

## **From the 2000-2001 Academic Growth DTF Proposals for Five Inter-Area Initiatives**

The 2000-2001 DTF solicited ideas for enrollment growth, focusing particularly on Inter-Area ideas. Five proposals emerged. The DTF ultimately decided not to go forward with any of these initiatives.

The best description of the five proposals was included in an April 13, 2001 memo from the DTF to the faculty. We are including the descriptions on the Enrollment Growth 2004-2005 web site in case any faculty/staff would like to carry forward any of these ideas as we consider proposals for curricular growth.

### **1. “Greening” Management**

**Existing Efforts and Likely Student Interest** Management programs in Evergreen’s full-time curriculum traditionally have studied the context of business and organizations, the general management skills needed for managers in the private and public sectors, as well as more specialized skills such as accounting, finance, and marketing. These programs have been highly successful. Yet at present there are only sufficient full-time management faculty to offer one upper-level, yearlong two-person program, plus occasional one-faculty programs for 4<sup>th</sup> year students, despite the high demand for such programs from both current and potential students.

**What Green Management Could Look Like at Evergreen.** Over the next five years management programs at Evergreen will broaden their approach. The curriculum will reflect a greater emphasis on management and organizational concerns relevant to nonprofit and social change organizations, consistent with the school’s commitment to supporting social justice. Entrepreneurship will also become a more important organizing theme, since many graduates from the school choose to stay in the area and found social ventures and small businesses. Management programs will also form with faculty from both Social Sciences and other planning units, including Environmental Studies and Expressive Arts, to study “green entrepreneurship,” arts management, and related topics—how to create and sustain ventures that seek to improve our communities and our stewardship of the environment. Broadening the curriculum to provide increased coverage to these issues does not lessen the importance of such elements as accounting, finance, or organizational behavior to an effective management program. Since the teams teaching these highly interdisciplinary programs are more likely to include non-management faculty, students may need to complete additional management programs, either through additional full-time or part-time programs, or courses.

**Hiring Implications.** In order to support this vision for enhancing management programs at Evergreen an additional two full-time continuing faculty will be required over the next five years.

**Links to Other Parts of the College.** We will need to improve our coordination with Part-Time Studies so that we may consistently offer such options to students. Linkages with the MPA and MES programs will also be explored in order to enhance our curricular offerings.

### **2. Science and Human Values Initiative**

**Existing Efforts and Likely Student Interest.** The Scientific Inquiry planning area has a strong commitment to looking at science in a broad context that includes concern for social, political, economic, philosophical, historical and ethical issues. These connections between science, society and the human condition have been important to the broadly interdisciplinary concerns of the college from its inception. Developments in digital and biotechnology have made these connections even more important elements in a liberal arts education. Furthermore, an increase in the number of students taking science programs, especially those involving biology or computer science, suggests the need for additional faculty hires in biology and computers. A science and human values initiative would argue that hires in these areas have a strong background in dealing with issues of science and human values.

In addition, there is an interest by "non-science students" in programs such as *The Physicist's World*, as well as the Gen. Ed. discussions promoting a broader range of science programs both for "non-science students" seeking exposure to science and science students interested in exploring the cultural context of science.

**What SHV would look like at Evergreen.** Programs in this area should bring together faculty from the traditional science disciplines with those having a background in other areas, in particular, bio-medical ethics, environmental ethics, history of science and technology, philosophy of science, or social studies of science.

**Hiring Implications.** The college has some faculty with this background—a sociologist of science from CTL and the upcoming philosophy of science hire in SI—but we have recently lost or can expect to lose faculty in history of science as well as philosophy of mind. In order to provide attractive, broadly based programs with significant science and quantitative reasoning content it is necessary to increase faculty able and interested in teaching in these programs, particularly with biology and computer based expertise. In part this can be attained through hires of science faculty, but it also requires that other areas of the college target replacements to contribute to this effort.

**Links to other parts of the college.** None provided.

### 3. Information Technology Initiative

**Existing Efforts and Likely Student Interest.** None provided.

**What could Information Technology\* look like at Evergreen?** Evergreen is especially well poised to create an innovative approach to Information Technology for a liberal arts college. Such a venture could be jointly pursued by the Expressive Arts, Scientific Inquiry and Environmental Studies planning units. It could build on current strength in digital media (both audio and video), animation, and design in the Expressive Arts, work with database, software engineering and computer networking in Scientific Inquiry as well as Geographical Information Systems (GIS) and computer modeling in Environmental Studies. Although we currently have some faculty expertise that could contribute on occasion to programs with a significant Information Technology component, the faculty have other commitments that limit their participation. It would extend as well recent initiatives in the Part-Time Studies area.

*\*What is Information Technology?* Information Technology has become a label for a somewhat ill defined collection of items. It combines more established topics such as database systems, management information systems with more recent technology surrounding networks and the Internet. It could be broadly construed to include much of contemporary software engineering

(as well as elements of more formal computer science) and a wider array of digital technologies for communication, data acquisition, data retrieval and manipulation as well as Web program development, media, animation, graphics and Computer Aided Design/Computer Aided Manufacture (CAD/CAM).

Information Technology education work can be narrowly construed to provided certification in various applications and basic Internet skills that are narrowly focused on entry-level positions for the “new economy.” This certainly is the direction of work in some technical colleges and for-profit universities. It sometimes means little more than course in “computer literacy.” Both approaches, however, are primarily at the lower-division level. Exactly what form Information Technology education should take in upper-division programs, especially at liberal arts colleges is not at all fixed, but recent studies have suggested that there will be a growing number of students seeking upper-divisional work in this area. For this reason, Washington State has already earmarked funds to develop programs in this area. The community Colleges indicate that 10% of their enrollment is now in IT. They believe innovative upper-division programs are needed beyond conventional computer science offerings. Evergreen can produce an innovative alternative that could be funded at least in part from these special resources for which we would not otherwise be eligible. Consequently, the hires envisioned in this initiative would not directly limit other hires that the college could make.

**Hiring Implications.** A reasonably robust Information Technology initiative would involve about four new faculty lines: two more associated with Expressive Arts and two more associated with SI or ES.

**Links to other Parts of the College.** None provided.

#### **4. Cultural Studies Initiative**

Around the country, Cultural Studies faculty work toward social justice through a critical look at past and present cultures. They develop academic programs by creatively combining cultural anthropology with several other areas from among literature, history, the arts, gender studies, media studies, religious studies, language study, and social theory.

**What Cultural Studies Could Look Like at Evergreen.** At last fall’s retreat, faculty identified social justice as a potential area of cross-divisional excellence at Evergreen. Regarding curriculum, discussions of social justice were associated with the study of race, ethnicity, gender and class. The Cultural Studies Initiative reflects these origins, and makes a particular recommendation to develop African American Studies as a first step toward a greater emphasis on U.S. ethnic studies. The Cultural Studies Initiative is explicitly linked to our commitment to diversity in curriculum and student recruitment.

Programs in cultural studies could include an emphasis on ethnicity in the U.S., both within and across ethnic communities. Evergreen has offered some programs which compare different geographical areas (Mexico and the Middle East, for example) in terms of social processes arising from the global economy, such as patterns of immigration, inter-ethnic relations, cultural assimilation, and multilingualism. We already offer some ethnic studies at Evergreen, so it isn’t as if we are starting from scratch. However, this is an area that calls for development and sustained attention from faculty, especially those in CTL, SS, and EA. It is hard to quantify student demand for U.S. ethnic studies exactly because it has not been consistently offered in the past, but such offerings are crucial to attracting and retaining a more diverse group of students.

**Hiring Implications.** The proposal is to strengthen Cultural Studies by focusing first on one key area: African American Studies. If we are to have a strong program in African American Studies, we will need to hire three faculty from among several areas of the curriculum—for example: history, art history, cultural anthropology, literature, politics, sociology, music, or theater. Cultural Anthropology is integral to developing this initiative, so this might best be separated out as a fourth crucial hire.

A second phase of developing this initiative would have additional hiring implications. For example, we could anticipate hires in Asian American Studies, Chicano/Latino Studies, and Irish Studies.

**Links to Other Areas of the College.** Cultural Studies at Evergreen would bridge the planning units of Expressive Arts, Social Sciences, Culture Text Language and Environmental Studies.

## **5. A Health Area for Evergreen**

**Existing Efforts and Likely Student Interest.** Students have shown a strong interest in health. Some focus on environmental dimensions of health, both human and other species. These programs have appeared in Core and in Environmental Studies. Others focus on the concepts of health that are alternative to the predominant existing modes of health care. These have appeared in Scientific Inquiry. Others focus on movement as a component of health, in Expressive Arts. In all cases, student demand has been strong.

**What a Health Area Would Look Like at Evergreen.** Students working in health need to learn about the different philosophies, cultural traits, and organizations that affect health and efforts to protect and improve it. The philosophical differences between allopathic and naturopathic modes of health care, for example, are well known. Students also need to learn about the scientific, social, and economic issues that permeate health. These range, at a minimum, from biology, ecology, nutrition, and toxicology to psychology, political economy, organizations, and ethics.

Evergreen is well placed to develop a curriculum uniting the above disciplines in a program that developed a broad understanding in preparation for work in the health professions. It might begin with a two-quarter, full-time program (sophomore-junior level) that opened students' eyes to the concepts of health, threats to health, and the various avenues of protecting and restoring health. This introductory program would unite concerns of human health with considerations of other species. This program would have a science and social science foundation. It would be cross-listed in Scientific Inquiry, Environmental Studies, and possibly other areas.

A variety of follow-up programs could make use of the introductory two quarters. One might delve into pollution, toxics, and threats to people and other species. A second could go more in detail on human health issues and develop physiological and psychological subjects. A third could go into the social, political, policy, and values questions surrounding the development of health care systems. A fourth could develop the links between health, physical activity, and movement. Other follow-up programs are possible.

**Hiring Implications.** A strong health curriculum would require at least three people to staff the two-quarter introductory program. The follow-up programs could be staffed by two

people. The backgrounds needed and not currently at the College (to my knowledge) include: (1) Toxicology-epidemiology, human oriented, (2) eco-toxicology, (3) health systems policy, (4) health philosophy and ethics.

**Links to Other Parts of the College.** A broad health curriculum could interact well with the Part-Time Studies program and with the graduate programs in public administration and environmental studies. It would also be an excellent collaborator with efforts currently underway in Tacoma. Potential exists to link it to tribal-based programs as well.