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Introduction to the Draft Report of the
Long Range Planning DTF

From its founding, Evergreen has been committed to the interdisciplinary, team taught mode of study. There is not likely another institution in the nation where so much of the curriculum and of the individual programs' syllabi are new each year. The approach we have developed has become a national model in higher education and is a foundation of discussions of school reform at the secondary and even at the primary levels. In spite of our annual efforts at updating, we have not kept up with changes in our environment and in Evergreen itself. Periodically, a long-range perspective is required. This draft document presents the thinking to this point of those of us involved in this current long range planning effort.

Evergreen has been described as a <u>small public liberal arts college</u>. Most us would agree with this description. It is accurate ... to a point. However, it is incomplete and static, and tends to mask the forces which are acting upon this College in significant ways. By way of introduction to our draft report, let us comment upon these words which describes us, each of which is ambiguous, and becoming increasingly so.

<u>Small</u> How large will Evergreen be by the year 2010? How large should it be? How should we grow to our future size? These are all important questions, and the DTF could not provide definitive answers to them. We hope to gain the perspectives of those of you who participate in this review of our draft report. First some background, then the issues we are considering.

Evergreen's current enrollment is 3280 full-time equivalent students. Our growth in the state's current biennium was 80 students; all of this growth is directed to the start-up of an upper-division part-time Evening program. Some ten years ago, the College's enrollment was 2426.

In 1992, the Higher Education Coordinating Board indicated that Evergreen's growth should be about one percent per year at the undergraduate level and two percent per year at the graduate level. This represents about 50 students per year. We take this number as a rough indication of what the state's leadership has expected and continues to expect of us.

These growth expectations are built around different kinds of data. The undergraduate growth was built around forecasts of the population of students in the age groups with the highest rate of enrollment in college. The graduate growth was based on improving the low rate of participation in this state in graduate study, that is, moving it closer to the average of states with high economic

growth. If we accept as a baseline the growth of 50 students per year, we would move into the range of 4000 to 4200 by the close of the planning horizon.

There are reasons to seek to direct the College's growth to greater or lesser enrollment levels. We should add that we have only limited control over how much and how we will grow. The legislature and the governor make this decision. We are certainly in a position to assess the impacts of enrollment growth and to influence the thinking of those who make the decision.

Arguments for a higher rate of growth: Evergreen is situated in one the fastest growing parts of the state, if not the fastest. Note too, many communities in this part of the state have been adversely affected by the declines in the timber and fishing. industries The enrollment forecasts pertain to the state as a whole, not the South Sound. To do our part for the state, and recognizing that many students are place bound, we should grow faster than the HEC Board has suggested. A more aggressive growth will indicate to the local public and to the state's policy-makers that we acknowledge the higher education needs in this corner of the state and we are prepared to grow to meet those needs. Higher growth, from this perspective, is not only the right thing to do, but also the politically wise thing to do. Perhaps a number closer to 5000 should be our expected size by the year 2010.

Arguments for a lower rate of growth: Can our distinctive pedagogy, and our commitment to innovation, be maintained as our numbers grow? One of Evergreen's greatest contributions to higher education in this state, indeed nationally, might be imperilled if we were to grow much larger. Those who have been around the institution for some years can recall the greater sense of academic community when we were smaller. It is argued that greater numbers might move the College in the direction of departmentalization, of large lecture classes or make collaboration across different areas of the college more difficult. It is important to the state to maintain Evergreen as a center of innovation and as an alternative to the state's other baccalaureate institutions. This would argue for remaining near our current size of about 3300.

How should the college grow? Our most recent growth was dedicated to the evening program. This first class is a non-traditional population, averaging nearly 40 years of age; nearly 20 percent are in minority populations. Should we direct all, much or some further growth to the Evening program? What about lower division? And what of the graduate level, for which the HEC Board has seen a great need? Should we grow by 50 a year, or is there reason to grow in bigger increments, by say 200 at a time, spaced every four years? The issue is that incremental growth may not necessarily permit or induce a careful consideration of program or direction, such as that which would occur if growth were in larger chunks.

In addressing our enrollment level, we should note that emerging technologies are equalizing access of institutions of different sizes to information resources. Discussions are now under way to provide Evergreen with on-line access to the catalogs and data bases of the libraries of the state's other institutions. We might also shortly be connected to the state interactive television system. That we are smaller than any other public baccalaureate institution and than many of the community colleges does not mean that the information resources from which we can draw are correspondingly limited. Enrollment level is not the constraint on information resources it once might have been. We need to think long and hard about which emerging technologies we will choose to invest in and when and how it would be best for us to make those investments.

Public. Evergreen is a public institution. What does this mean? We are governed by a public board, appointed by the governor and approved by the state senate. We are subject to the statutes of the state and to the policies of the state's higher education coordinating board. The largest part of our instructional budget is provided as a part of the state's budget. Distinct parts of our budget permit us to serve various organizations and institutions in the state, including the state government itself. Within our mission, we acknowledge our role to provide a distinctive higher educational experience for the students of the state.

While all these aspects of our public nature are still very real, Evergreen, and public higher education institutions in general, are becoming increasingly dependent upon student tuition and other private sources of support. Over the past five years, especially, higher education in Washington and elsewhere has been receiving a decreasing share of the state's budgets. Cuts in Evergreen's budget over the past two biennia amount to nearly ten percent. As our financial base changes, we become increasingly sensitive to tuition revenue and, in general, to the forces which have an impact on private higher education institutions. We see a continued austerity toward the state's baccalaureate institutions throughout this decade and we see little on the distant horizon to suggest any necessary turnaround beyond this period. It is reasonable to expect that any new resources which we are provided will be for additional students and not for the restoration of cuts made previously.

Liberal arts. This term suggests a certain timelessness, an attachment to enduring values, approaches and subject areas of study. Perhaps one might think of the student who spends four years in residence, in quiet contemplation, at some remove from the concerns of the day. This, as we all know, is not the liberal arts at Evergreen, nor has it ever been. In its design, the College has permitted and encouraged a variety of approaches and innovations in the liberal arts.

Only a small percentage of our graduates (on the order of just ten percent) spend their four years at Evergreen. The greatest number of our students are transfers, and the major part of this group come to us from the state's community colleges. We are, given our source of students, very much a part of a system of higher education in this state and our role in this system, for the greatest part of our students, is providing upper-division study.

What we ourselves mean by a liberal education for the College's undergraduates needs reconsideration. Briefly stated, the College's last Long-Range Curriculum DTF completed its work in 1982 and the curricular structures and content designed then are, in numerous key respects, no longer working. In several specialty areas, for example, entry-level programs and curricular pathways have ceased to exist. We very clearly have a problem with student retention and we cannot ignore the relationship between that problem and the College's curriculum. The College's 1986 Strategic Plan called for a new Long-range Curriculum DTF. However, that DTF was never charged and the thoroughgoing review of our work which was called for is now long overdue.

There are several other significant populations which stretch the boundaries of our definition. For example, about ten percent of our students are graduate students. They are divided among three professionally oriented programs, two of which are aimed at the part-time student and the third, the MIT program, requires full-time enrollment. Over 100 of our students, nearly four percent of our enrollment, are enrolled in the College's upper-division Tacoma-based program. This site will also be the temporary home for the College's MIT program. We have a small number of students in the tribal-based programs. And, of course, we have students on learning contracts around the region, the state, the nation and the globe.

College. We are an institution of higher education, awarding the baccalaureate and master's degrees. Our role and responsibilities go beyond this. We have also a set of public service missions, with the aim of serving various populations in the region and the state. The formal centers include the Washington State Institute for Public Policy, the Washington Center, the Labor Center, and, the newest, Evergreen's K-12 Center.

Our public service extends beyond the formal centers. Increasing numbers of our students are becoming involved in community service as a part of their academic programs. We have a federal grant to promote and support this kind of learning opportunity. Numbers of faculty and staff play an active role in community and civic affairs.

A longstanding goal of many in the Evergreen community is soon to be realized with the construction of the Longhouse Education and Culture Center. This

building affirms the Evergreen community's commitment to diversity and particularly to serving Native American students. The facility will also be a resource to the region's tribes.

As a public college, we acknowledge our responsibilities to our neighbors, and this includes schools and communities. There are many instances where our interests coincide. One concerns the use of our wonderful campus. We want to maintain this thousand acres and the quality of the inlet on which we have our waterfront. One of our subcommittees recommends that we develop an environmental learning center for the local schools and our other neighbors. We are a college, but our audience is certainly not limited to our students.

We look forward to hearing from you in writing or at one of the public or divisional meetings which will be considering this report.

LONG-RANGE PLANNING DOCUMENT

Planning Context, Premises and Principles:
What's Shaping Our Planning

A.　　We want to maintain the institutional vitality and distinctive curriculum achieved through team-teaching, interdisciplinary study, close student/faculty contact and the bridging of theory and practice.

B.　　We want to continue the College's commitment to diversity.

C.　　Demographic and enrollment forecasts indicate that the numbers of both traditionally aged freshman and AA degree holders will be increasing. We want to plan our growth deliberately, with an eye toward evening/weekend, other part-time students, student diversity and efficient use of space. If present demographic trends continue, there will be pressures on the College to grow by 1000 students, more or less, between now and 2010, our planning horizon.

D.　　We need to maintain an appropriate student mix which includes younger and older, full- and part-time, and resident and nonresident students.

E.　　We want to remain a four-year baccalaureate liberal arts institution and to continue serving a mix of lower division and upper division students, although we recognize that there are pressures that aim to move us in one or another direction away from the current mix of students.

F.　　Public baccalaureate institutions have lost ground in state budgets both in this state and nationally over the past decade and reasonable forecasts are that this decline will not be reversed. State support can be expected to provide a shrinking proportion of our funding.

G.　　We see the need for greater integration of Student Affairs and Academic Affairs, and, indeed, closer working relationships across the campus.

H.　　We should attempt to preserve the current mix of built and natural environments.

I.　　Evergreen's sense of community revolves around its academic mission, the values articulated in the social contract, and the connections the College's

members feel to the work of the College and to each other. For faculty and students, an important part of community is their academic program.

J.   We need to invest in our human resources, across the campus, in order to keep pace with shrinking funding and technological change.

K.   The College is increasingly dependent upon tuition and this has to affect all aspects of planning within the institution. In this regard, issues of residency mix and of retention take on increasing importance.

L.   Emerging technologies make possible new ways of doing things. However, applications of emerging technologies should be the result of careful and focussed initiatives.

Strategic Statements and Action Items

Academic Programs and Student Affairs

Strategic Statement I:

It is vital to the College's survival that we redesign our curricular structures and content so as to (a) enable us to continue to use educational practices and pedagogies that make us distinctive and provide a model in higher education, (b) handle a steadily increasing number of students, (c) serve a consciously determined mix of undergraduates well, (d) speak to student needs as we enter the 21st century, and (e) meet the changing interests and various needs of the faculty.

Action Items:

1.   A Long-Range Curriculum DTF will be charged before the end of the 1993-1994 academic year to begin work in Spring 1994 and certainly no later than the start of Fall Quarter 1994. The President and Provost, together with the Long-Range Planning DTF, are drafting a charge. This charge should be submitted to the faculty for consideration at the April 27, 1994 faculty retreat.

2.   In coordination with the above DTF, a DTF should convene in Fall 1994 to examine student support services, including academic advising, with the intent of better supporting our students.

3.   Consider the implications on teaching effectiveness, institutional efficiency, and retention of various calendar alternatives. This decision should be completed prior to the work of the Long-Range Curriculum Planning DTF and the Student Support Services DTF, to provide a clear context for their work.

4.   There are also a series of short-term actions which address clear and pressing needs in the curriculum and should be implemented as soon as possible, prior to completion of the Long-Range Curriculum DTF's work. These are:

   a.   Select Core and Weekend & Evening Studies conveners

   b.   Experiment with establishing long-term advising relationships between Academic Advising and all coordinated studies programs

   c.   Schedule visits of academic advisors to each Core program beginning with Spring Quarter 1994 to discuss program options and the transition to the 1994-95 curriculum.

   d.   Develop flexible structures in planning for Fall 1995 Core programs to include several one- and two-quarter offerings as well as 12-quarter-hour options.

   e.   Develop a mechanism for faculty to identify and advise students planning to leave Fall 1994 Core programs and to work with them to find suitable alternatives at the College.

   f.   Set in motion a mechanism for improving math instruction across the curriculum.

TESC Environment

Strategic Statement II:

Growth should be planned to maximize its favorable impacts of growth and to mitigate its unfortunate impacts.

Strategic Statement III:

The unique, non-built environment of the campus should be preserved in roughly its present state, but the campus should also be made more accessible to the public. These are potentially competing aims and care is required in reconciling them. We acknowledge that urban growth will continue in and around Evergreen. We will work with the surrounding governments and communities to channel this growth in reasonable directions.

Strategic Statement IV:

We should continue to be a resource for serving the needs of state, local and tribal governments.

Action Items:

1.   The Evergreen State College Master Plan should be updated and publicized within the College to become a continuing planning and evaluation tool utilized by the offices of the president, provost and vice-presidents. Constituent groups should form the basis of a biennial review and updating process in conjunction with the establishment of college operating and capital budget requests. Thus, the Master Plan will become a "living" document which will reflect the College's philosophy, provide a guide for long-range planning, and form the basis for ongoing self-assessment.

2.   We should expand the campus Master Plan contents. The Master Plan needs expansion to include a new section which deals specifically with the use of college facilities and infrastructure. The primary purpose of this chapter should be to recognize the interrelationship of the academic teaching/learning philosophy and environment with the need to preserve the physical facilities and infrastructures. Minimum standards regarding "building use and upkeep" need to be addressed in this section.

3.   The College should develop a long-range facilities maintenance and adaptation plan to ensure that our existing buildings and grounds continue to support the campus community well into the next 20 years. This planning needs to incorporate short and intermediate funding requests. This plan will need to secure management endorsement and resulting funds to be successful.

4.   The College should develop a stronger and more centralized space management operation to ensure that existing facilities are effectively and efficiently operated before contemplating new facilities. The College needs to adopt a policy that will prioritize adaptation of existing space before requesting any new construction.

5.   An academic program--possibly titled, "Evergreen Environmental Assessment"--should be considered for the 1995-96 academic year to carry out the following activities:

    a.   Do a complete biological survey of the non-built areas of the campus;
    b.   Make an inventory of previous studies of the campus environment, creating an annotated bibliography of these reports;

c.   Review the existing land-use designations in the existing Master Plan, and make recommendations to the campus community for changes in those designations based on the results of the biological survey and inventory of previous studies. Among the alternatives that should be considered are:

i.   designation of areas that could be used as areas for long-term ecologically oriented resource management, such as low-impact selective forest management;

ii.   identification of areas that could be developed for improved visitor access and use, including trails and group meeting sites.

In the event that no program is created, this work should be the responsibility of the Finance and Administration and Academic Divisions.

6.   An academic program--possibly entitled, "Evergreen Environmental Design"-- should be considered in the academic year 1996-97 to implement the recommendations arising from the environmental assessment and Master Plan review described in item 1. Specific projects could include design of

a.   an improved trail system for the campus;

b.   group meeting/picnic sites on campus;

c.   strategy for improving both the safety of human visitors to the campus and the protection of the campus environment from harm from its human visitors. Possible approaches include establishing a team of volunteer student wardens to walk or bicycle around the campus to monitor the trails.

In the event that no program is created, this work should be the responsibility of the Finance and Administration and Academic Divisions.

7.   Either in connection with the academic program described in item 5 or subsequent to it, establish a library of reports on the campus environment. Adopt a policy that a complete copy of every new report resulting from a study of the campus should be deposited in this library. The library should have:

a.   an identified, publicly accessible location;

b.   a designated librarian and preferably two librarians;

c.   both a noncirculating master copy and a publicly accessible copy of each report;

d.   a more complete collection in College Archives of historical reports on the campus environment.

8.   Acknowledge that growth will occur in and around Evergreen. Work with it, and not against it, so as to channel growth into responsible areas.

9.   Continue to encourage county and city officials to leave the surrounding Evergreen community out of the Long-Term Urban Growth Management Boundary.

10.   Evergreen should be a natural corridor, not a biotic island.

11.   Maintain "soft borders" with area residents and property owners.

12.   Reduce the number of automobiles travelling to and from TESC, even as campus population increases.

13.   Work with the surrounding community to create opportunities for resident involvement with TESC.

14.   Through public forums, surveys and direct dialogue, the College should better assess the educational and service needs of the surrounding communities.

15.   Evergreen should consider staging citizen focus groups or symposia in the region to help the citizens of Southwest Washington articulate their educational and service needs.

16.   The College should promote and staff environmental, educational and community service outreach programs that will serve the surrounding communities. These programs would meet on and off campus.

17.   The Masters in Teaching and the Masters of Environmental Studies programs should consider establishing an Environmental Education service program for K-12 teachers, using the campus environment and surrounding natural and built communities as study areas.

18.   Evergreen should create more part-time and less than full-time programs to accommodate the needs of older, nontraditional students.

19.   Evergreen should continue to design programs and offer educational opportunities that serve the needs of local, state and tribal governments as well as community organizations.

Establishing a Sound Fiscal Base

Strategic Statement V:

We need to continue research and discussions on why students leave Evergreen and to increase student retention.

Strategic Statement VI:

The College should take maximum advantage of steps to improve institutional efficiency. Potential efficiencies should be explored unit by unit as well as across units. A process for doing this should be developed. Sources of efficiencies could include cross-training, automation, temporary reassignments, organizational restructuring and changed work patterns, among other practices.

Strategic Statement VII:

The College should devote maximum efforts to enhancing its revenue sources, consistent with college mission and goals.

Action Items:

1.   The State's commitment to resources for higher education will continue to decline, thereby making it necessary to re-allocate resources in order to support new initiatives or programs within the College. This will require maximum efforts to enhance our academic programs through revenue sources available to us, and in ways consistent with college mission and goals.

2.   The College should consider how student mix affects all units of the college when planning. For example, adding weekend college students does not help with vacancies in housing, but it does relieve the heavy impact on overcrowded classrooms during the day. Detailed studies on "space availability" should be part of this planning.

3.   Increasing tuition dependency makes student attrition especially difficult and costly and other revenue sources even more vital. Every effort should be made to increase student retention and understand why students leave Evergreen.

4.   The proportion of in- and out-of-state students is a critical factor in our budget, and it is also a continuing political concern. Local control of tuition has made the nonresident proportion even more important. Clear, consistent policy on student mix is needed, with full recognition of all its implications.

5.   Efforts should be made to secure more scholarships beyond the freshman year.

6.   The financial aid operation should move toward a more fully integrated automated system as quickly as possible..

7.   In light of shifting federal policies regarding work study, the College should examine its reliance on work study students.

8.   Many of our units and programs would benefit from developing a clearer sense of mission and goals in order to better set priorities and to do the work that is most central to the institution. The debate around operating college programs as "profit centers" as opposed to "service centers" needs periodic reexamination.

9.   The College should closely examine the growth potentials for summer school, summer conferences, and the English language school. Currently, each program generates revenue which benefits the college. The feasibility of a continuing education program should be evaluated. The College should maximize the potential revenue, recognizing that growth creates tension between academic and other programs.

   a.   The College should consider developing the summer program to a greater degree. This requires a discussion of the purpose, the ideal size, and mix of offerings. More continuity and overall planning in academic administration is probably needed to realize the full potential of summer school.

   b.   The establishment of a vigorous continuing education program should be explored to expand the College's services, deepen its relationships with the community and provide an avenue for retired faculty to work part time.

   c.   The relationship with EF Language Institute plays a critical role in the financial viability of our housing, food services, and other operations on campus. This relationship also has substantial advantages in terms of educational benefits, enhancing diversity and intercultural understanding. Efforts should continue to maintain and build a relationship with a provider of English language instruction for foreign students..

10.   The College needs to look at rates and costs of auxiliary and summer school and philosophies and practices behind the distribution of "profits", acknowledging program costs that may not be covered.

11. We should aggressively seek federal and state grants and contracts that are compatible with our goals and objectives, and be mindful of the costs such grants sometimes impose upon the institution.

12. The College should better use existing programs to strengthen ties to the community (Evergreen Expressions, galleries, etc.). These are key to developing friends in the community and to building future endowments and contributions.

13. We should maintain our commitment to alumni relations and annual giving and strengthen our capacity in major giving.

14. We should do more detailed planning about our development/funding needs to establish clearer priorities and to determine what level of support is achievable. Inter-unit coordination and planning is important.

Emerging Technologies

Strategic Statement VIII:

The College's mission statement should acknowledge our obligation to educate students with appropriate, contemporary and innovative tools and methods. We should commit to producing graduates who are comfortable with technology in a world of increasing technological complexity.

Strategic Statement IX:

Applications of emerging technologies in the library should be a high institutional priority because of the great opportunity for both improving support for the academic mission and the potential for cost savings.

Strategic Statement X:

The College should regularly assess the impact of emerging technologies on the educational marketplace and work place. Technical changes (such as broader use of networks) have funding implications which need to be acknowledged.

Action Items:

1. Each division of the College should determine in what manner it will respond to emerging technologies in Evergreen's educational, social and cultural environment.

2.   A Long-Range Curriculum DTF, recommended elsewhere in the Long-Range Plan, should assess the implementation of technology across the curriculum. The DTF should survey faculty and students to assess the importance of technology as both a subject of and a set of core skills in the curriculum. The DTF should determine the relative merits of a specialized versus a generalized approach to technology in the curriculum, and develop models for implementation of technologies as learning tools.

3.   Applications of technology in the curriculum need to support fundamental educational models, allowing the College to maintain or enhance the quality of the student experience while increasing efficiency.

   a.   Distance learning technology may have special value in supporting off-campus programs, allowing the College to make efficient use of on-campus personnel and programming. Deans and faculty should investigate whether such systems could enhance the operations in a cost-effective manner.

   b.   Deans, faculty and computing staff should assess our ability to provide information and network resources to students directly, versus deflecting students to external resources.

   c   Academic computing programs and resource allocations should balance general teaching and learning objectives for many students against high-level research and applications projects for a few students.

   d.   Academics should draw on existing faculty and staff expertise to develop an interdisciplinary center for the study of emerging technologies and their ethical, social and economic consequences.

4.   Applications of emerging technologies should be the result of focused initiatives, based on research and experience.

   a.   All divisions should base technology initiatives on established service goals.

   b.   When considering the implementation of media and communications technology in the classroom, priority should be given to systems which are reliable, uncomplicated and require little staff support for operation. The College should focus on technologies that enhance teaching and learning.

   c.   Academics should seek technologies which can enhance the efficiency of frequently required content areas through the use of self-paced learning units (SPLUs), multi-media and other technologies.

d.   Electronic document transfer and storage have great potential to assist staff and faculty and accelerate regular functions, such as registration, evaluations, purchasing and invoicing.

e.   The movement toward a common campus debit card for library access, food services, copying and other services should be accelerated.

f.   When there are significant cost savings or substantial added benefit of doing so, the College should seek cooperative projects or consortial arrangements in the acquisition and application of emerging technologies.

g.   The College should improve access, support and training for Internet and other information and computing resources.

5.   The College should invest in new library equipment and personnel in such a way that we move ahead while, to the extent possible, keep our options open.

6.   The College should seek consortial arrangements with other libraries in an effort to spread equipment costs over more users and to take advantage of their combined purchasing power.

7.   The teaching role of Evergreen librarians should be accounted for when implementing new information technologies in the library.

8.   The training needs of faculty librarians and library staff should be acknowledged, in light of constantly changing processes and procedures.

9.   The College should consider directing staff and resources to support the development of nontext-based materials more broadly on campus.

10.   The College should avoid over-committing to a particular technological development of technological standard, so that we do not suddenly find that our technology is obsolete.

11.   The Vice-Presidents, in consultation with the Director of Computing and Communications, should regularly convene one or more technology assessment forums, including students and representatives of all divisions.

12.   The College should work to provide reasonable access to networks and other resources for students in all areas of the curriculum and campus life.

13.   The College needs to improve its ability to acquire and maintain funding for the implementation of emerging technologies in both academic and business-related applications.

a.   The College should undertake regular budget initiatives to acquire and support the infrastructure necessary for campus communications and networking near the current state of the art.

b.   In all divisions, new technology initiatives will require the reallocation of existing physical, personnel and financial resources, or the development of new resources.

c.   In conjunction with the Development Office, all campus divisions should aggressively pursue opportunities for funding of technology-based projects and applications, consistent with the College's mission, goals and ability to support such initiatives.

14.   The ability to work comfortably with technology is becoming an increasingly important factor in employee selection and development.

a.   The College should prioritize continuing education and development programs for current personnel. New appointments should enhance, rather than replace, existing positions. Personnel development resources should be allocated in a manner that allows faculty and staff to comprehend current trends and envision future possibilities.

b.   All faculty and staff hiring processes should anticipate the technological capabilities required for any given position. Review processes should pay special attention to the technological skills and abilities of applicants.

c.   The College should create a mechanism to provide in all campus units significant, ongoing training and support for systems and software.

15.   The College should assess the impact of technology on policies and procedures, and particularly on the Social Contract.

a.   The Vice-President for Student Affairs should convene a group to revise the Social Contract and the Student Conduct Code to accommodate the emerging electronic community.

b.   The Affirmative Action office should work with campus units to address affirmative action concerns in the electronic community.

c.   All College information, including catalogues, program descriptions, policies and procedures, should be available on the campus network.

The Human Environment

Strategic Statement XI:

Regular opportunities to expand and renew knowledge and expertise should be provided to staff and other members of the community.

Strategic Statement XII:

The College needs to find or to design ways to develop the sense of a larger community beyond the individual work unit or academic program. Maintain or expand support for programs and activities that provide community members with involvement in the College, including educational programming, events, community service and other offerings and activities, to appeal to the widest variety of interests and needs possible.

Strategic Statement XIII:

Each administrative unit within the college should undertake a comprehensive review to assess its effectiveness in promoting diversity. Areas in need of improvement should be clearly identified and appropriate action should be taken.

Strategic Statement XIV:

We need to address our inadequate systems of community governance and our skills in communication. We need to repair our sense of community and to learn to disagree civilly and respectfully.

Action Items:

1.   Opportunities should be provided to reflect upon shared values. Community members should be encouraged to participate in celebrations, commemorations, convocations and potlucks.

2.   Processes which contribute to community should be continued, should be periodically reviewed and should be publicized more widely.

3.   Vigorous efforts must be made to acquaint community members with the Social Contract.

4.   Each administrative unit within the college should undertake a comprehensive review to assess effectiveness in promoting diversity. Consideration should be given to hiring practices, training and orientation, management issues, the built environment, conflict resolution processes,

performance evaluations, and the impact of the unit's work upon students. Areas in need of improvement should be clearly identified and addressed in a timely manner.

5.   Ongoing faculty development should be provided to support the work of creating a multicultural curriculum.

6.   The College should continue to support the efforts of a variety of groups addressing multiculturalism and to support programs and development opportunities for students, staff and faculty. The faculty and staff responsible for publicizing college events must work to inform both on- and off-campus communities of our ongoing work in support of diversity.

7.   As we adapt to change, our community should acknowledge, respect and support the person, as well as the demands placed upon their position. Whenever changes in how we go about our work are being considered, the impact on the people who make our community vital must be a central concern.

8.   Faculty should have time and opportunities outside of their regular teaching responsibilities for research, service, revitalization and professional development.

9.   Regular opportunities to expand and renew knowledge and expertise should be provided to staff and to the other members of the community who contribute to the vitality of our endeavor.

10.   The College should maintain or expand programs and activities that provide community members with access to and/or involvement in the college, including educational programming, events, broadcasting, community services and other activities. We should seek to appeal to a wide variety of interests and needs.