ...

GET RID OF THE HALL PRINTERS! They show us as more prosperous than we are, and encourage paper waste. (They also cause my computer to crash, but that's another story.)

GET RID OF THEM! I'm serious about this.

cheers dave

From bergquis@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Thu, 16 Jan 1997 09:09:12 -0800 (PST)
From: Barbara Bergquist <bergquis@elwha.evergreen.edu>
To: Faculty A-G <arielg@elwha.evergreen.edu>, arney@elwha.evergreen.edu, barlowc@elwha.evergreen.edu, beugm@elwha.evergreen.edu, bohmerp@elwha.evergreen.edu, bopegedd@elwha.evergreen.edu, bowermap@elwha.evergreen.edu, brunerw@elwha.evergreen.edu, burgessk@elwha.evergreen.edu, carlsonc@elwha.evergreen.edu, chinleog@elwha.evergreen.edu, clinec@elwha.evergreen.edu, coontzs@elwha.evergreen.edu, curtzt@elwha.evergreen.edu, cushja@elwha.evergreen.edu, darneyv@elwha.evergreen.edu, diffendb@elwha.evergreen.edu, dimitrof@elwha.evergreen.edu, dobbsc@elwha.evergreen.edu, fiksdals@elwha.evergreen.edu, footet@elwha.evergreen.edu, foxr@elwha.evergreen.edu, freemang@elwha.evergreen.edu, gomezj@elwha.evergreen.edu, guttmanb@elwha.evergreen.edu, judyc@elwha.evergreen.edu, rscole@elwha.evergreen.edu
Subject: Direct Delivery via Interlibrary Loan

TO: Faculty
FROM: Linda Fraidenburg, Interlibrary Loan
RE: Direct Delivery via Interlibrary Loan

How would you like to be able to request journal articles via your office computer and have them sent directly to the closest fax machine? The library Interlibrary Loan (ILL) office is initiating a pilot project winter quarter to allow you to do just that. The vehicle for this service is Uncover, a large database covering journal and magazine articles across the academic disciplines. If you have access to Evergreen's library catalog now, you already have the ability to search Uncover. This new service will allow you to *order* what you find there; the bill will be paid from the library budget (such a deal).

Sign up by notifying Interlibrary Loan via e-mail at "ill@elwha.evergreen.edu". You will need to provide the following information:

1. Your first initial and last name (as you wish to be listed on fax cover sheets);

2. Whatever 5-letter password you would like to use; and

3. The fax number to which you wish the articles sent.

We will advise you when the account is in place; we will also send relevant instructions.

During winter and spring quarters, ILL will track use, total costs and any complaints, comments or suggestions you provide. The basic fee for Uncover's service is $10 per request plus a copyright fee which is usually below $20 (with occasional notable exceptions of $200 and more). Uncover clearly indicates the cost per transaction before you place your order, so you will be aware of high costs if there are any. We fully expect to be able to continue the service after winter quarter, however, we do want some preliminary information about levels of use and expense before we commit to providing permanent, unlimited, free use.

Those of you who like use Interlibrary Loan the way you have in the past should feel free to do so. We are not changing the existing service, just adding another option.

Questions about this new service? Contact Linda Fraidenburg, "ill@elwha.evergreen.edu", extension 6499, L2300.

If you want to explore Uncover without having to sign up for the new service, or if you have general questions about how to search Uncvover, please contact the reference librarian on duty at extension 6252 or stop by the reference desk anytime the library is open. Also, consider asking a reference librarian to teach your students how to use Uncover and other new library databases.
From tabbuttf@elwha.evergreen.eduFri Sep 26 08:37:21 1997

Date: Tue, 4 Feb 1997 17:36:15 -0800 (PST)
From: Fred Tabbutt <tabbuttf@elwha.evergreen.edu>
To: kahanl@elwha.evergreen.edu
Cc: si@elwha.evergreen.edu, environ@elwha.evergreen.edu
Subject: Re: another comment on evals (fwd)

Your note about NSF would indicate that practices vary. I was told by a faculty member at Reed who also sat on an NSF panel that Evergreen students
were
"automatically" removed from consideration for fellowships because a GPA could not be assigned to them and it would be unfair to other applicants to give them the benefit of the doubt. The best an Evergreen student was given was honorable mention. Did the student who got an NSF come directly from Evergreen? If they had a year of grad school that's a different story.

Fred Tabbutt

---------- Forwarded message ----------
Date: Tue, 4 Feb 1997 15:59:52 -0800 (PST)
From: Linda Kahan <kahanl@elwha.evergreen.edu>
To: Lin Nelson <nelsonl@elwha.evergreen.edu>
Cc: Jude Van Buren <vanburen@elwha.evergreen.edu>,
si@elwha.evergreen.edu,
Environmental Studies Faculty -- Michael Beug
<beugm@elwha.evergreen.edu>,
William Brown <brownw@elwha.evergreen.edu>,
"Jovana J. Brown" <brownj@elwha.evergreen.edu>,
Kathy Burgess <burgessk@elwha.evergreen.edu>,
Rob Cole <rscole@elwha.evergreen.edu>,
Dean Olson <olsond@elwha.evergreen.edu>,
Brian Price <pricebc@elwha.evergreen.edu>,
Peter Pearman <pearmanp@elwha.evergreen.edu>,
Frederica Bowcutt <bowcuttf@elwha.evergreen.edu>,
Paul Ray Butler <butlerp@elwha.evergreen.edu>,
Richard Cellarius <cellarir@elwha.evergreen.edu>,
Gerardo Chin-Leo <chinleog@elwha.evergreen.edu>,
Larry Eickstaedt <eickstae@elwha.evergreen.edu>,
Russell Fox <foxr@elwha.evergreen.edu>,
Martha Henderson <mhenders@elwha.evergreen.edu>,
"Steven G. Herman" <hermans@elwha.evergreen.edu>,
Pat Labine <labinep@elwha.evergreen.edu>,
"John (Jack) Longino" <longinoj@elwha.evergreen.edu>,
Lee Lyttle <lyttlel@elwha.evergreen.edu>,
Cheri Lucas Jennings <cheri@elwha.evergreen.edu>,
David Milne <milned@elwha.evergreen.edu>,
Carol Minugh <minughc@elwha.evergreen.edu>,
Nalini Nadkarni <nadkarnn@elwha.evergreen.edu>,
"John H. Perkins" <perkinsj@elwha.evergreen.edu>,
Paul Przybylowicz <przybylo@elwha.evergreen.edu>,
Matthew Smith <smithm@elwha.evergreen.edu>,
Oscar Soule <souleo@elwha.evergreen.edu>,

Jim Stroh <strohj@elwha.evergreen.edu>,
Ken Tabbutt <tabbuttk@elwha.evergreen.edu>,
Pete Taylor <taylorp@elwha.evergreen.edu>,
"Erik V. Thuesen" <thuesene@elwha.evergreen.edu>,
Walter Niemiec <niemiecw@elwha.evergreen.edu>,
Gabe Tucker <tuckerg@elwha.evergreen.edu>,
Tom Womeldorff <womeldor@elwha.evergreen.edu>,
bcc@elwha.evergreen.edu
Subject: Re: another comment on evals

Lin:
I don't know what you mean by "the NSF scenario". I have served on an NSF graduate student panel. Our TESC students are certainly not summarily
rejected because of their transcripts. I personally know of one student who received a fellowship and another who received an honorable mention (both in neuroscience--I don't know about other disciplines).
When you consider that less than 5% of all applicants get fellowships, and the competion is ferocious, and that for over half of the applicants (who come in from a first year in grad school) their graduate school record plays a big part in their success, that is not such a bad record.

LK
Linda Kahan kahanl@elwha.evergreen.edu
The Evergreen State College 360-866-6000 x6679
Olympia, WA 98505

From kutterb@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Tue, 4 Feb 1997 17:59:24 -0800 (PST)
From: Betty Kutter <kutterb@elwha.evergreen.edu>
To: Linda Kahan <kahanl@elwha.evergreen.edu>
Cc: Lin Nelson <nelsonl@elwha.evergreen.edu>,
Jude Van Buren <vanburen@elwha.evergreen.edu>,
si@elwha.evergreen.edu,
Environmental Studies Faculty -- Michael Beug
<beugm@elwha.evergreen.edu>,
William Brown <brownw@elwha.evergreen.edu>,
"Jovana J. Brown" <brownj@elwha.evergreen.edu>,
Kathy Burgess <burgessk@elwha.evergreen.edu>,
Rob Cole <rscole@elwha.evergreen.edu>,
Dean Olson <olsond@elwha.evergreen.edu>,
Brian Price <pricebc@elwha.evergreen.edu>,
Peter Pearman <pearmanp@elwha.evergreen.edu>,
Frederica Bowcutt <bowcuttf@elwha.evergreen.edu>,
Paul Ray Butler <butlerp@elwha.evergreen.edu>,
Richard Cellarius <cellarir@elwha.evergreen.edu>,
Gerardo Chin-Leo <chinleog@elwha.evergreen.edu>,
Larry Eickstaedt <eickstae@elwha.evergreen.edu>,
Russell Fox <foxr@elwha.evergreen.edu>,
Martha Henderson <mhenders@elwha.evergreen.edu>,

"Steven G. Herman" <hermans@elwha.evergreen.edu>,
Pat Labine <labinep@elwha.evergreen.edu>,
"John (Jack) Longino" <longinoj@elwha.evergreen.edu>,
Lee Lyttle <lyttlel@elwha.evergreen.edu>,
Cheri Lucas Jennings <cheri@elwha.evergreen.edu>,
David Milne <milned@elwha.evergreen.edu>,
Carol Minugh <minughc@elwha.evergreen.edu>,
Nalini Nadkarni <nadkarnn@elwha.evergreen.edu>,
"John H. Perkins" <perkinsj@elwha.evergreen.edu>,
Paul Przybylowicz <przybylo@elwha.evergreen.edu>,
Matthew Smith <smithm@elwha.evergreen.edu>,
Oscar Soule <souleo@elwha.evergreen.edu>,
Jim Stroh <strohj@elwha.evergreen.edu>,
Ken Tabbutt <tabbuttk@elwha.evergreen.edu>,
Pete Taylor <taylorp@elwha.evergreen.edu>,
"Erik V. Thuesen" <thuesene@elwha.evergreen.edu>,
Walter Niemiec <niemiecw@elwha.evergreen.edu>,
Gabe Tucker <tuckerg@elwha.evergreen.edu>,
Tom Womeldorff <womeldor@elwha.evergreen.edu>,
bcc@elwha.evergreen.edu
Subject: Re: another comment on evals

I also appreciate all of the effort and careful thought all of you are putting into this discussion -- and your work particularly, Jude! In response to the questions about grad schools and fellowships...

We are definitely well regarded by many of the "special" groups and have, I would agree with Linda, more than the success that might be expected. Just among students who were in my lab, I have had one win an NSF predoctoral fellowship, one a Howard Hughes fellowship, and one in the "runner-up" group for Howard Hughes fellowships, and many exstudents have gotten various other awards. We have also had excellent experience with students getting summer research positions at places like Washington University and Friday Harbor -- and a number of others.

In terms of grad schools: there are indeed a number of schools who have had experience with our students and especially like them -- I hear good feedback from places like Rockefeller, UCSF, Oregon State and many others. A comment was made that they are summarily rejected at Wisconsin, but a student of mine is in the middle of a PhD program in biochemistry there -- went straight from here -- and many schools clearly feel they get good information. I do warn students to get things in early, to give people time to look at their work --- it's important not to wait until the last minute anywhere, and especially with the long evaluations! And, I agree that the last evaluations are the most important -- and the summary student eval should be a major plus in those circumstances! (I doubt if many people look at student -- or even faculty -- evaluations from early years unless there is a particular topic/subject of special concern to them...as I said in my earlier message, we might want to consider this in deciding how detailed to make transcript evals at each level, focussing on the "in-house" feedback more at earlier stages.)

Betty Kutter
The Evergreen State College, Olympia, WA 98505
360 866 6000, X 6099
FAX: 360 866 6794
kutterb@elwha.evergreen.edu or t4phage@elwha.evergreen.edu

From vanburen@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Sun, 2 Feb 1997 15:23:42 -0800 (PST)
From: Jude Van Buren <vanburen@elwha.evergreen.edu>
To: si@elwha.evergreen.edu,
    Environmental Studies Faculty -- Michael Beug
     <beugm@elwha.evergreen.edu>,
    William Brown <brownw@elwha.evergreen.edu>,
    "Jovana J. Brown" <brownj@elwha.evergreen.edu>,
    Kathy Burgess <burgessk@elwha.evergreen.edu>,
    Rob Cole <rscole@elwha.evergreen.edu>,
    Dean Olson <olsond@elwha.evergreen.edu>,
    Brian Price <pricebc@elwha.evergreen.edu>,
    Peter Pearman <pearmanp@elwha.evergreen.edu>,
    Frederica Bowcutt <bowcuttf@elwha.evergreen.edu>,
    Paul Ray Butler <butlerp@elwha.evergreen.edu>,
    Richard Cellarius <cellarir@elwha.evergreen.edu>,
    Gerardo Chin-Leo <chinleog@elwha.evergreen.edu>,
    Larry Eickstaedt <eickstae@elwha.evergreen.edu>,
    Russell Fox <foxr@elwha.evergreen.edu>,
    Martha Henderson <mhenders@elwha.evergreen.edu>,
    "Steven G. Herman" <hermans@elwha.evergreen.edu>,
    Pat Labine <labinep@elwha.evergreen.edu>,
    "John (Jack) Longino" <longinoj@elwha.evergreen.edu>,
    Lee Lyttle <lyttlel@elwha.evergreen.edu>,
    Cheri Lucas Jennings <cheri@elwha.evergreen.edu>,
    David Milne <milned@elwha.evergreen.edu>,
    Carol Minugh <minughc@elwha.evergreen.edu>,
    Nalini Nadkarni <nadkarnn@elwha.evergreen.edu>,
    nelson lin <nelsonl@elwha.evergreen.edu>,
    "John H. Perkins" <perkinsj@elwha.evergreen.edu>,
    Paul Przybylowicz <przybylo@elwha.evergreen.edu>,
    Matthew Smith <smithm@elwha.evergreen.edu>,
    Oscar Soule <souleo@elwha.evergreen.edu>,
    Jim Stroh <strohj@elwha.evergreen.edu>,
    Ken Tabbutt <tabbuttk@elwha.evergreen.edu>,
    Pete Taylor <taylorp@elwha.evergreen.edu>,
    "Erik V. Thuesen" <thuesene@elwha.evergreen.edu>,
    Walter Niemiec <niemiecw@elwha.evergreen.edu>,
    Gabe Tucker <tuckerg@elwha.evergreen.edu>,
    Jude Van Buren <vanburen@elwha.evergreen.edu>,
    Tom Womeldorff <womeldor@elwha.evergreen.edu>
Cc: bcc@elwha.evergreen.edu

Hello and regards to you all - Wow I have received an electronic blitzkrieg of ideas, thoughts and concerns since the email I sent you last week regarding narrative evals - I am compending them - removing your

names and will be sending them on to the narrative eval committee, Thank you so much for your thoughtful, interesting statements - you know - it really is wonderful to see how much one's colleagues are engaged in their work and in the learning of their students - it has sure done my heart good... Anyway if you still have comments - please send them on to me.

I have another question that is very important to the work of this group -group and this is with respect to how the outside world (ie Matts' 2nd question) views these evals. There was some discussion and indeed an email or two last year - although I can't find them regarding NSF not funding undergraduates or not considering them for scholarships, grants and the like if they did not have grades. Here is my question to you all:

What kind of experience have you found students have had with respect to their narrative evals from TESC being a barrier or creating a problem for them in trying to get into graduate or professional schools or in getting federal, state or private funding for tuition, grants or research? DO you know of cases in which the narrative eval seemed to help the student's application? Do you know of schools that will not accept narrative evals?

Any information - anecdotal or hard data would be appreciated.

Another question - Do your former students tend to advise you if they are granted entrance into graduate or professional schools? Do they advise you if they do not get in?

YOur response would be greatly appreciated - Steve Hunter is preparing a draft survey - any questions that you think would help us find out how our students are doing out there and whether narrative evals help or hamper these students would be helpful.

Thank you again for your interest and time in generating this info....Best to you... Jude Van Buren
From vanburen@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Sun, 2 Feb 1997 15:28:02 -0800 (PST)
From: Jude Van Buren <vanburen@elwha.evergreen.edu>
To: SI@elwha.evergreen.edu
Subject: narraative eval.

---------- Forwarded message ----------
Date: Sun, 2 Feb 1997 15:23:42 -0800 (PST)
From: Jude Van Buren <vanburen@elwha.evergreen.edu>
To: si@elwha.evergreen.edu,
    Environmental Studies Faculty -- Michael Beug
     <beugm@elwha.evergreen.edu>,
    William Brown <brownw@elwha.evergreen.edu>,
    "Jovana J. Brown" <brownj@elwha.evergreen.edu>,
    Kathy Burgess <burgessk@elwha.evergreen.edu>,
    Rob Cole <rscole@elwha.evergreen.edu>,
    Dean Olson <olsond@elwha.evergreen.edu>,

Brian Price <pricebc@elwha.evergreen.edu>,
Peter Pearman <pearmanp@elwha.evergreen.edu>,
Frederica Bowcutt <bowcuttf@elwha.evergreen.edu>,
Paul Ray Butler <butlerp@elwha.evergreen.edu>,
Richard Cellarius <cellarir@elwha.evergreen.edu>,
Gerardo Chin-Leo <chinleog@elwha.evergreen.edu>,
Larry Eickstaedt <eickstae@elwha.evergreen.edu>,
Russell Fox <foxr@elwha.evergreen.edu>,
Martha Henderson <mhenders@elwha.evergreen.edu>,
"Steven G. Herman" <hermans@elwha.evergreen.edu>,
Pat Labine <labinep@elwha.evergreen.edu>,
"John (Jack) Longino" <longinoj@elwha.evergreen.edu>,
Lee Lyttle <lyttlel@elwha.evergreen.edu>,
Cheri Lucas Jennings <cheri@elwha.evergreen.edu>,
David Milne <milned@elwha.evergreen.edu>,
Carol Minugh <minughc@elwha.evergreen.edu>,
Nalini Nadkarni <nadkarnn@elwha.evergreen.edu>,
nelson lin <nelsonl@elwha.evergreen.edu>,
"John H. Perkins" <perkinsj@elwha.evergreen.edu>,
Paul Przybylowicz <przybylo@elwha.evergreen.edu>,
Matthew Smith <smithm@elwha.evergreen.edu>,
Oscar Soule <souleo@elwha.evergreen.edu>,
Jim Stroh <strohj@elwha.evergreen.edu>,
Ken Tabbutt <tabbuttk@elwha.evergreen.edu>,
Pete Taylor <taylorp@elwha.evergreen.edu>,
"Erik V. Thuesen" <thuesene@elwha.evergreen.edu>,
Walter Niemiec <niemiecw@elwha.evergreen.edu>,
Gabe Tucker <tuckerg@elwha.evergreen.edu>,
Jude Van Buren <vanburen@elwha.evergreen.edu>,
Tom Womeldorff <womeldor@elwha.evergreen.edu>
Cc: bcc@elwha.evergreen.edu

Hello and regards to you all - Wow I have received an electronic blitzkrieg of ideas, thoughts and concerns since the email I sent you last week regarding narrative evals - I am compending them - removing your
names and will be sending them on to the narrative eval committee, Thank you so much for your thoughtful, interesting statements - you know - it really is wonderful to see how much one's colleagues are engaged in their work and in the learning of their students - it has sure done my heart good... Anyway if you still have comments - please send them on to me.

I have another question that is very important to the work of this group -group and this is with respect to how the outside world (ie Matts' 2nd question) views these evals. There was some discussion and indeed an email or two last year - although I can't find them regarding NSF not funding undergraduates or not considering them for scholarships, grants and the like if they did not have grades. Here is my question to you all:

What kind of experience have you found students have had with respect to their narrative evals from TESC being a barrier or creating a problem for them in trying to get into graduate or professional schools or in getting federal, state or private funding for tuition, grants or research? DO

you know of cases in which the narrative eval seemed to help the student's application? Do you know of schools that will not accept narrative evals?

Any information - anecdotal or hard data would be appreciated.

Another question - Do your former students tend to advise you if they are granted entrance into graduate or professional schools? Do they advise you if they do not get in?

YOur response would be greatly appreciated - Steve Hunter is preparing a draft survey - any questions that you think would help us find out how our students are doing out there and whether narrative evals help or hamper these students would be helpful.

Thank you again for your interest and time in generating this info....Best to you... Jude Van Buren

From barlowc@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Mon, 3 Feb 1997 09:46:01 -0800 (PST)
From: Clyde Barlow <barlowc@elwha.evergreen.edu>
To: Jude Van Buren <vanburen@elwha.evergreen.edu>
Cc: Fred Tabbutt <tabbuttf@elwha.evergreen.edu>,
    Jeff Kelly <kellyj@elwha.evergreen.edu>,
    Burton Guttman <guttmanb@elwha.evergreen.edu>
Subject: Re: narrative eval

Hi-

I have talked with some of my former students about this and they are as confused as we.

Grades- Grades are important. Many scholarship and graduate programs won't consider students without GPA. Of course, many will.

The best suggestion related to grades was a program gpa that would be used by the registrar to compile student gpa. no grades for inividual segments of programs would be given. This suggestion failed the grade inflation test. I felt that Evergreen should be progressive and give average students a 4.0. If Ivy League schools can use 3.8 for their average students why shouldn't we be a bit more progressive?

Our conclusions for evaluations were:
1.They are generally fine the way they are. They are more beneficial to students than grades while they are here, but less beneficial after they leave.
2. Suggestions for improvement:
 Keep evaluatins short.
 Allow quanitative and comparative information to be included.
 Don't apply format or style requirements that might prevent innovations such as those that Jim proposes.

-clyde
From motleyf@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Tue, 4 Feb 1997 00:23:48 -0800 (PST)
From: "Frank C. Motley" <motleyf@elwha.evergreen.edu>
To: Jude Van Buren <vanburen@elwha.evergreen.edu>
Cc: SI@elwha.evergreen.edu
Subject: Re: narraative eval.

Jude,

Most of my teaching in the last fifteen or so years that hasn't been directly library related has been in the area of law. I feel that I have maintained quite a bit of contact with our graduates, partly because of our evaluation system. I, like lots of others I am sure, have tried to make the writing of evaluations a joy rather than a terrible awful chore. One of the ways I do this is by taking lots of notes on each student from the very beginning of the program. I, in EVERY class, pass out a sign-up sheet with designated times to see students prior to the next class. I urge them to sign up for a few minutes every week, or at least every two weeks, If they sign up and don't show, we later have a serious talk about manners. This system prevents a lot of wasted time in so-called office hours. After my meeting with each student, I spend a few minutes writing some notes on our conversation. [I got this idea from watching physicians after my visits with them.] At the end of the quarter, I have this data, notes from seminar (I TRY to write down the best thing that each student contributes during each seminar), and notes from their papers (I write in the syllabus that I want ALL of their papers returned at the end of the quarter for evaluation purposes). Thus, I have lots of data from which to work. Then come the mental gymnastics> I believe that the evaluation should be a gift and that one should try to write it in that spirit. This, obviously, is much easier said than done. I try to describe the student's progress and growth; try to describe what she or he has learned. I really try to avoid the negative; and talk about where future academic growth can readily and fruitfully occur. Clearly I don't achieve what I attempt, but this is my endeavor. I do believe that all the contact does motivate students to stay in touch after graduation; at least, it seems as though some of them do. That is the big big reward....to me it is one of the main things that make working at The Evergreen State College worth it all. When you talk about the evaluation as a gift and try to write it as one; it is my sense that many students experience it as such. "Thank you," is not an uncommon response... even, sometimes, from those who are more than obliquely nudged.

Since students keep in touch and since some go to law school(or on to other graduate work); I can say from what I have seen that I see no impediment to graduate work brought about by our evaluations. (Remember my note about my son, for example.) In fact, with regard to Lewis and Clark Law School in Portland, we seem to have kind of a conduit. I believe that two of

their law professors are graduates of Evergreen, and I know for certain that they look with great favor on Evergreen students. As a matter of fact, Justino Balderrama and I asked two of these Lewis and Clark professors to come up here and lecture to our Re Thinking Law program last year. Both mentioned how much they liked TESC students, how informative the transcripts were, and how our students' backgrounds fit in with the Environmental Law program at Lewis and Clark...a program which is the top ranked environmental law program in the nation. fm

On Sun, 2 Feb 1997, Jude Van Buren wrote:

>
>
> ---------- Forwarded message ----------
> Date: Sun, 2 Feb 1997 15:23:42 -0800 (PST)
> From: Jude Van Buren <vanburen@elwha.evergreen.edu>
> To: si@elwha.evergreen.edu,
> Environmental Studies Faculty -- Michael Beug
> <beugm@elwha.evergreen.edu>,
> William Brown <brownw@elwha.evergreen.edu>,
> "Jovana J. Brown" <brownj@elwha.evergreen.edu>,
> Kathy Burgess <burgessk@elwha.evergreen.edu>,
> Rob Cole <rscole@elwha.evergreen.edu>,
> Dean Olson <olsond@elwha.evergreen.edu>,
> Brian Price <pricebc@elwha.evergreen.edu>,
> Peter Pearman <pearmanp@elwha.evergreen.edu>,
> Frederica Bowcutt <bowcuttf@elwha.evergreen.edu>,
> Paul Ray Butler <butlerp@elwha.evergreen.edu>,
> Richard Cellarius <cellarir@elwha.evergreen.edu>,
> Gerardo Chin-Leo <chinleog@elwha.evergreen.edu>,
> Larry Eickstaedt <eickstae@elwha.evergreen.edu>,
> Russell Fox <foxr@elwha.evergreen.edu>,
> Martha Henderson <mhenders@elwha.evergreen.edu>,
> "Steven G. Herman" <hermans@elwha.evergreen.edu>,
> Pat Labine <labinep@elwha.evergreen.edu>,
> "John (Jack) Longino" <longinoj@elwha.evergreen.edu>,
> Lee Lyttle <lyttlel@elwha.evergreen.edu>,
> Cheri Lucas Jennings <cheri@elwha.evergreen.edu>,
> David Milne <milned@elwha.evergreen.edu>,
> Carol Minugh <minughc@elwha.evergreen.edu>,
> Nalini Nadkarni <nadkarnn@elwha.evergreen.edu>,
> nelson lin <nelsonl@elwha.evergreen.edu>,
> "John H. Perkins" <perkinsj@elwha.evergreen.edu>,
> Paul Przybylowicz <przybylo@elwha.evergreen.edu>,
> Matthew Smith <smithm@elwha.evergreen.edu>,
> Oscar Soule <souleo@elwha.evergreen.edu>,
> Jim Stroh <strohj@elwha.evergreen.edu>,
> Ken Tabbutt <tabbuttk@elwha.evergreen.edu>,
> Pete Taylor <taylorp@elwha.evergreen.edu>,
> "Erik V. Thuesen" <thuesene@elwha.evergreen.edu>,
> Walter Niemiec <niemiecw@elwha.evergreen.edu>,
> Gabe Tucker <tuckerg@elwha.evergreen.edu>,
> Jude Van Buren <vanburen@elwha.evergreen.edu>,
> Tom Womeldorff <womeldor@elwha.evergreen.edu>

> Cc: bcc@elwha.evergreen.edu
>
> Hello and regards to you all - Wow I have received an electronic
> blitzkrieg of ideas, thoughts and concerns since the email I sent you
> last week regarding narrative evals - I am compending them - removing
your
> names and will be sending them on to the narrative eval committee,
Thank
> you so much for your thoughtful, interesting statements - you know - it
> really is wonderful to see how much one's colleagues are engaged in
their
> work and in the learning of their students - it has sure done my heart
> good... Anyway if you still have comments - please send them on to me.
>
> I have another question that is very important to the work of this
group
> -group and this is with respect to how the outside world (ie Matts'
2nd
> question) views these evals. There was some discussion and indeed an
> email or two last year - although I can't find them regarding NSF not
> funding undergraduates or not considering them for scholarships, grants
> and the like if they did not have grades. Here is my question to you
all:
>
> What kind of experience have you found students have had with respect
to
> their narrative evals from TESC being a barrier or creating a problem
for
> them in trying to get into graduate or professional schools or in
getting
> federal, state or private funding for tuition, grants or research? DO
> you know of cases in which the narrative eval seemed to help the
> student's application? Do you know of schools that will not accept
> narrative evals?
>
> Any information - anecdotal or hard data would be appreciated.
>
> Another question - Do your former students tend to advise you if they
are
> granted entrance into graduate or professional schools? Do they advise
> you if they do not get in?
>
> YOur response would be greatly appreciated - Steve Hunter is preparing
a
> draft survey - any questions that you think would help us find out how
> our students are doing out there and whether narrative evals help or
> hamper these students would be helpful.
>
> Thank you again for your interest and time in generating this
> info....Best to you... Jude Van Buren
>
>
From milned@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Tue, 4 Feb 1997 13:20:06 -0800 (PST)

From: David Milne <milned@elwha.evergreen.edu>
To: Lin Nelson <nelsonl@elwha.evergreen.edu>
Cc: Jude Van Buren <vanburen@elwha.evergreen.edu>,
si@elwha.evergreen.edu,
Environmental Studies Faculty -- Michael Beug
<beugm@elwha.evergreen.edu>,
William Brown <brownw@elwha.evergreen.edu>,
"Jovana J. Brown" <brownj@elwha.evergreen.edu>,
Kathy Burgess <burgessk@elwha.evergreen.edu>,
Rob Cole <rscole@elwha.evergreen.edu>,
Dean Olson <olsond@elwha.evergreen.edu>,
Brian Price <pricebc@elwha.evergreen.edu>,
Peter Pearman <pearmanp@elwha.evergreen.edu>,
Frederica Bowcutt <bowcuttf@elwha.evergreen.edu>,
Paul Ray Butler <butlerp@elwha.evergreen.edu>,
Richard Cellarius <cellarir@elwha.evergreen.edu>,
Gerardo Chin-Leo <chinleog@elwha.evergreen.edu>,
Larry Eickstaedt <eickstae@elwha.evergreen.edu>,
Russell Fox <foxr@elwha.evergreen.edu>,
Martha Henderson <mhenders@elwha.evergreen.edu>,
"Steven G. Herman" <hermans@elwha.evergreen.edu>,
Pat Labine <labinep@elwha.evergreen.edu>,
"John (Jack) Longino" <longinoj@elwha.evergreen.edu>,
Lee Lyttle <lyttlel@elwha.evergreen.edu>,
Cheri Lucas Jennings <cheri@elwha.evergreen.edu>,
Carol Minugh <minughc@elwha.evergreen.edu>,
Nalini Nadkarni <nadkarnn@elwha.evergreen.edu>,
"John H. Perkins" <perkinsj@elwha.evergreen.edu>,
Paul Przybylowicz <przybylo@elwha.evergreen.edu>,
Matthew Smith <smithm@elwha.evergreen.edu>,
Oscar Soule <souleo@elwha.evergreen.edu>,
Jim Stroh <strohj@elwha.evergreen.edu>,
Ken Tabbutt <tabbuttk@elwha.evergreen.edu>,
Pete Taylor <taylorp@elwha.evergreen.edu>,
"Erik V. Thuesen" <thuesene@elwha.evergreen.edu>,
Walter Niemiec <niemiecw@elwha.evergreen.edu>,
Gabe Tucker <tuckerg@elwha.evergreen.edu>,
Tom Womeldorff <womeldor@elwha.evergreen.edu>,
bcc@elwha.evergreen.edu
Subject: Re: another comment on evals

Hi, Y'all!

will this help?

a) I'm thinking of a "flow chart" alternative to evals that shows at a glance where a student started, how much he/she progressed, and where ended up. I haven't heard this alternative mentioned yet. Maybe I'll try it on hapless victims this March.

b) If we retain evals ... Well, this was going to be in the same vein as my other comments on evals. Since it's a sunny day, skip it!

cheerz, comrades dave

From dimitrof@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Tue, 4 Feb 1997 13:28:47 -0800 (PST)
From: George Dimitroff <dimitrof@elwha.evergreen.edu>
To: Betty Kutter <kutterb@elwha.evergreen.edu>
Cc: Jude Van Buren <vanburen@elwha.evergreen.edu>,
si@elwha.evergreen.edu,
    es@elwha.evergreen.edu
Subject: Re: Narrative eval DTF

I agree with everything that Betty wrote in her January 30 e-mail message (It's too long to copy!). Reform, possibly, yes, but let us not jump precipitously into any radical changes, without carefully considering the effects.

I would also like to hear (read) about experiments done by others in solving the problem of assembling the contributions of all teaching team members. In Data to Information, during last year and this year, we have had a common computer files directory on the computer server, Ozette, in which we have had evaluation files for all of our students, and into which any of us can up-date or add our evaluations at any time that the file wanted is not already being edited. This has eliminated the problem of putting the pieces together. The main problem is getting everybody to do his/her pieces so that the evaluations are ready for evaluation conferences. Also, sometimes faculty want to write notes to students, and they don't always take out these notes before I want to copy the disks from which the program secretaries will prepare the student's final transcipt evaluation.

Any ideas anybody has about making the mechanics of creating good evaluations easily, would be welcome!

George Dimitroff

From kahanl@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Tue, 4 Feb 1997 15:59:52 -0800 (PST)
From: Linda Kahan <kahanl@elwha.evergreen.edu>
To: Lin Nelson <nelsonl@elwha.evergreen.edu>
Cc: Jude Van Buren <vanburen@elwha.evergreen.edu>,
si@elwha.evergreen.edu,
    Environmental Studies Faculty -- Michael Beug
     <beugm@elwha.evergreen.edu>,
    William Brown <brownw@elwha.evergreen.edu>,
    "Jovana J. Brown" <brownj@elwha.evergreen.edu>,
    Kathy Burgess <burgessk@elwha.evergreen.edu>,
    Rob Cole <rscole@elwha.evergreen.edu>,
    Dean Olson <olsond@elwha.evergreen.edu>,
    Brian Price <pricebc@elwha.evergreen.edu>,
    Peter Pearman <pearmanp@elwha.evergreen.edu>,
    Frederica Bowcutt <bowcuttf@elwha.evergreen.edu>,
    Paul Ray Butler <butlerp@elwha.evergreen.edu>,
    Richard Cellarius <cellarir@elwha.evergreen.edu>,
    Gerardo Chin-Leo <chinleog@elwha.evergreen.edu>,
    Larry Eickstaedt <eickstae@elwha.evergreen.edu>,
    Russell Fox <foxr@elwha.evergreen.edu>,

Martha Henderson <mhenders@elwha.evergreen.edu>,
"Steven G. Herman" <hermans@elwha.evergreen.edu>,
Pat Labine <labinep@elwha.evergreen.edu>,
"John (Jack) Longino" <longinoj@elwha.evergreen.edu>,
Lee Lyttle <lyttlel@elwha.evergreen.edu>,
Cheri Lucas Jennings <cheri@elwha.evergreen.edu>,
David Milne <milned@elwha.evergreen.edu>,
Carol Minugh <minughc@elwha.evergreen.edu>,
Nalini Nadkarni <nadkarnn@elwha.evergreen.edu>,
"John H. Perkins" <perkinsj@elwha.evergreen.edu>,
Paul Przybylowicz <przybylo@elwha.evergreen.edu>,
Matthew Smith <smithm@elwha.evergreen.edu>,
Oscar Soule <souleo@elwha.evergreen.edu>,
Jim Stroh <strohj@elwha.evergreen.edu>,
Ken Tabbutt <tabbuttk@elwha.evergreen.edu>,
Pete Taylor <taylorp@elwha.evergreen.edu>,
"Erik V. Thuesen" <thuesene@elwha.evergreen.edu>,
Walter Niemiec <niemiecw@elwha.evergreen.edu>,
Gabe Tucker <tuckerg@elwha.evergreen.edu>,
Tom Womeldorff <womeldor@elwha.evergreen.edu>,
bcc@elwha.evergreen.edu
Subject: Re: another comment on evals

Lin:
I don't know what you mean by "the NSF scenario". I have served on an NSF graduate student panel. Our TESC students are certainly not summarily
rejected because of their transcripts. I personally know of one student who received a fellowship and another who received an honorable mention (both in neuroscience--I don't know about other disciplines).
When you consider that less than 5% of all applicants get fellowships, and the competion is ferocious, and that for over half of the applicants (who come in from a first year in grad school) their graduate school record plays a big part in their success, that is not such a bad record.

LK
Linda Kahan kahanl@elwha.evergreen.edu
The Evergreen State College 360-866-6000 x6679
Olympia, WA 98505

From beugm@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Wed, 5 Feb 1997 09:03:13 -0800 (PST)
From: Michael Beug <beugm@elwha.evergreen.edu>
To: Fred Tabbutt <tabbuttf@elwha.evergreen.edu>
Subject: Re: narrative eval. (fwd)

Fred, yesterday you asked me how to do this and today, voila

---------- Forwarded message ----------
Date: Tue, 4 Feb 1997 18:31:47 -0800 (PST)
From: Richard Cellarius <cellarir@elwha.evergreen.edu>

To: "Erik V. Thuesen" <thuesene@elwha.evergreen.edu>
Subject: Re: narrative eval. (fwd)

Eric -- with Bcc's to ENVIRON:

The way to send a message to a bunch of folks without all their names in the To: list occuping up to 95% of the bytes is to enter the addressees names on the Bcc: line, not the To: line. Aha! -- But you say you don't have a "Bcc:" line in your header. Here's two ways how to get it:

1. While your cursor is in the header region, press Ctrl-R [^R] for a "Rich Header." The Bcc: line appears along with several others, which you can ignore. You'll need to do this every time you want to send a message to Bcc:s.

2. You can make it appear for every message you compose, by going to the main menu, pressing S for setup and then C for Config. Scroll down (pressing the space bar) until you get to the item:
Default-composer-header. It may say something like <No value set: using default>. Press A to "add" your own settings. You'll need to include all
the lines you want explicitly. Mine reads

```
To:
Cc:
Bcc:
Attachment:
Subject:
```

[watch the coach line at the bottom for additional help.]

Then just exit the configuration and the header with Bcc: should appear the next time you press C or reply or forward a message. Also, if you're forwarding or replying to a message with a long address list, you can always delete the list before you send the message (use ^K to delete a line, or use the block mark ^^ [=Crtl-Shift-6] utility to mark all the lines you want to delete, and then ^K 'em all at once.

You may also find that it takes a while for a list of names like environ to appear, 'cause it's long. I don't think there's a way of speeding that up. Note also you can delete (use ^K) or add individual names to a group generated To:, Cc:, or Bcc: list.

I hope this helps and is comprehendable. R.

Richard Cellarius, Ph.D., Director
cellarir@elwha.evergreen.edu
Graduate Program in Environmental Studies Phone: 360-866-6000, ext 6196
The Evergreen State College, Olympia, WA 98505, U.S.A.

On Mon, 3 Feb 1997, Erik V. Thuesen wrote:

> Hello Richard Cellarias:

>
> Some time ago, last year or earlier, you sent out a blanket instruction
> on how to send blanket emails without all the names showing. Do you
think
> you could send that message again? It would be very helpful (see below)
> to people bouncing messages around the TESC net.
>
> Many thanks,
>
> Erik
>
> ******************************
> * Erik V. Thuesen, Ph.D.   *
> * Lab II   *
> * The Evergreen State College *
> * Olympia, Washington 98505   *
> *   *
> * Voice: 360-866-6000 x6584   *
> * Fax: 360-866-6794   *
> ******************************
[snip -- two long lists of addressees deleted -- we've seen 'em all too
many times before

From kellyj@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Wed, 5 Feb 1997 11:49:41 -0800 (PST)
From: Jeff Kelly <kellyj@elwha.evergreen.edu>
To: Jude Van Buren <vanburen@elwha.evergreen.edu>
Cc: si@elwha.evergreen.edu, environ@elwha.evergreen.edu
Subject: Re: another comment on evals (fwd)

There are graduate schools and medical schools that will not accept the Evergreen transcript. Over the past 10 years I have talked to about 10 such institutions and these are the ones that have bothered to call me. They either are unwilling to read through 20-40 pages of transcript or can not find a gpa. Some call and ask faculty to convert the evaluations into grades. Some faculty have do this by writing an unofficial letter not on Evergreen stationary that state the grade is their personal option. This is accepted by some schools as a substitute to the Evergreen transcript.

The major problems seem to be that the transcript is too long. Comparing 10 applicants where 9 have two page transcripts and one has a 30 page transcript requires that the reader really wants to be fair and has the extra time to give to the Evergreen transcript. Many external readers have commented that the student evaluation is usually redundant (particularly of the program description) and provides little information. They are usually initially confused by the fact that the transcript is put together backwards with last on top.

The student's transcript for a person who changed career goals can be quite misleading. The person is applying to medical school but the

reviewer reads about their passionate desire to become a forest ranger in the self-evaluation at the end of their transcript.

Science folks in graduate schools tend to be quantitative. They are looking for easy ways to compare unknown candidates. Without grades they have difficulties with our transcripts. I realize that the usual Evergreen faculty comment to this problem is that that is the graduate school's problem not ours. So most of these schools discount the transcript if they even bother to read it and base decisions on MCATs and GREs. This is great for our really good students but does our average students a disservice. Don't get me wrong, I also know situtations were the Evergreen transcript was the reason the student got the job. But in my experience these success are few and far between.

Another comment I have heard is that there is very little evaluation in our evaluations. After wading through a complete transcript one med school faculty said "I know lots about what the student did, but very little about how well she did it."

My advise to students has been to leave out as many self-evaluations as they can and to write a summary evaluation during their last quarter at Evergreen.

I think many of our program description and particularly course descriptions are too long. I have seen several where one paragraph describes the bulk of the work in the program (say 14 qtr hrs worth) while an additional two or three paragraphs describe special projects that were completed in one week.

Finally I would like to comment on presentation. I think we should focus on making the transcript readable to outside reviewers. Each secretary seems to have their own style and some cram words from one end of the paper to the other in a very tiny font. If you want people to read these then they should look readable and have easily accessed information.

I recommend wide margins and spacing between paragraphs in a reasonable sized font. Make it look easy to read. I try to write a short evaluative sentence at the beginning of each paragraph. "Sven made excellent progress in this detailed study of statistics." We want people to read these things so that even if they are skimming, their eyes will catch on these sentences because they are short and there is a space between paragraphs. The goal is to entice (sucker) them into reading the whole paragraph and the whole transcript.

In my mind it would be nice to fine better ways to separate internal evaluation for which our written reflections do so well, from an external transcript. But this is Evergreen where change usually loses to TRADITION. (Maybe we could make that last word into a song title.)

--Jeff

From knappr@elwha.evergreen.eduFri Sep 26 08:37:21 1997
Date: Thu, 6 Feb 1997 11:15:40 -0800 (PST)

From: Rob Knapp <knappr@elwha.evergreen.edu>
To: George Dimitroff <dimitrof@elwha.evergreen.edu>
Cc: Betty Kutter <kutterb@elwha.evergreen.edu>,
    Jude Van Buren <vanburen@elwha.evergreen.edu>,
si@elwha.evergreen.edu,
    es@elwha.evergreen.edu
Subject: Re: Narrative eval DTF

George -- on the tiny question of extracting notes to students that shouldn't go in the formal evaluations, i put all mine in double brackets [[like this]], and the last thing I do before handing the piece over to the program secretaries is to get Word to search for double brackets. If I don't find any, I know my comments have all been removed.

Rob

On Tue, 4 Feb 1997, George Dimitroff wrote:

> I agree with everything that Betty wrote in her January 30 e-mail
> message (It's too long to copy!). Reform, possibly, yes, but let us
not
> jump precipitously into any radical changes, without carefully
> considering the effects.
>
> I would also like to hear (read) about experiments done by others in
> solving the problem of assembling the contributions of all teaching
team
> members. In Data to Information, during last year and this year, we
have
> had a common computer files directory on the computer server, Ozette,
in
> which we have had evaluation files for all of our students, and into
> which any of us can up-date or add our evaluations at any time that the
> file wanted is not already being edited. This has eliminated the
> problem of putting the pieces together. The main problem is getting
> everybody to do his/her pieces so that the evaluations are ready for
> evaluation conferences. Also, sometimes faculty want to write notes to
> students, and they don't always take out these notes before I want to
> copy the disks from which the program secretaries will prepare the
> student's final transcipt evaluation.
>
> Any ideas anybody has about making the mechanics of creating good
> evaluations easily, would be welcome!
>
> George Dimitroff
>
>
From zita@elwha.evergreen.eduFri Sep 26 08:37:22 1997
Date: Sat, 8 Feb 1997 15:36:38 -0800 (PST)
From: "E. J. Zita" <zita@elwha.evergreen.edu>
To: "Frank C. Motley" <motleyf@elwha.evergreen.edu>
Cc: Jude Van Buren <vanburen@elwha.evergreen.edu>, SI@elwha.evergreen.edu
Subject: weekly meetings and Re: narraative eval.

nice idea, Frank, but with 50 students, 5 minutes meeting and 5 minutes notes each per week adds ... um ... over 8 hours per week. Not feasible for the typical 2-faculty program with 20 contact hours (and 30 prep hours) per week.


```
                                \   /    \
Dr. E.J. Zita, Lab I          __     /|\ /      \_____
The Evergreen State College  /  \  /| /           \
Olympia, WA  98505          \__/   //| \               \
                             // \ \                \
zita@elwha.evergreen.edu            / |\ \                 \
360-866-6000 x6853     ~~~~~~~~~~~~~~ /  |   \
                              |
```


On Tue, 4 Feb 1997, Frank C. Motley wrote:

>
>
> Jude,
>
> Most of my teaching in the last fifteen or so years that hasn't been
> directly library related has been in the area of law. I feel that I have
> maintained quite a bit of contact with our graduates, partly because of
> our evaluation system. I, like lots of others I am sure, have tried to
> make the writing of evaluations a joy rather than a terrible awful chore.
> One of the ways I do this is by taking lots of notes on each student from
> the very beginning of the program. I, in EVERY class, pass out a sign-up
> sheet with designated times to see students prior to the next class. I
> urge them to sign up for a few minutes every week, or at least every two
> weeks, If they sign up and don't show, we later have a serious talk about
> manners. This system prevents a lot of wasted time in so-called office
> hours. After my meeting with each student, I spend a few minutes writing
> some notes on our conversation. [I got this idea from watching
> physicians after my visits with them.] At the end of the quarter, I have
> this data, notes from seminar (I TRY to write down the best
> thing that each student contributes during each seminar), and notes from
> their papers (I write in the syllabus that I want ALL of their papers
> returned at the end of the quarter for evaluation purposes). Thus, I have
> lots of data from which to work. Then come the mental gymnastics> I
> believe that the evaluation should be a gift and that one should try to
> write it in that spirit. This, obviously, is much easier said than
> done. I try to describe the student's progress and growth; try to
> describe what she or he has learned. I really try to avoid the negative;

> and talk about where future academic growth can readily and fruitfully
> occur. Clearly I don't achieve what I attempt, but this is my endeavor.
> I do believe that all the contact does motivate students to stay in
touch
> after graduation; at least, it seems as though some of them do. That is
> the big big reward....to me it is one of the main things that make
working
> at The Evergreen State College worth it all. When you talk about the
> evaluation as a gift and try to write it as one; it is my sense that
many
> students experience it as such. "Thank you," is not an uncommon
> response... even, sometimes, from those who are more than obliquely
nudged.
>
> Since students keep in touch and since some go to law school(or on to
other
> graduate work); I can say from what I have seen that I see no
impediment
> to graduate work brought about by our evaluations. (Remember my note
about
> my son, for example.) In fact, with regard to Lewis and Clark Law
School
> in Portland, we seem to have kind of a conduit. I believe that two of
> their law professors are graduates of Evergreen, and I know for certain
> that they look with great favor on Evergreen students. As a matter of
> fact, Justino Balderrama and I asked two of these Lewis and Clark
> professors to come up here and lecture to our Re Thinking Law program
> last year. Both mentioned how much they liked TESC students, how
> informative the transcripts were, and how our students' backgrounds fit
> in with the Environmental Law program at Lewis and Clark...a program
> which is the top ranked environmental law program in the nation. fm
>
> On Sun, 2 Feb 1997, Jude Van Buren wrote:
>
> >
> >
> > ---------- Forwarded message ----------
> > Date: Sun, 2 Feb 1997 15:23:42 -0800 (PST)
> > From: Jude Van Buren <vanburen@elwha.evergreen.edu>
> > To: si@elwha.evergreen.edu,
> >   Environmental Studies Faculty -- Michael Beug
> >   <beugm@elwha.evergreen.edu>,
> >   William Brown <brownw@elwha.evergreen.edu>,
> >   "Jovana J. Brown" <brownj@elwha.evergreen.edu>,
> >   Kathy Burgess <burgessk@elwha.evergreen.edu>,
> >   Rob Cole <rscole@elwha.evergreen.edu>,
> >   Dean Olson <olsond@elwha.evergreen.edu>,
> >   Brian Price <pricebc@elwha.evergreen.edu>,
> >   Peter Pearman <pearmanp@elwha.evergreen.edu>,
> >   Frederica Bowcutt <bowcuttf@elwha.evergreen.edu>,
> >   Paul Ray Butler <butlerp@elwha.evergreen.edu>,
> >   Richard Cellarius <cellarir@elwha.evergreen.edu>,
> >   Gerardo Chin-Leo <chinleog@elwha.evergreen.edu>,
> >   Larry Eickstaedt <eickstae@elwha.evergreen.edu>,

> >   Russell Fox <foxr@elwha.evergreen.edu>,
> >   Martha Henderson <mhenders@elwha.evergreen.edu>,
> >   "Steven G. Herman" <hermans@elwha.evergreen.edu>,
> >   Pat Labine <labinep@elwha.evergreen.edu>,
> >   "John (Jack) Longino" <longinoj@elwha.evergreen.edu>,
> >   Lee Lyttle <lyttlel@elwha.evergreen.edu>,
> >   Cheri Lucas Jennings <cheri@elwha.evergreen.edu>,
> >   David Milne <milned@elwha.evergreen.edu>,
> >   Carol Minugh <minughc@elwha.evergreen.edu>,
> >   Nalini Nadkarni <nadkarnn@elwha.evergreen.edu>,
> >   nelson lin <nelsonl@elwha.evergreen.edu>,
> >   "John H. Perkins" <perkinsj@elwha.evergreen.edu>,
> >   Paul Przybylowicz <przybylo@elwha.evergreen.edu>,
> >   Matthew Smith <smithm@elwha.evergreen.edu>,
> >   Oscar Soule <souleo@elwha.evergreen.edu>,
> >   Jim Stroh <strohj@elwha.evergreen.edu>,
> >   Ken Tabbutt <tabbuttk@elwha.evergreen.edu>,
> >   Pete Taylor <taylorp@elwha.evergreen.edu>,
> >   "Erik V. Thuesen" <thuesene@elwha.evergreen.edu>,
> >   Walter Niemiec <niemiecw@elwha.evergreen.edu>,
> >   Gabe Tucker <tuckerg@elwha.evergreen.edu>,
> >   Jude Van Buren <vanburen@elwha.evergreen.edu>,
> >   Tom Womeldorff <womeldor@elwha.evergreen.edu>
> > Cc: bcc@elwha.evergreen.edu
> >
> > Hello and regards to you all - Wow I have received an electronic
> > blitzkrieg of ideas, thoughts and concerns since the email I sent you
> > last week regarding narrative evals - I am compending them - removing
your
> > names and will be sending them on to the narrative eval committee,
Thank
> > you so much for your thoughtful, interesting statements - you know -
it
> > really is wonderful to see how much one's colleagues are engaged in
their
> > work and in the learning of their students - it has sure done my
heart
> > good... Anyway if you still have comments - please send them on to
me.
> >
> > I have another question that is very important to the work of this
group
> > -group and this is with respect to how the outside world (ie Matts'
2nd
> > question) views these evals. There was some discussion and indeed an
> > email or two last year - although I can't find them regarding NSF not
> > funding undergraduates or not considering them for scholarships,
grants
> > and the like if they did not have grades. Here is my question to you
all:
> >
> > What kind of experience have you found students have had with respect
to

> > their narrative evals from TESC being a barrier or creating a problem
for
> > them in trying to get into graduate or professional schools or in
getting
> > federal, state or private funding for tuition, grants or research?
DO
> > you know of cases in which the narrative eval seemed to help the
> > student's application? Do you know of schools that will not accept
> > narrative evals?
> >
> > Any information - anecdotal or hard data would be appreciated.
> >
> > Another question - Do your former students tend to advise you if they
are
> > granted entrance into graduate or professional schools? Do they
advise
> > you if they do not get in?
> >
> > YOur response would be greatly appreciated - Steve Hunter is
preparing a
> > draft survey - any questions that you think would help us find out
how
> > our students are doing out there and whether narrative evals help or
> > hamper these students would be helpful.
> >
> > Thank you again for your interest and time in generating this
> > info....Best to you... Jude Van Buren
> >
> >
>
From zita@elwha.evergreen.eduFri Sep 26 08:37:22 1997
Date: Sat, 8 Feb 1997 15:45:24 -0800 (PST)
From: "E. J. Zita" <zita@elwha.evergreen.edu>
To: George Dimitroff <dimitrof@elwha.evergreen.edu>
Cc: Betty Kutter <kutterb@elwha.evergreen.edu>,
    Jude Van Buren <vanburen@elwha.evergreen.edu>,
si@elwha.evergreen.edu,
    es@elwha.evergreen.edu
Subject: Re: Narrative eval DTF

hurrah, George, I'm glad to hear other programs are already writing and
compiling evals electronically from the start.

The comments I want students to see (especially Fall and Winter) but
which are not to appear in final evals (ordinarily) are flagged on
hardcopy
drafts in [square brackets]. A disclaimer at the top of the page notes
that [comments in square brackets are for feedback and growth, not for
the final evaluation] or something to that effect. Thanks to Jim Neitzel
for this tip.

In Word, you can "hide" these comments with (ctrl-shift) H. They will
remain in your document and be visible onscreen but will not print out.

Dr. E.J. Zita, Lab I
The Evergreen State College
Olympia, WA 98505

zita@elwha.evergreen.edu
360-866-6000 x6853

On Tue, 4 Feb 1997, George Dimitroff wrote:

> I agree with everything that Betty wrote in her January 30 e-mail
> message (It's too long to copy!). Reform, possibly, yes, but let us
not
> jump precipitously into any radical changes, without carefully
> considering the effects.
>
> I would also like to hear (read) about experiments done by others in
> solving the problem of assembling the contributions of all teaching
team
> members. In Data to Information, during last year and this year, we
have
> had a common computer files directory on the computer server, Ozette,
in
> which we have had evaluation files for all of our students, and into
> which any of us can up-date or add our evaluations at any time that the
> file wanted is not already being edited. This has eliminated the
> problem of putting the pieces together. The main problem is getting
> everybody to do his/her pieces so that the evaluations are ready for
> evaluation conferences. Also, sometimes faculty want to write notes to
> students, and they don't always take out these notes before I want to
> copy the disks from which the program secretaries will prepare the
> student's final transcipt evaluation.
>
> Any ideas anybody has about making the mechanics of creating good
> evaluations easily, would be welcome!
>
> George Dimitroff
>
>
From zita@elwha.evergreen.eduFri Sep 26 08:37:22 1997
Date: Sat, 8 Feb 1997 16:08:52 -0800 (PST)
From: "E. J. Zita" <zita@elwha.evergreen.edu>
To: Lin Nelson <nelsonl@elwha.evergreen.edu>
Cc: Jude Van Buren <vanburen@elwha.evergreen.edu>,
si@elwha.evergreen.edu,
    Environmental Studies Faculty -- Michael Beug
     <beugm@elwha.evergreen.edu>,
    William Brown <brownw@elwha.evergreen.edu>,
    "Jovana J. Brown" <brownj@elwha.evergreen.edu>,
    Kathy Burgess <burgessk@elwha.evergreen.edu>,
    Rob Cole <rscole@elwha.evergreen.edu>,
    Dean Olson <olsond@elwha.evergreen.edu>,
    Brian Price <pricebc@elwha.evergreen.edu>,

Peter Pearman <pearmanp@elwha.evergreen.edu>,
Frederica Bowcutt <bowcuttf@elwha.evergreen.edu>,
Paul Ray Butler <butlerp@elwha.evergreen.edu>,
Richard Cellarius <cellarir@elwha.evergreen.edu>,
Gerardo Chin-Leo <chinleog@elwha.evergreen.edu>,
Larry Eickstaedt <eickstae@elwha.evergreen.edu>,
Russell Fox <foxr@elwha.evergreen.edu>,
Martha Henderson <mhenders@elwha.evergreen.edu>,
"Steven G. Herman" <hermans@elwha.evergreen.edu>,
Pat Labine <labinep@elwha.evergreen.edu>,
"John (Jack) Longino" <longinoj@elwha.evergreen.edu>,
Lee Lyttle <lyttlel@elwha.evergreen.edu>,
Cheri Lucas Jennings <cheri@elwha.evergreen.edu>,
David Milne <milned@elwha.evergreen.edu>,
Carol Minugh <minughc@elwha.evergreen.edu>,
Nalini Nadkarni <nadkarnn@elwha.evergreen.edu>,
"John H. Perkins" <perkinsj@elwha.evergreen.edu>,
Paul Przybylowicz <przybylo@elwha.evergreen.edu>,
Matthew Smith <smithm@elwha.evergreen.edu>,
Oscar Soule <souleo@elwha.evergreen.edu>,
Jim Stroh <strohj@elwha.evergreen.edu>,
Ken Tabbutt <tabbuttk@elwha.evergreen.edu>,
Pete Taylor <taylorp@elwha.evergreen.edu>,
"Erik V. Thuesen" <thuesene@elwha.evergreen.edu>,
Walter Niemiec <niemiecw@elwha.evergreen.edu>,
Gabe Tucker <tuckerg@elwha.evergreen.edu>,
Tom Womeldorff <womeldor@elwha.evergreen.edu>,
bcc@elwha.evergreen.edu
Subject: Re: another comment on evals

Yes, good idea Lin, I'd sure like to see some of the grid templates. And you're right, all these bits of good advice should be shared with us hapless newcomers. Jeanine Elliott and Rob Knapp are kindly organizing new faculty orientation meetings all year long, and eval techniques are discussed at some. Zita


```
                                \   /    \
Dr. E.J. Zita, Lab I          __     /|\ /      \_____
The Evergreen State College  /  \  /| /           \
Olympia, WA  98505          \__/   //| \               \
                             // \ \                \
zita@elwha.evergreen.edu           / |\ \                 \
360-866-6000 x6853     ~~~~~~~~~~~~~~ /  |   \
                              |
```


From judyc@elwha.evergreen.eduFri Sep 26 08:37:22 1997
Date: Mon, 10 Feb 1997 10:07:23 -0800
From: Judy Cushing <judyc@elwha.evergreen.edu>
To: vanburen@elwha.evergreen.edu
Cc: nadkarnn@elwha.evergreen.edu
Subject: evals & national competitions....

jude - i just got back from serving on an NSF panel for graduate fellowships,
and have a few words to say about evals.

1. NSF's policy is that if any PIECE of the proposal is missing that the panelists are to evaluate the applicant without that piece, NOT penalize them, unless there is no basis on which to judge the applicant. what's missing for our students is a GPA.

2. i talked with panelists from chemistry (2) and biology (ecology) (1), and asked about evergreen. they were folks who sought me out at the social hour, noticing my evergreen badge. they were very enthusiastic about
evergreen, about our students, and did NOT feel that the lack of grades was an issue.

3. in my own panel there were NO evergreen applicants. however, there were
applicants from other places who do evaluations. what was critical for those
students (as for other students who came from special programs) were two things:
research experience and advanced work in relevant topics, and scores on the
subject matter GRE.

my take on this is that lack of grades does NOT detrimentally effect our studens
in such competitions; however, they better be SURE to have a complete applica-
tion and pay attention to research experience and their research plan. i think
our students have the SAME liabilities of students from other small places,
though we can do better than other small places because of the flexibility
we have.

after reading some transcripts from other places that do narratives, i suggest
that the committee look at some of these other samples, too, and at guidelines
other places give to faculty in writing them. those evals were MUCH shorter
than ours. i don't know if they write two versions.

hope this helps,
judy
From vanburen@elwha.evergreen.eduFri Sep 26 08:37:22 1997
Date: Sun, 2 Feb 1997 15:11:21 -0800 (PST)
From: Jude Van Buren <vanburen@elwha.evergreen.edu>
To: Fred Tabbutt <tabbuttf@elwha.evergreen.edu>,
    Jeff Kelly <kellyj@elwha.evergreen.edu>,
    Clyde Barlow <barlowc@elwha.evergreen.edu>,

Burton Guttman <guttmanb@elwha.evergreen.edu>
Subject: narrative eval

Hello Fred, Jeff, Clyde and Burt - I am hoping that you received my email last week regarding
narrative evals - I was placed on this DTF and have found that the voice of SI and Es faculty has been silent up to now in this committee. Could you please let me know what your view of the narrative eval is especially with respect to the 3 issues that Matt Smith raised that he believes need to be considered..
1) To what extent does a model of narrative evals stil make sense at TESC -

a) given more smaller units now of both time and credit
b) given the increasing demand of the world for certification
c) given that the increased size of classes and workload make such a model impossible to acheive without incredible sacrifice of time by faculty (MAtt's words)

2) What assumptions, virtues of the original model do we want to try to maintain in amy eval ssyte we might design. What additional qualities are needed?

3) What are the array of functions which we expect the process of producing narrative evaluations to achieve?

I have shortened the original message as I assume you have already received it. I would really like to hear from you all for several very obvious reasons:

1) you have longevity and experience with the evals
2) YOu teach in the sciences and have - I am assuming many students who have been trying to get into graduate or professional schools that have depended on your evals
3) You are still here writing evals - so must have found a way to cope, enjoy or at least tolerate the system

I think that the committee really wants to hear from everyone and I have heard from several folks in the 2 areas (ES and SI) -- excellent feedback that I will take to the committee. It appears that this committee is very concerned and is considering all options of how to make the system work better - before the move to grades is even considered.

So - hows by you. I will return all comments to the DTF as anonymous, unless you want to make your name known.

The next meeting is next Weds. Feb 5 - so if you could give me some idease of what you think about evals - do they need revamping, how, etc. please let me know. If you would rather formulate something and attend the meeting yourself or let me carry it to them (Lib 2200) that is possible also.... Regards.. Jude Van Buren
From motleyf@elwha.evergreen.eduFri Sep 26 08:37:22 1997
Date: Wed, 12 Feb 1997 12:38:54 -0800 (PST)
From: "Frank C. Motley" <motleyf@elwha.evergreen.edu>
To: si@elwha.evergreen.edu

Cc: Environmental Studies Faculty -- Michael Beug
<beugm@elwha.evergreen.edu>,
William Brown <brownw@elwha.evergreen.edu>,
"Jovana J. Brown" <brownj@elwha.evergreen.edu>,
Kathy Burgess <burgessk@elwha.evergreen.edu>,
Rob Cole <rscole@elwha.evergreen.edu>,
Dean Olson <olsond@elwha.evergreen.edu>,
Brian Price <pricebc@elwha.evergreen.edu>,
Peter Pearman <pearmanp@elwha.evergreen.edu>,
Frederica Bowcutt <bowcuttf@elwha.evergreen.edu>,
Paul Ray Butler <butlerp@elwha.evergreen.edu>,
Richard Cellarius <cellarir@elwha.evergreen.edu>,
Gerardo Chin-Leo <chinleog@elwha.evergreen.edu>,
Larry Eickstaedt <eickstae@elwha.evergreen.edu>,
Russell Fox <foxr@elwha.evergreen.edu>,
Martha Henderson <mhenders@elwha.evergreen.edu>,
"Steven G. Herman" <hermans@elwha.evergreen.edu>,
Pat Labine <labinep@elwha.evergreen.edu>,
"John (Jack) Longino" <longinoj@elwha.evergreen.edu>,
Lee Lyttle <lyttlel@elwha.evergreen.edu>,
Cheri Lucas Jennings <cheri@elwha.evergreen.edu>,
David Milne <milned@elwha.evergreen.edu>,
Carol Minugh <minughc@elwha.evergreen.edu>,
Nalini Nadkarni <nadkarnn@elwha.evergreen.edu>,
Lin Nelson <nelsonl@elwha.evergreen.edu>,
"John H. Perkins" <perkinsj@elwha.evergreen.edu>,
Paul Przybylowicz <przybylo@elwha.evergreen.edu>,
Matthew Smith <smithm@elwha.evergreen.edu>,
Oscar Soule <souleo@elwha.evergreen.edu>,
Jim Stroh <strohj@elwha.evergreen.edu>,
Ken Tabbutt <tabbuttk@elwha.evergreen.edu>,
Pete Taylor <taylorp@elwha.evergreen.edu>,
"Erik V. Thuesen" <thuesene@elwha.evergreen.edu>,
Pat Moore <moorepat@elwha.evergreen.edu>,
Walter Niemiec <niemiecw@elwha.evergreen.edu>,
Gabe Tucker <tuckerg@elwha.evergreen.edu>,
Jude Van Buren <vanburen@elwha.evergreen.edu>,
Tom Womeldorff <womeldor@elwha.evergreen.edu>
Subject: State Library (fwd)

Environs, and others,

For those of you who are new to the discussions going on between SI and the Library, the Evergreen Library has been working with the Washington State Library to get them to let Evergreeners use their periodical collection without our students and faculty having to go through interlibrary loan for each request. Below is the latest communication on that subject. fm

---------- Forwarded message ----------
Date: Wed, 12 Feb 1997 09:39:45 -0800 (PST)
From: Sarah Pedersen <pedersen@elwha.evergreen.edu>
To: ref -- Barbara Bergquist <bergquis@elwha.evergreen.edu>,

William Bruner <brunerw@elwha.evergreen.edu>,
Caryn Cline <clinec@elwha.evergreen.edu>,
Russell Fox <foxr@elwha.evergreen.edu>,
Terry Hubbard <hubbardt@elwha.evergreen.edu>,
Ernestine Kimbro <kimbroe@elwha.evergreen.edu>,
Lee Lyttle <lyttlel@elwha.evergreen.edu>,
"Frank C. Motley" <motleyf@elwha.evergreen.edu>,
Sara Rideout <rideouts@elwha.evergreen.edu>,
"W. Randolph Stilson" <stilsonr@elwha.evergreen.edu>
Subject: State Library (fwd)

Latest on access to the periodicals at the state library. SP

---------- Forwarded message ----------
Date: Tue, 11 Feb 1997 19:31:56 -0800 (PST)
From: Ernestine Kimbro <kimbroe@elwha.evergreen.edu>
To: pedersen@elwha.evergreen.edu
Subject: State Library

Doug of the Gate (or you may know him as Doug of the Gatekeeping Function at
the Washington State Library) called today to say that the people who do the work don't feel any great strain from the grand experiment to pull periodical materials directly for people on the day they ask them. By their count, they managed eighty in about three months, mostly for State Employees, though a few Evergreeners came through as well with some other suspicious types. At any rate, from his point of view, it's doable. He doesn't know for how long they'll continue to offer this access, although he himself would be glad to extend it indefinitely. That's about that. Watch out, take care, be well. E.

From knappr@elwha.evergreen.eduFri Sep 26 08:37:22 1997
Date: Thu, 6 Mar 1997 14:39:36 -0800 (PST)
From: Rob Knapp <knappr@elwha.evergreen.edu>
To: si@elwha.evergreen.edu
Subject: science teaching brainstorm (fwd)

Folks -- anyone interested in this initiative of jane's?

Rob

---------- Forwarded message ----------
Date: Thu, 6 Mar 1997 13:20:06 -0800 (PST)
From: Jane Jervis <jervisj@elwha.evergreen.edu>
To: Barbara Smith <smithb@elwha.evergreen.edu>,
Ruta Fanning <fanningr@elwha.evergreen.edu>,
norman chonacky <chonacky@elwha.evergreen.edu>,
Magda Costantino <magdacos@elwha.evergreen.edu>,
John Cushing <cushja@elwha.evergreen.edu>,
Fred Tabbutt <tabbuttf@elwha.evergreen.edu>,
Michael Vavrus <vavrusm@elwha.evergreen.edu>,
Virginia Darney <darneyv@elwha.evergreen.edu>,

Michael Beug <beugm@elwha.evergreen.edu>,
Masao Sugiyama <sugiyama@elwha.evergreen.edu>,
Rob Cole <rscole@elwha.evergreen.edu>,
Rob Knapp <knappr@elwha.evergreen.edu>,
Carol DeMent <dementc@elwha.evergreen.edu>
Subject: science teaching brainstorm

I've had two experiences in the past few days that make me think there's an opportunity for us. First, I was a "judge" at the McLane Elementary Science Fair, and second, I was a judge for an Intel award for innovative K-12 teaching in science, math, and technology. My observations:

The kids at McLane were great -- excited, scared, interested in phenomena -- but they "knew" a lot that they didn't understand at all. They were reciting factoids without understanding the relationship to the phenomena, and many of their projects were obviously adult productions -- whether by their parents or by the authors of their books, which they just copied. I got a dull, rote lecture on electrons, illustrated by carefully copied drawings, by a kid who was really excited about the way his hair stood up when rubbed with a balloon; but he didnUt have a clue about the relationship. So I conclude that science teaching is not in a very good state there. This grieves me, because little kids are all born enthusiastic natural scientists; they all want to know how the world works, and I hate to see them being stupefied.

At Intel I was a judge for their Innovations in Teaching 1997 awards program, a national program. They invited K-12 teachers from Thurston & Pierce counties to describe innovative approaches to teaching science, math, and technology, and their schools were to describe a dissemination project. First prize $10,000 and a computer for the teacher, and $25,000 grant for the dissemination project. Two runners up got $5000 each, no computer, no dissemination. There were 22 applicants, 7 finalists. We reviewed only the finalists.

There was a strong Evergreen flavor to all the proposals -- interdisciplinary,
team-teaching, theory to practice, collaborative learning. Carol ran a check for me and only one of the finalists was a greener (he was one of the runners up). I found that hard to believe.

So . . . seems to me 1) thereUs a huge need here; 2) we have something important to offer; 3) there are some good, creative teachers out there acting like greeners who arenUt greeners, most of them all alone in their schools. Any ideas?

Please forward this to anyone else you think might be interested or should be part of this brainstorm.

Jane L. Jervis, President jervisj@elwha.evergreen.edu
The Evergreen State College (360)866-6000 x6100
Olympia, WA 98505 FAX: (360)866-6823

From tabbuttf@elwha.evergreen.eduFri Sep 26 08:37:22 1997
Date: Fri, 21 Mar 1997 15:45:55 -0800 (PST)
From: Fred Tabbutt <tabbuttf@elwha.evergreen.edu>
To: si@elwha.evergreen.edu
Subject: POD: opportunity for curriculum reform (fwd)

Thought some of you might be interested.

Fred

---------- Forwarded message ----------
Date: Thu, 20 Mar 1997 09:46:37 -0800 (PST)
From: Barbara Smith <smithb@elwha.evergreen.edu>
To: Rob Knapp <knappr@elwha.evergreen.edu>
Cc: Fred Tabbutt <tabbuttf@elwha.evergreen.edu>,
    Michael Beug <beugm@elwha.evergreen.edu>
Subject: POD: opportunity for curriculum reform (fwd)

Of interest???\

Barbara

---------- Forwarded message ----------
Date: Thu, 20 Mar 1997 09:59:29 -0500
From: Merritt Moseley <moseley@unca.edu>
To: pod@iastate.edu
Subject: POD: opportunity for curriculum reform

Applications are still being accepted for the 1997 AAC&U Science Institute
June 21-25, 1997

1997 will mark the second year that AAC&U conducts this Exxon Education Foundation-supported summer Institute at Saint Michael's College in Burlington, Vermont. Modeled on our successful Asheville Institute, the Science Instituteprovides competitively-selected teams of faculty and administrators from twenty institutions five days near Lake Champlain and the Green Mountains to work with nationally-recognized consultants on an interdisciplinary general education science project of their choice.

Few existing examples combine all of the following, but, increasingly, science educators regard as most effective courses and programs that:

Concentrate on major concepts
Emphasize interdisciplinary connections and involve more than one scientific discipline
Entail hands-on laboratory experimentation
Place inquiries undertaken in the context of the history of science
Suggest practical applications related to student experiences and issues confronting society

Employ nontraditional pedagogies-for example, learning communities, peer instruction, and case studies.

The AAC&U Science Institute will assist institutions committed to exploring, planning, and developing these kinds of offerings. Applications are invited from colleges and universities at any stage in this effort. Twenty institutions will be chosen to send teams. Each five-person team should include a senior academic officer and faculty members from a range of relevant disciplines, including at least three from scientific fields.

If you have any questions, call 202-387-3760 and ask for the Office of Programs or send an e-mail message to shenk@aacu.nw.dc.us.

_____
Posted to the POD Network mail list by moseley@unca.edu (Merritt Moseley).
_____

From tabbuttf@elwha.evergreen.eduFri Sep 26 08:37:22 1997
Date: Wed, 26 Mar 1997 14:08:37 -0800 (PST)
From: Fred Tabbutt <tabbuttf@elwha.evergreen.edu>
To: Norman Chonacky <chonacky@elwha.evergreen.edu>
Cc: Steve Hunter <hunters@elwha.evergreen.edu>, si@elwha.evergreen.edu

Norman,

Thanks for keeping me appraised of your activities with NSF. Since they overlap with SI plans I want to be clear about our objectives and how I see we shall be accomplishing them.

The alumni reaccreditation questionnaire
Following the Academic Self Study Schedule I aim to have the questionnaire go out to SI alumni by week two of spring quarter so that by week 7 we shall have them all back. The questions in the SI survey will key off the vision statement which was created at Ft. Worden last fall since it is specified in terms of specific, practical goals. I want it to be reasonably brief for, in my view, a most important consideration is a high return rate. For that reason I do not want to encumber it with a survey instrument designed by the American Institute of Physics Division of Education and Employment Statistics. You are welcome to devise that instrument and do a follow up to ours (we can provide mailing lists) but for the reasons stated, I want it separate.

2. I trust we are not on a collision course for a grant from NSF, but from your 3-25 E-Mail, it is not clear. I indicated a year ago to SI my intention to develop a proposal this spring to be submitted to the new Institution-Wide Reform program(CCD-IR) which started at NSF just last year.
In the intervening year I am all the more convinced that SI and perhaps ES
need this. We are a disconnected planning unit that really needs for faculty to be released from teaching to take stock and make some long range
goals. There were 23 awards in the first round and it is my hope that we will be part of the second round. However, the Collaboratory is not a major part of that.

I realize that if there has been miscommunication, it is my fault since you have not been kept abreast of what was going on in SI. To rectify this I will add you to the SI E-Mail list and I invite you to attend our meetings.

Fred Tabbutt
From chonacky@elwha.evergreen.eduFri Sep 26 08:37:22 1997
Date: Wed, 26 Mar 1997 17:12:34 -0800 (PST)
From: Norman Chonacky <chonacky@elwha.evergreen.edu>
To: Fred Tabbutt <tabbuttf@elwha.evergreen.edu>
Cc: Steve Hunter <hunters@elwha.evergreen.edu>, si@elwha.evergreen.edu,
    Rob Knapp <knappr@elwha.evergreen.edu>
Subject: Re: your mail

Fred,
Thanks for you note. Very briefly:
1. The survey instrument I am proposing is directed primarily at the question of how valid are the science education reforms recommended in the recent NSF report: "Shaping the Future". My contention (which I must support with evidence) is that the TESC mission statement, its profession of
educational values, and the general character of its educational programs substantially reflect those recommended in that report. Granting the validity of that contention I note that TESC has had 25 years as "laboratory" to test these educational values and characteristics and propose the hypothesis that the career experiences and performance of TESC graduates are superior to their peers from conventional institutions by a number of measures. One of the most important of these will be a comparison by their current workplace supervisor of each alum paired with another supervisee of similar experience and responsibility. I am limiting the survey/study to physics and involving the AIP because they have extensive, recent experience with workplace surveys which test elements that I think are the relevant ones. And the AIP is also very interested in our results, so they are anxious to work with us.

2. Undoubtedly your SI survey will be different if for no other reason than it will encompass more than physics. But you will also want to ask other things. Nonetheless, you are welcome to see what we have in mind if you think it might be useful to you. This is what I wanted to share

with you weeks ago. In addition, you might be able to add to this survey some items you have interest in but that involve more detail than you feel you can afford in your quick study. If they are compatible then I would be glad to consider including them. It is for this reason that I believe that Steve Hunter believed we ought to be talking with one another and encouraged me to do so. So your invitation is welcome.

3. The Collaboratory has nothing to do with this study.

4. When I visited NSF last week it was with the physics staff in the Division of Undergraduate Education. They did mention that my proposal might go to IR. But they suggested that because it was for such a modest amount that it might be funded as a special project, presumably outside of the normal program channels. It would however be peer reviewed. So I can't say for sure whether there is any collision possibility, but it doesn't sound likely to me.

I hope this helps explain where I am in this and where I think our paths cross. I add only that my timeline is different from yours. I do not anticipate getting my proposal done before another month, although I do intend to submit it promptly and not wait for the IR deadline. But even in the most favorable case, I won't be able to begin any of the actual survey work before this before August - save perhaps for a tiny pilot before I submit the proposal to test the type of survey environment we are likely to be operating in.

I look forward to working closer together.

regards -- norman

Norman Chonacky -- Resource Faculty
M/S: 3220 -- The Evergreen State College -- Olympia WA 98505
Voice: (360) 866-6000 x5028
FAX: (360) 866-6823

From beugm@elwha.evergreen.eduFri Sep 26 08:37:22 1997
Date: Mon, 22 Sep 1997 08:47:46 -0700 (PDT)
From: Michael Beug <beugm@elwha.evergreen.edu>
To: si@elwha.evergreen.edu
Subject: Math across the curriculum (fwd)

---------- Forwarded message ----------
Date: Sun, 21 Sep 1997 12:36:02 -0700 (PDT)
From: Barbara Smith <smithb@elwha.evergreen.edu>
To: deans <brunerw@elwha.evergreen.edu>, cushja@elwha.evergreen.edu,
darneyv@elwha.evergreen.edu, fiksdals@elwha.evergreen.edu,
knappr@elwha.evergreen.edu, sugiyama@elwha.evergreen.edu
Cc: pucs <arneyw@elwha.evergreen.edu>, beugm@elwha.evergreen.edu,
cloninsj@elwha.evergreen.edu, darneyv@elwha.evergreen.edu,
dobbsc@elwha.evergreen.edu, hardiman@elwha.evergreen.edu,
paulsend@elwha.evergreen.edu, pougiale@elwha.evergreen.edu

Subject: Math across the curriculum

This memo is to inform you that we recently received a grant from the MacArthur Foundation to do some math across the curriculum work. It's a pretty straightforward design:

phase 1: have someone (Kaye V Ladd is the person) spend one or two quarter snurfing around Evergreen and the national literature to find out what people are doing in terms of math across the curriculum.

phase 2: offer a summer institute in 98 for 20 or so TESC faculty to learn about promising approaches and do some of their own design work on the curriculum for 98-99.

phase 3: followup what people do and report on it.

Kaye V Ladd has agreed to be the project leader for this. Please tell your faculty about it and give Kaye V any and al good advice and ideas as she works on this. Thanks.

barbara

From beugm@elwha.evergreen.eduFri Sep 26 08:37:22 1997
Date: Mon, 15 Sep 1997 11:33:10 -0700 (PDT)
From: Michael Beug <beugm@elwha.evergreen.edu>
To: Jim Stroh <strohj@elwha.evergreen.edu>
Cc: si@elwha.evergreen.edu
Subject: Re: planning unit

1. In all upper division programs, the majority of students enrolled are transfer students.

2. No more than 10% of students in any one upper division program had taken IES (or any single core program).

3. Points 1 & 2 imply to me that it makes sense to make IES a good coordinated studies program and focus much less on prerequisites - most students take IES as their one exposure to science and do not go on.

4. Students who have graduated from TESC after 4 years here are much more likely both to be employed and to get a job in their field of training than are transfer students. They are also more satisfied with their education.

5. A survey of Environmental Studies graduates reveals a large number who wish that they had had more opportunities to take science offerings and a very few who felt that they did not get enough exposure to social science (this is possibly correlated with the fact that in the college as a whole, nearly 40% of the faculty are social scientists and so students have many opportunities for exposure to social science outside of environmental studies.

What this (point 5) does not tell us is what current students are thinking -
the results of that survey are not yet available to me but I hope to have them by our Thursday, September 18 meeting.

On Mon, 15 Sep 1997, Jim Stroh wrote:

> Mike: If you could quickly share any important revelations on the ES
> curriculum I will take them to the SI meeting. If you want you could
> e-mail them to SI. Some cross pollination might lead to hybrid vigor.
>
> Jim Stroh
>