

23 June, 2008

To: Don Bantz

From: 2007-08 Hiring Priorities DTF (Paul Przybylowicz-chair, Allen Olson, Amy Gould, Bill Ransom, Carrie Margolin, Cheryl King, David McAvity, Elizabeth Williamson, Martha Henderson, Ruth Hayes, Sean Williams, Sherri Shulman, Sherry Walton, Steve Scheuerell, Ted Whitesell, Therese Saliba)

cc: the Faculty

Re: Recommendations of the Hiring Priorities DTF: Hiring Priorities for 08/09 and 09/10

In your charge to this DTF, you asked us to “draw upon a variety of venues for faculty members to discuss and propose ideas for faculty hires (these may include individual Planning Units, joint meetings of more than one Planning Unit, Deans Governance Groups, and Thematic Planning Groups) to foreground our core value i.e., a dynamic, interdisciplinary liberal arts curriculum.” You also charged us “to give extra consideration to faculty hires supported by two or more planning units.” In reviewing our recommendations, you will see that we have addressed both of these suggestions.

The new Hiring Priorities process resulted in 31 excellent proposals

In the fall, we designed and implemented a highly modified Hiring Priorities process that encouraged faculty to discuss and formulate position proposals in a variety of groups including planning units, governance groups and thematic planning groups

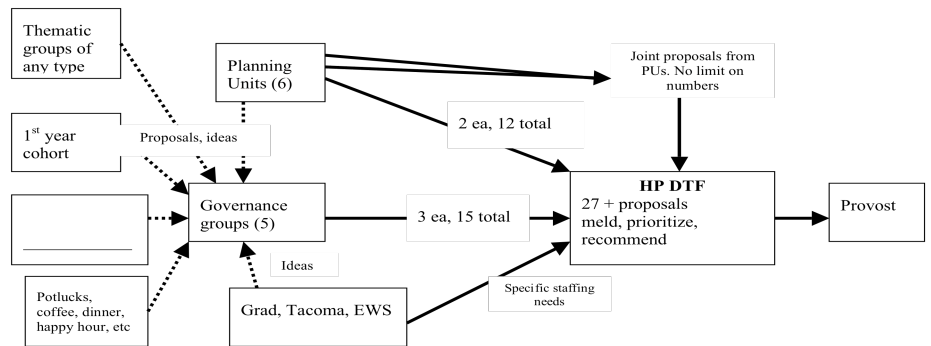


Figure 1. Idealized overview of Hiring Priorities process 2007-2008

(Figure 1). We received a total of 31 positions—10 from planning units, 5 from the grad programs, 1 from the reservation-based program, 7 from governance groups, 11 joint proposal between planning units and/or governance groups, and 4 from the Sustainability and Justice thematic group. Some position proposals came to us supported by more than one group, which is why the numbers total to more than 31 (Table 1).

As in any new process, there were differences between theory and practice... the process unfolded in ways that were different than how we envisioned it and required some judgment calls (for example, the Sustainability and Justice thematic group was permitted to cosponsor joint proposals even though they are not an official planning unit). Nevertheless, the resulting position proposals represent input from a much wider venue

of faculty than recent previous hiring priorities processes, as well as a great deal of creative effort (please refer to the Appendices for all the position proposals).

Recommendations of Hiring Priorities

Unresolved issues around graduate and other programs (G6)

Currently, Hiring Priorities is currently the only process that allocates continuing faculty lines into all programs/curriculum. We received a number of proposals from graduate programs and the Reservation-based program. After considerable discussion, we felt uncomfortable deciding the appropriate balance between faculty lines in the Olympia undergraduate program and the graduate and off-campus (G6) programs. While we compiled a list of requests from the G6 programs, we did not prioritize them (Table 2). We recognize that these requests represent real needs for these programs and urge that the administration address them as outlined in our recommendations below.

We also had a request from EWS for a continuing hire to replace a recent retirement. Since EWS is staffed to a fixed number of lines, we did not “prioritize” this replacement, but simply affirmed this practice by approving the “retirement replacement” for EWS to maintain the balance between continuing and visiting lines in this program.

1. We approved the EWS position request for a continuing Social Sciences faculty position and recommend that EWS proceed with this hire in the 08/09 academic year.
2. We recommend staffing all G6 programs to a specific number of lines (Tacoma is staffed this way). An appropriate balance between continuing and visiting faculty needs to be determined for each program. We do not think that changing the proportion of visiting to continuing lines in the G6 curriculum needs to or should have an impact on the number of hires we make in the undergraduate Olympia

Proposed Position	Planning Unit	Position proposal supported by		
		Joint proposals	Governance Groups	Other*
Applied Riparian and Restoration Ecology	ES			
Art History		EA and CTL		
Arts Educator/ Teacher Educator	MIT			
Biological Anthropology	SPBC			
Biology	SI			
3-dimensional art/ Ceramics	EA			
Chicano Latino Studies w/ Social Science/History focus		CTL and SPBC		
Chinese History		CTL and EA		
Climate Justice			Eddie's and NIARI	S&J
Communications/Journalism		CTL	Rita's and Paul's and Ken's	
Comparative Religion	CTL		Ken's	
Computer Science	SI			
Creative Writing		CTL and EA		
Energy/Physics/Sustainability		SI and MES		S&J
EWS Social Sciences	EWS			
Evolutionist		SI and ES	Bill's and Ken's	
Experimental Performance/Arts				
Activist	EA			
Legislative policy	MPA			
MPA generalist	MPA			
Oceanography Global Climate Change and Coastal Processes	ES			
Public administration/policy tribal governance	MPA			
Reservation-Based Science Education	NAWIPS			
MIT Science Education	MIT			
Social or Developmental Psychology	SPBC			
Sociology			Paul's	
Spanish Language and Latino/Chicano Studies	CTL			
Sustainable Design		EA and ES		S&J
Sustainable Agriculture	ES	S&J		S&J
Two Dimensional Art		EA	Paul's and Longhouse	
US History	CTL			

* S&J refers to the Sustainability & Justice thematic planning group

Table 1. Proposed positions submitted to the 07/08 Hiring Priorities DTF with sources of support identified.

EWS & G6 Position proposals
EWS Social Sciences
MIT Arts Educator/ Teacher Educator
MPA Legislative policy
MPA generalist
MPA Public administration/policy tribal governance
MIT Science Education
Reservation-Based faculty
Table 2. Unranked proposals from EWS & G6 programs

day curriculum. We recommend that the ratio of visiting to continuing lines be determined by the minimum number of temporary positions needed for flexibility in delivering the curriculum.

3. We recommend that the G6 directors meet as a group with the curriculum deans and the Associate VP for Academic Budget & Financial Planning to discuss their staffing requests and position proposals. Since there is rotation of the faculty between these programs and the Olympia undergraduate curriculum, any faculty positions proposed by the G6 programs should be clearly communicated to the Hiring Priorities DTF to inform their deliberations.
4. We recommend that the specific allocation of lines between the Olympia undergraduate program and the graduate/G6 programs each year be done by the Provost in consultation with the graduate directors, curriculum deans and the Associate VP for Academic Budget & Financial Planning. Once this allocation has been completed, the Provost will determine the graduate/G6 positions to be hired.

We affirm the principle that all faculty are hired to the College, yet recognize that particular G6 curricula have specific specialized expertise needs required by external accreditors. We also affirm the practice of graduate faculty rotation into the undergraduate curriculum; it is an important developmental opportunity for all faculty. However, the current practice of unspecified rotation periods make staffing the graduate programs difficult.

5. We recommend that the Provost study and create a category of continuing faculty designated as graduate program faculty (similar to library faculty) who are hired with a primary commitment to teaching in some or all of the graduate programs and with a predictable and specified rotation into the undergraduate curriculum. We also urge the administrative to allot more continuing lines in these G-6 programs to reflect ongoing institutional commitment to maintaining them.

Future Hiring Priorities process

6. We recommend that the entire Hiring Priorities process be started earlier.
7. We recommend that future Hiring Priorities DTF begin their process by reviewing the positions contained herein—both the unhired positions that are on our list of fifteen, as well as the other proposals that were submitted but did not make the final list.

These positions represent a great deal of creative effort by the faculty and this work should be honored as a starting point for future discussions.

Enrollment Growth

8. We considered the remaining positions on the list generated by the Enrollment Growth DTF and recommend continuing with hiring the remaining positions on that list (Media Arts, Environmental Studies, Health Science, and EWS Business

Management and adjunct support). The specific details of these positions can be developed as needed.

9. We recommend using the prioritized list of positions below as a starting place for any discussions of future enrollment growth positions.

Our final ranked list of proposals

The process of winnowing the list of proposals down to fifteen required a great deal of conversation. Throughout the process, members of the DTF affirmed the desirability of every position proposed. Our final list includes proposals from a range of different groups. We found that our new process of using the Governance Groups to discuss hiring needs facilitated a more inclusive, interdisciplinary, and collaborative process.

10. We recommend that following positions be advertised and hired in the order given. We understand that, similar to previous years, we may not hire all these positions in the next two hiring cycles. If that is the case, as has been the practice, we recommend that unadvertised positions (along with failed searches) carry over to the next hiring cycle without reconsideration by future Hiring Priorities DTFs.

Ranked list of position proposals

Rank	Position
1	British Literature
2	Experimental Media
3	Sustainable Agriculture
4	Sustainable Design
5	Creative Writing
6	Social or Developmental Psychology
7	Communications/Journalism
8	3-dimensional art/ Ceramics
9	Comparative Religion
10	Spanish Language and Latino/Chicano Studies
11	Biology
12	Energy/Physics/Sustainability
13	Computer Science
14	Art History
15	Climate Justice

Appendix A- Position Descriptions on Final List

1. British Literature—carried forward from the previous Hiring Priorities DTF 2006 list. Please see their report and supporting documents for a complete position description.

2. Experimental Media—carried forward from the previous Hiring Priorities DTF 2006 list. Please see their report and supporting documents for a complete position description.

3. Sustainable Agriculture

Joint Environmental Studies and Sustainability and Justice submission

We seek a broadly trained agroecologist with demonstrated expertise in organic agriculture in the Pacific Northwest. This full-time position involves planning and teaching sixteen-credit, team-taught, interdisciplinary programs and carries the expectation of teaching applied agriculture on a regular basis. Within applied agriculture teaching, faculty are expected to be able to integrate academic topics with a 20-hour per week farm practicum during the fall, winter and spring quarters, and assist with independent contracts during the summer. The academic component is expected to support the practicum activities and deepen students' understanding of agricultural sciences, ecological, economic, and social sustainability of agriculture and food systems, small farm planning and business development. Practicum activities would be coordinated with the farm manager.

The college operates a five-acre organic farm located on our 1,000 acre forested campus where students gain experience in small farm operation and faculty can do hands-on teaching and research, as they have over a 30-year history. We also encourage collaboration with local farmers including on-farm research and student internships.

The successful candidate will have a genuine curiosity and enthusiasm for teaching and learning in an interdisciplinary environment, as well as a demonstrated excellence in undergraduate teaching in an interdisciplinary environment. The scientific foundations of agriculture, and the ability to engage students in both qualitative and quantitative research methods, is critical. She/he must have hands-on small farm, marketing and business experience (including the writing of business plans), as well as the practical, economic, cultural, or social context in which agriculture is embedded. In addition, the successful candidate will demonstrate a strong interest in helping college collaboration with statewide institutions/organizations and local farmers in promoting sustainable agriculture and the viability of local food production in our region. Although the candidate will be hired for his/her expertise in the advertised opening, faculty are also expected to teach in other areas of the curriculum.

Minimum Qualification:

- A Ph.D. in the agriculture sciences: Agroecology, sustainable agriculture, soil ecology, plant health, plant breeding for organic/integrated system or related disciplines.
- Experience in applied agricultural field research, diversified cropping systems or small-scale organic cropping systems in the Pacific Northwest required.
- Experience in business, marketing and small farm planning.
- Previous teaching experience.

Sustainable Agriculture Position Justification

Creating a permanent Sustainable Agriculture faculty position is supported by the Environmental Studies PU (**its highest priority**) and the Sustainability and Social Justice group (unranked)

because it would provide a minimum number of continuing faculty members required to maintain our repeating programs in the areas of sustainable agriculture and food systems, a recognized strength with continuous student demand. For example, the Practice of Sustainable Agriculture program has been continuously staffed by a stream of visiting faculty for a decade, taking a toll on student learning, continuing faculty, deans, and the organic farm manager. This program has been offered every year, and it is necessary to offer it every year, in order to sustain the day-to-day operations at the campus organic farm, meet student demand, and maintain longstanding connections to the community.

Hiring a Sustainable Agriculture position would allow for rotation by the two continuing faculty members that shepherd the three repeating programs that cover agriculture and food systems. It would also provide another needed faculty position with knowledge and skills in sustainability issues for rotating into Core and building interdisciplinary programs across the liberal arts curriculum. Adding this permanent position would solidify the repeating, predictable curricular pathway that begins with the Food program (covers chemistry, genetics, nutrition, food quality; offered alternate years) and the Ecological Agriculture program (covers ecosystem analysis, history, policy, lab and field research; offered alternate years) and culminates in the capstone Practice of Sustainable Agriculture program (covers hands-on crop and livestock production, marketing, farm and business planning; offered every year). Evergreen needs these programs to get to the depth and interdisciplinary breadth which is required in a liberal arts approach to agriculture and food systems studies. If hired, in 09/10 this position would teach in the Practice of Sustainable Agriculture Program fall-winter-spring (would now fit Sept.-June. contracts).

Creating this position is a positive step to implement the college's mission and supporting principles; Evergreen's mission is to sustain a vibrant academic community and offer students an education that will help them excel in their intellectual, creative, professional and community service goals. This faculty position speaks to a core issue of sustaining our community, as food nourishes us all and binds culture and community together. More broadly, the manner in which food, fiber, and timber are produced and distributed will be a major deciding factor in the fate of human poverty and health, climate change, global biodiversity, soil erosion and land degradation, and fresh water supplies and water quality. Many Evergreen students are strongly interested in addressing these problems through sustainable agriculture studies that integrate social justice, economics, and environmental quality issues. Taking on these complex, interrelated issues is ideally addressed in a liberal arts education where connections are constantly made across disciplines, pushing students' intellectual and creative capacity while preparing them for community and professional service in sustainable agriculture and local food systems.

The pedagogical approach of teaching sustainable agriculture by optimally utilizing the campus organic farm and local organizations/farms truly links theory to practice. This approach facilitates well-bonded learning communities that utilize systems thinking to solve societal problems surrounding the production, distribution, and access to food. This reaches to the heart of many Evergreen Principles stated in the Strategic Plan. These include an integrated learning environment that provides for field studies and community service, research opportunities with faculty, and hands-on participation in environmental stewardship and sustainable campus practices. The long tradition of learning and practicing sustainable agriculture at Evergreen has been repeatedly recognized as a major draw for students. The outreach of students and faculty through internships, program projects, and ultimately the formation of non-profits and businesses by students serve as highly visible links between Evergreen and our surrounding community. Hiring a sustainable agriculture faculty will continue these strengths at Evergreen and build capacity to develop a more sustainable campus and region.

4. Sustainable Design

Submitted by EA, ES and the Sustainability and Justice Group

Sustainable Design – design for human needs and aspirations that is at once responsive and responsible to the environment, and that strives to provide creatively and equitably for present and future generations.

The Evergreen State College invites applications for a faculty position in Sustainable Design. We seek a broadly trained designer or artist with a record of creative practical experience, demonstrated commitment and ability in teaching sustainable design and construction or environmental art forms, the capacity to bridge between these disciplines and environmental studies, and the ability to address sustainability in the context of community and environmental justice.

The candidate's field might be architecture, landscape architecture; construction technologies; land-use, transportation, energy, or resource systems design; restoration and preservation of natural and built environments; industrial or product design; public art; or environmental art and sculpture. S/he should be grounded in the history, theory, and practice of design in environmental and social contexts, and be knowledgeable in the applied sciences relative to his or her specialty area. The candidate should be prepared to teach in a design studio setting, as well as lecture or lab formats, in interdisciplinary and cross-cultural learning situations, addressing how natural, building, and cultural systems interact and evolve. S/he should be prepared to teach design as a rigorous and creative investigative and problem solving process employing fieldwork, research, analysis, graphic visualization and modeling, hands-on construction, communication, and writing skills – all with sustainability as a central learning focus. Evergreen can serve as a laboratory for student, campus and community engagement in creating, designing and building with the environment in sustainable ways, and welcomes a candidate who is prepared to take a leadership role in such efforts.

Minimum Qualifications:

Master's degree or higher in a 3D art form, architecture or landscape architecture, sustainable design, or an environmental studies related field, and with an active record of exhibitions and/or applied research and design work.

Rationale:

1. *Curricular Coherence and Development in Environmental Studies, Expressive Arts (notably the Visual and Environmental Arts), and Sustainability & Justice.* Sustainable Design, under a variety of similar names, has been taught as a two- or three-quarter, all-level program at Evergreen since at least 1999. It provides a logical destination for students from both Expressive Arts and Environmental Studies programs who wish to put their learning into practice. It has consistently employed half- or fulltime visitors (from geography, ecology, and architectural design), and has relied on two faculty, Rob Knapp and Bob Leverich to take the lead in teaching it. Both have other curricular commitments to honor, e.g., the

MES program and 3D art forms respectively. An additional faculty member in sustainable design could foster development of a student pathway in sustainability studies that would include intermediate and advanced offerings in this area.

2. *Student Demand.* Sustainable Design alternates with Ecological Agriculture on a yearly basis, and complements other sustainability, ecology and arts oriented programs on campus. It has become a strong recruitment and retention tool for the College. There is a student expectation at this point that Sustainable Design will be offered every other year. The program is consistently fully enrolled or over-enrolled, with waiting lists equal to or larger than the number of available spaces.
3. *College-wide Commitment to Sustainability.* Hiring for this position increases the cohort of faculty prepared to teach in Sustainability related studies, broadens the range of interdisciplinary design thinking available to the curriculum, and reflects the College's expressed commitment to Sustainability as an academic and operational priority.

2009-10 Curriculum

Several placement ideas have already been put forward for this hire in the 2009-10 academic year: (1) a climate-change oriented Core program, or (2) a two-person Sustainability and Justice program (Lin Nelson has expressed an interest) to help the new hire in our work of integrating environment and design teaching and learning with local and regional community and justice issues

5. Creative Writing

Joint Proposal: Culture, Text, and Language & Expressive Arts

Description

We seek an author of fiction, professionally trained in fiction and book arts (including letterpress), for full-time teaching. Candidates must have experience in teaching fiction and book arts, must have demonstrated experience in interdisciplinary teaching, and must be willing to integrate the teaching of writing with other types of disciplinary learning. In some years, duties will center on working with student writers and bookmakers in a variety of genres and levels; in other years, the faculty member we hire will join an interdisciplinary teaching team with faculty drawn from the humanities, arts, sciences or social sciences, sometimes to develop theme based curriculum for freshman students and sometimes for more advanced students. We are looking for a faculty member who enjoys working collaboratively with other faculty to explore ideas and problems that will challenge students to understand the way various disciplines inform the way that scholars in various fields generate knowledge.

Why is this position important to the overall curriculum of the college and/or to the community we serve?

According to recent data, almost 28% of first time first year students who come to Evergreen with an area of study in mind come for our programs in visual and performing arts, and an overwhelming majority of those who list literature as an interest are specifically seeking coursework in creative writing. Our current offerings in the field of creative writing are insufficient to meet student demand, though recent book arts and printmaking offerings staffed by visiting and adjunct faculty have created a wave of student interest and a proposal from the deans' area to found an Evergreen press. (Targets areas of the curriculum where interest exceeds availability while looking forward to new initiatives.) Evergreen already houses the largest collection of letterpress type in the Pacific Northwest, along with four presses, in a non-toxic studio; this position would ensure that we maximize our use of these resources. (Addresses utilization of existing facilities and resources.)

To meet this new demand and to enhance Evergreen's interdisciplinary offerings, we are proposing to hire a faculty member with expertise in both creative writing and books arts who could provide an opportunity for students to hone their writing skills while learning hands-on techniques (Reflects our commitment to offering a broadly interdisciplinary liberal arts education). Book Arts is an experimental field that works in innovative ways with images, texts, and the form of the book itself, thus facilitating the study of non-mainstream fiction and creative non-fiction, subjects which have a particular draw for Evergreen students and faculty. Book arts also provides an academic homebase for students who are interested in producing zines, giving them the necessary skills to explore self-publishing and art production. Because the creation of books is a discipline that can be detached from traditional ideas about artistic skill (i.e. drawing, illusions of realism), the making of books can offer students lacking experience or confidence in their artistic ability an entry into creative practice. In previous programs,, book arts has been shown to be an accessible form of artistic practice for science students who work comfortably with materials and quantitative concepts. A faculty position in book arts would also provide expertise in graphic design for students interested in pursuing design-related studies (a complement to Sustainable Design, which also stresses design in a broad sense).

This position addresses several of the key principles outlined in the Strategic Plan, including:

- “The preparation of students in their academic fields with the skills to **communicate, solve problems, and work collaboratively and independently**” (this position combines instruction in creative writing, one of the most popular subjects of independent study at Evergreen, with book arts, a discipline that is inherently collaborative).
- “An emphasis on curricular and pedagogical substance, experimentation, and **innovation that strives for integrative learning**” (this position speaks to an ongoing need for creative writing instruction while pushing the curriculum in innovative directions by focusing on book arts, an inherently interdisciplinary field).
- “Fostering **active, engaged learning environments**” (the hands-on nature of book arts instruction speaks to our students’ interest in developing the concrete skills necessary to engage with the world creatively and actively).

Why is this position important to CTL and ExA?

Evergreen currently has three full-time faculty trained in the field of creative writing. Bill Ransom is currently serving as dean, Gail Tremblay is only able to offer writing programs sporadically, and Leonard Schwartz focuses mainly on poetry (thus the need for a fiction specialist). CTL and ExA faculty are regularly bombarded with requests for contracts in creative writing. *Almost all of these students would be better served by being involved in full-time integrated study with a faculty member specifically trained to teach writing.* We have consistently hired visitors in the field of creative writing for the past four years. During that time, creative writing has been successfully integrated into both lower and upper division programs, including cross-division offerings. Evening and Weekend courses offer an important supplement to the current dearth of writing in the daytime curriculum, but often fill before meeting the existing demand. This position would allow our few remaining creative writing faculty to cycle in and out of lower division programs more readily, while providing a crucial supplement to the offerings in EWS. (Addresses gaps in existing programs/initiatives / Enhances continuity and predictability in the curriculum by providing redundancy in key areas.)

The position would accomplish at least three basic aims:

- 1) to bolster a writing curriculum that is currently understaffed;
- 2) to complement existing program offerings in the fields of creative writing and printmaking, and to synthesize the teaching of writing with visual arts and other disciplines, including science;
- 3) to help students involved with the student literary magazine, The Writers’ Guild, and the Writing Center, as well as those with an interest in the visual arts, develop their professional interests more consistently and successfully.

Planning for 09-10

In 09-10, this position could help anchor a lower division, inter-area program such as Teaching Through Performance. Any faculty member hired under this rubric would also significantly enhance a proposed upper division program on fiction and ethnography.

6. Social or Developmental Psychology

Submitted by SPBC

Position description

The Evergreen State College is seeking a faculty colleague with training in either developmental psychology or social psychology. The successful candidate will be a reflective teacher who has a clear capacity to make interdisciplinary connections. The candidate will make teaching contributions to programs related to community organization, social work, social change, education, nursing, and social and human services. The social psychologist will be able to address areas such as social problems, consumer behavior, cross-cultural interactions, judgment and decision making, influence, and group dynamics. The developmental psychologist will be able to provide students with the strong foundation within the areas of biological, cognitive, social and emotional development, and will be able to help students integrate multi-cultural lenses when examining the nature of human development and the aging process. Minimum qualifications: (i) masters degree in either developmental psychology or social psychology; and (ii) college level teaching experience and/or a professional applied background in these areas (i.e. has worked with the disciplines as more than purely academic subjects). Desired qualifications: (i) Ph.D. in Psychology with an emphasis in either social or developmental psychology; and (ii) interdisciplinary college level teaching experience.

Why is this position important to SPBC?

Our long term goal is to boost the college's capacity to offer psychology in the curriculum. Since 2000-01, when we first had our current list of psychology faculty, we have averaged just over 3.5 psychology faculty actually teaching psychology, per academic year. The range of students we've been able to accommodate in a given year has averaged at about 88. This year it's less than 58 because of faculty rotations, professional leaves and a possible retirement.

Here are some windows providing information about the demand for psychology in the curriculum and our capacity to meet it:

- In the 2005 new student survey education and psychology are the 2nd and 6th most common planned areas of study respectively identified by transfer students¹.
- Psychology was the third most popular area of study in the survey of first year students¹.
- In a survey of the students who identified the first choice programs they were NOT able to get into 12/39 students named a fall quarter course/program that involved psychology.²
- For the last 3 years the college has hired at least 1 psychology related visitor to address the need for psychology in the curriculum. This year 07-8, the college has hired three.³
- With a current enrollment of approximately 4400 undergraduates, *at most* 3% of fulltime Evergreen students can study psychology.

¹ Office of Institutional Research and Assessment, "Ability to enroll in first choice academic offerings" *Evergreen new student survey 2005*

² Office of Institutional Research and Assessment *Evergreen student experience survey 2006*

³ Analysis of Visiting lines in the Olympia Day time undergraduate curriculum

- We are relying heavily on the evening/weekend studies offerings to address the interest, demand, and needs in psychology. For the last two years about 5 adjuncts have been hired to teach 4 and 8 credits in psychology.⁴ There is demand for more, but there is a limit in the lines available to meet this need here as well.
- When students go to academic advising to help meet their interests and needs in psychology (e.g. prerequisites for the Multicultural Counseling program, prerequisites for graduate programs) they examine the Evening Weekend Studies offerings. This is the only place where psychology is clearly visible in the curriculum.
- Psychology is one of the top 3 undergraduate majors nationwide (according to the *Princeton Review* and the US Department of Education, among others).

Increasing the number of psychology faculty would support predictability and presence of psychology in the curriculum. It might also provide the college a strategy for addressing recruitment and retention in the college.

Why is this position important to the overall curriculum of the college and/or to the community we serve?

Both positions would contribute significantly not only to the interdisciplinary curriculum, but also to our capacity to provide some more depth to the curriculum. By writing the hiring proposal as “either/or,” the planning unit demonstrates our commitment to the psychology curriculum while recognizing that either position will enhance our offerings.

Reasons for Developmental Psychologist Proposal:

- a “fundamental” area of the field, providing foundational knowledge for students
- a common prerequisite for graduate study
- HHD is a regular offering with high demand, and is part of the psychology “pathway.” We need to staff it with someone trained in the field
- Students seeking admission into our senior-level psychology program (Multicultural Counseling) are advised to take Developmental Psychology first
- It’s fundamental to students pursuing education, nursing, social work, and any field that would be informed by a study of the developing and aging process.
- We do not have a developmental psychologist teaching in that area among our current faculty

Reasons for a Social Psychologist Proposal:

- it’s an interesting “elective” area of study
- it would provide a relevant contribution to many interdisciplinary programs, covering areas such as social problems, consumer behavior, cross-cultural interactions, judgment and decision making, influence, group dynamics, etc.
- this perspective would be very relevant to programs related to community organization, social change, and social and human services.
- Allows for Sonja to rotate into MIT without losing a Social Psychologist in the undergraduate curriculum

⁴ Personal communication with Alan Olson, dean of Evening Weekend Studies.

7. Communications/Journalism

Submitted by Paul's and Rita's governance groups and supported by CTL as joint hire

Description: We seek a faculty member to teach the theory and practice of communications and journalism with an emphasis on communications in social change, and/or investigative/advocacy journalism. Preparation in questions of sustainability and justice and/or ethnic diversity and access to media will be particularly welcome, as will expertise in online and interactive journalism. The candidate must be prepared to teach journalism, critical approaches to media, and the theory and history of communications from traditional forms through contemporary technologies, including the role of communication in historical social movements. The successful candidate should demonstrate interest in the appropriate role of digital media generally in the liberal arts curriculum.

Why is this position important to our group (Paul's & Rita's Governance Group)?

Communications is a major disciplinary gap in the liberal arts curriculum caused by retirements. Writing is in extreme demand throughout the curriculum. This position also supports new curricular initiatives in Sustainability and Justice and existing strengths in Media and activism.

Why is this position important to the overall curriculum of the college and/or to the community we serve?

The position is designed to respond to significant student demand noted by Advising, as well as several major college-wide agendas: sustainability and justice; diversity; connecting theory and practice; community learning; writing across the curriculum and at least two of the expectations of an Evergreen graduate: "participate collaboratively and responsibly in our diverse society" and "communicate creatively and effectively."

If this position were filled, how would the new faculty fit into the 2009/10 curriculum?

The position could contribute to the evolving Sustainability and Justice thematic planning group curriculum planned for that year or to the core curriculum or any interarea program engaging democracy, practical politics, media culture, or non-fiction writing. Curricular coverage in ES, SJ, SPBC, CTL and EA will be bolstered with this hire. Susan Fiksdal would be interested in working with this person and the new Classics hire in Stories of Origin, although a relevant spot in the Sustainability and Justice thematic planning group would be possible as well.

Considerations

Supports the College strategic plan:

The position supports a majority of the strategic themes and initiatives: our mission as a public institution; community service; real-world application of our work; encouraging diversity and equity; sustainability; and student recruitment.

Reflects our commitment to offering a broadly interdisciplinary liberal arts education:

This position is designed to bridge theories of communication (an interdisciplinary field in itself, engaging fields such as sociology, psychology, political science and information science) with the practice of mass communication. The position thus reinforces the broadly interdisciplinary enterprises of critique and communication beyond the confines of academia. Social questions of power and cultural influence as well as technical, aesthetic, humanistic and political questions of rhetoric and persuasion are central to this inquiry and practice. Writing and multi-media expression are central to this work.

Addresses gaps in existing programs/initiatives:

The last faculty in communications and journalism was Ginny Hill, who retired 3 years ago. Tom Foote, who taught writing, was also trained in journalism and is now retired. This produced a gap in our daytime curriculum. Our students are interested in advocacy and in the media. There is significant demand and currently students do internships with KAOS and the CPJ. This is a good approach, but having the theory as well as practice of communication available will be a better solution and will complement the current part-time and weekend and applied opportunities. A position focusing on the communication of information in persuasive messages complementing existing faculty strengths in the area of sustainability would be particularly welcome.

Enhances continuity and predictability:

This position is intended to strengthen not a single area of the curriculum, but rather as part of our broad interdisciplinary commitment to writing, media, community organizing, applied activism, sustainability, social justice and community service. A pathway in communications and advocacy journalism would undoubtedly be successful in terms of demand, but would require several more hires.

Provides opportunities for a student pathway through beginning, intermediate and advanced work.

The emphasis on writing will facilitate student pathways through several areas including media (where we have no faculty specializing in non-fiction writing for the moving image) and environmental sciences, sustainability and justice and political economy (where strong advocacy work is dependent on strong communication skills and an understanding of the power structures of mass communications media).

Addresses utilization of existing facilities and resources

We have substantial instructional and support staff and facilities in Media Services. We also have expanding capabilities in digital media in Academic Computing and we are in the process of renovating the old Television Studio into the new Center for Creative and Applied Media (on-line in fall of 09). All these services are open to students across the curriculum in a way unparalleled at other institutions, but we have little organized curriculum supporting their use outside the Expressive Arts. As a result, students outside the Expressive Arts may gain technical experience and even expertise, but without the critical perspectives which could be provided in broader academic programs with a trained faculty in communications and journalism.

Our proximity to State government is an opportunity. Ginny Hill correlated her teaching to election years so that her students could study and engage political campaigns. We need to take advantage of our opportunities in the legislature and in state government, and raise the opportunity to engage globally as well, through international web journalism.

Addresses current interests and/or emerging needs:

Academic Advising reports substantial unmet demands for journalism, communications, media and writing. As is often the case, the weekend and evening curriculum responds to only a portion of this demand.

The 21st Century is the Global Information Age. The internet is driving new global interconnections while the digital divide between those who have access to networked information and those who have not increases historical power differences. As members of a world community we need to study and communicate about sustainability and social justice as global issues. Mass digital communication is the core tool for this work and its use and critique are essential to the education of any contemporary graduate. In addition, the state of journalism and mass communications in the US is in a crisis as the ability of citizens to engage in the public discourse required in a democracy has been seriously hampered by the rise of entertainment oriented "news" shows and increasing media conglomeration that limits the range of opinions that can be heard. Students are aware of this situation and look for training that will help them engage these problems.

Finally, institutional research shows that each planning unit emphasizes different genres of digital expression, from basic word processing and print through advanced film making, with posters and data analysis in between. This is appropriate, but is there a basic level of cross-curricular digital literacy which we expect of the contemporary liberal arts graduate? This position could help us consider this question as a faculty.

8. Three Dimensional Art: Ceramics

Expressive Arts proposal

Description:

The Evergreen State College invites applications for a faculty position in ceramics, ceramic sculpture and three-dimensional art. A successful candidate must be broadly trained, professionally active, and capable of teaching ceramics from multiple perspectives including functional ware, sculptural expression, and a unique material in mixed media art forms. A strong secondary area of interest in drawing, cultural studies, art history, history, chemistry, earth science or other related field is desired.

The applicant must be committed to innovative and interdisciplinary teaching, and possess an ability to teach within a broad historical and cultural context. This kind of teaching demands strong skills in collaboration, not only with colleagues from other disciplines, but also with staff and students who will be studying three dimensional art as part of a general liberal arts education.

Minimum qualifications:

M.F.A. and recent exhibition record

Teaching experience at the college level

Justification:

1. In 09/10, this position would be placed in the studio projects (*our foundations program*) or work with advanced students in *Student Originated Studies for the Visual Arts*.

2. ***The visual arts provide a crucial way of thinking in a liberal arts education.*** Like writing, visual thinking, visual communication and analysis and design of two and three-dimensional forms are essential skills across a liberal arts curriculum—science, environmental studies, performing arts, media studies, history, cultural studies, etc. In all of these areas, students use the visual arts to make close observations, figure out what they think, give form to their imaginations, and communicate complex ideas clearly to others. The visual arts area faculty contribute to core and all-level interdisciplinary programs with in the sciences, social sciences, and humanities. In addition, the use of clay by artists has many obvious links to other fields in a liberal arts college such as chemistry, geology, design, anthropology, and art history. This position would open up new and exciting possibilities for faculty collaborations that would incorporate ceramics into interdisciplinary programs.

3. ***Visual arts area lacks sufficient faculty to staff the curriculum.*** The visual arts faculty met last year to develop a curricular model that includes a core visual arts program, all-level and core interdisciplinary programs, foundations programs (now called studio projects), intermediate and advanced programs, and senior thesis. The visual arts area does not have sufficient faculty to sustain these rotations. With the

retirements/departures of Marilyn Frasca, Paul Sparks, Hiro Kawasaki, Mario Caro and Joe Feddersen, we are now down to nine faculty (Aurand, Sweet, Mandeberg, Harrison, Haft, Leverich, Tremblay, Hamon, Evans). Three faculty primarily teach drawing, painting and/or printmaking. Two faculty primarily teach photography. Two faculty primarily teach three dimensional art. One faculty teaches art history. One faculty member faces chronic illness. We have lost 150 seats in our very successful and popular curriculum. Our needs are acute in all areas: three-dimensional art, art history, two-dimensional art, and sustainable design. With only two 3-D faculty we cannot sustain rotations and we don't have a good balance between 2-D and 3D offerings.

4. Visual arts programs are in high student demand and essential for recruitment and retention of liberal arts students. The visual arts programs are high in demand with many programs having long waiting lists. Many students come to Evergreen because of their interest in the arts. Clay is a popular material for art students and student access to the ceramics studio has been limited because we only have one staff member (Mike Moran) who regularly offers curriculum in the studio, primarily in Evening and Weekend Studies. There are consistent wait lists for ceramics programs. Having strong arts programs is essential to recruitment and retention. We have worked hard to increase arts opportunities for core students. More advanced students are disappointed that we cannot provide sufficient sponsors for individual contracts and internships. A 3-D hire is essential to provide this access.

5. Cultural Diversity. Because of the long history of ceramics in material culture from traditions all over the world, this position offers us the opportunity to hire someone who has a strong interest in a cultural tradition.

6. Recruitment and Retention of Faculty. Not having sufficient faculty is demoralizing to the existing faculty, especially those hired in the past 5-6 years. We need to have a sufficient cohort of faculty so that our current faculty will have colleagues and not be pressured to take on too many contracts and rotate into the same programs over and over again. The need is acute in 3-Dimensional Art.

7. Facilities and Staff Support. Evergreen has an excellent ceramics studio: well equipped areas for wheel thrown forms and slab construction, gas and electric kilns in a separate kiln and glazing room and generous workspace. The current facility is underutilized by full-time programs and a faculty in ceramics would expand our use of the facility and shift students from the over utilized wood and metal shop to the ceramics studio. Mike Moran, has served as an influential staff and instructor in EWS. He has announced his intention to retire in 09-10. His position will be replaced. A faculty hire in 3D ceramics would have ample support to forge a vibrant program.

9. Comparative Religion: Islam and World Religions

Proposed by CTL

Comparative Religion or Religious Studies is a major gap in our Liberal Arts Curriculum. Recognizing this, the Culture, Text, and Language Planning Unit ranked this position as their #1 priority in both intra-area and joint hires. This position also received considerable support in interdisciplinary Governance Groups' rankings.

Importance to Overall Curriculum

A guiding priority for a liberal arts education at Evergreen is preparation for global citizenship and a capacity to interact across significant differences. In our increasingly transnational and globally integrated society, **religious differences** have become a major factor in many contemporary international conflicts and are raising new questions about cultural diversity within many national and local communities around the world. Hence, the college has an obligation to prepare students to think carefully, critically, and respectfully about a variety of faith traditions will we adequately prepare them to engage the complexity of world politics in the 21st century.

One of the most significant *religious differences* for educators to address in the current political and cultural climate in the United States is our understanding of the history and diversity of the *Islamic tradition*, especially given the current post-9/11 international crises around war and terrorism and the increasingly complex development of immigrant Muslim communities in Europe and the United States. Islam is the second largest world religion and the most rapidly growing faith tradition.

Evergreen currently has no faculty that can address this issue with the appropriate training in Comparative Religion. We have a strong Middle East studies program and extremely high student demand for this field, but our current faculty is not trained in comparative religion or Islamic studies. Therefore, we propose that the comparative religion hire have a primary specialty in Islam and one other major world religion.

Importance to CTL

In the mid-1990's, CTL prioritized a hire in Comparative Religion. From 1998-2003, Lance Laird taught Comparative Religion and was overwhelmed with student demand for this field. His position has never been replaced. Lance's programs were often over-enrolled and he was flooded with requests to sponsor contracts in religious study far from his expertise in Christian/Muslim comparisons. Lance's theoretical and methodological range was instrumental in bringing this focus of study to a wide range of programs and students. *He often taught with faculty in Expressive Arts and SPBC, as well as CTL.* Since Lance Laird's departure there has been an urgent need to hire a replacement in the field of Comparative Religion who has 1) breadth and familiarity with contemporary theoretical and methodological issues in the study of religious traditions and 2) familiarity with diverse religious traditions. CTL also intends to propose a second hire in the field in the next hiring cycle to include study in two more faith traditions. The aim of offering curriculum in Comparative Religion is not to offer religious study in the faiths

professed by our students, who presumably receive religious education in their own faith tradition. The aim would be, rather, to educate students about faiths outside their own traditions. This is an essential component of learning across significant differences.

Rationale for Islam and World Religions

A Comparative Religion hire with a primary focus on Islam and one other major world religion will meet several obvious needs in our curriculum.

- It will meet many pressing needs in our CTL curriculum, particularly in area-studies programs (Middle East/Europe and South Asia) that would significantly benefit from such a hire and where we have many interdisciplinary programs that address religious themes (spirituality, perception, etc...) not specifically related to any particular religious tradition.
- It will enhance and strengthen our Middle East Studies offerings. There is high student demand for these programs but we need an Islamic specialist in order to retain and attract new students. If we do so, Evergreen could become a priority choice for many students (new and transfer) who wish to be part of a learning environment with a strong and distinctive Middle East Studies program that combines serious scholarship with an emphasis on social justice and cross-cultural understanding. (In Fall 2007 alone, we had 5 students accepted to graduate programs in London, Tel Aviv, Cairo, and Washington DC).
- *It will benefit many other programs that address contemporary religious, social, cultural and political concerns, particularly through interarea programs, guest lectures, contracts and other means.*
- It will provide important educational opportunities in our community about Islam and other religious traditions and their role in contemporary affairs, as well as Washington State more generally.

If this position were filled, the candidate could either begin in a broad, interdisciplinary CORE program in '09-'10, or teach with Steve Niva in a Middle East/International program that year.

Possible Job Description

Comparative Religion: Islam & World Religions Evergreen State College invites application for a full-time faculty appointment in Comparative Religion, with expertise in Islam and a specialization in one other world religion: *Buddhism, Christianity, Judaism, or Hinduism*. Strong candidates for this position will be expected to teach about the history and practices of these traditions in a wide variety of comparative contexts, with a particular emphasis on the Middle East/North Africa as well as a secondary region of interest such as Europe or the United States. We are looking for an excellent teacher with formal training in religious studies, in addition to his or her area of expertise. We are also interested in someone with a working knowledge of Arabic (Modern Standard), with an ability to teach introductory aspects of the language. *Interest in teaching in interdisciplinary programs that address Consciousness Studies, Religion and the Arts, Religion and Science, and/or Religion, Politics, Law, and Human Rights is also desirable.* The candidate should be able to work with and design religious studies projects with students addressing a range of religious traditions.

10. Spanish Language and Latino/a-Chicano/a Studies

submitted by CTL

Position: We seek a faculty member broadly trained in U.S. Latino/a-Chicano/a literature with the ability to teach literature in its historical and social contexts. Applicants should demonstrate broad familiarity with canonical and non-canonical texts, with emphasis on 20th and 21st centuries. Applicants must be prepared to teach Spanish language at all levels.

Summary of rationale:

- Spanish language is a high demand field; *current interest exceeds availability*
- Replaces/re-designates Evelia Romano's retirement, a crucial loss to curriculum
- Directly addresses state needs and college-wide needs to increase Spanish language competency and train students to learn/work across differences
- Directly addresses state and college needs to attract/retain a diverse student body by linking Spanish language instruction to Latina/Chicano Studies and enhancing the institutional commitment to Latina/Chicano students
- Directly addresses core components of the Strategic Plan

Context: The Latina/Chicano population in Washington State is growing, yet is underserved by the state's public institutions of higher learning, including Evergreen. According to the Higher Education Coordinating Board, the "Hispanic/Latino" population represents 11.3% of the population aged 17-39, but only 5.2% of undergraduate enrollment.⁵ Evergreen reported 4.7% of its fall 2006 students were Hispanic/Latino.⁶ Nationally, the US Census Bureau reports 14.4% of the US population is "Hispanic." The Census Bureau also reports that from 1990-2000 the Hispanic population in Washington state increased 105.8%. (The overall state population increased 21.1% during that period.) As Washington's Latina/Chicano population continues to rise, higher education must not only redress past inequities but plan for the future.

There are many reasons why Evergreen should prioritize recruitment and retention of Latina and Chicano students, including our commitment to making an affordable liberal arts education available to all Washington residents. *One of the means to that end is to offer curriculum that attracts and retains students, including a curriculum in which students see their lives, cares, concerns, and ambitions taken seriously.* Evergreen also needs these students to maintain enrollment levels. As high school graduation rates decline, public colleges and universities will increasingly compete for this population.

In its 2006 Diversity Report, the HEC Board calls for more funding for ethnic studies programs as one of many crucial efforts to attract and retain students. It also calls for expanded efforts to hire and retain faculty of color as intricately related to student

⁵ HECBoard report "Diversity in Washington Higher Education" (24).
http://www.hecb.wa.gov/research/issues/documents/DiversityReport_001.pdf

⁶ <http://www.evergreen.edu/institutionalresearch/pdf/enrollment/enrollmenttrends/enrollmenttrends-studentsofcolor.pdf>

retention. *Moreover, the same report calls for “cohort” hires as a way to avoid overburdening and isolating faculty of color. Please see associated hire in Chicano/Latina Studies jointly sponsored by CTL and SPBC.*

Why is this position important to CTL?

Evergreen has a critical shortage of Spanish language faculty, and very strong student demand to learn Spanish. A typical liberal arts college with 4,000 students would employ 8-9 faculty in a Spanish Department; Evergreen has Alice Nelson (specialist in Latin America), and this year will hire a peninsular specialist (i.e., emphasis on Spain) to replace Nancy Allen’s retirement. The proposed hire would effectively “transfer” Evelia’s resigned position from a Latin American focused to a US-focused Spanish language position. The combination of language and literature will both generate the best pool and contribute to literary studies generally, another area of persistent unmet student demand.

Prior to the losses of Nancy Allen and Evelia Romano, there was a strong, predictable two-year curricular sequence that guaranteed a continuous presence of Spanish language in our daytime offerings. In alternating years, Nancy and Alice offered *Memory of Fire: Spain and Latin America* (sophomore and above; combining intensive Spanish with history and literature of Spain and Latin America; study abroad spring quarter) and Evelia offered *Bilingual Education and Teaching* (junior and seniors; Spanish language, bilingual teaching methodologies, literature; community internships). In “off” years, the three faculty offered core/interdivisional offerings and advanced Spanish programs to support student pathways.

Why is this position important to the overall curriculum of the college and/or to the community we serve?

In addition to remarks above, it also supports the strategic plan in these ways:

TESC Strategic Plan Overarching Goal Number One: This position supports all four components of our leading overarching educational goal.

- Reinvigorates our mission and deepens student learning and success
- Improves student recruitment and retention *with a key segment of state population*
- *The cohort hire element of the proposal* supports recruitment/retention of faculty
- Supports diversity and equity

TESC Strategic Direction Number Four: This position directly supports the college commitment to diversity and equity and does so in relation to a social group that has long been neglected by the college, to the disadvantage of the college and our students.

If this position were filled, how would the new faculty fit into the 2009/10 curriculum?

Starting in 09-10, the person hired would work collaboratively with Alice Nelson and the new peninsular specialist (hired for 08-09) to develop a new two-year sequence for the Spanish curriculum. *Thus, this hire addresses ongoing pressing demand for Spanish, a need to restore curricular predictability and pathways in area of former strength, and a current gap in US/Latina studies important for the communities Evergreen serves.*

11. Biology Position

Proposed by SI

Description

The college seeks a biologist with interest and background in teaching biology at the organismal level. This individual would be able to teach human anatomy and physiology in both pre-health and general biology programs. Particular specialty disciplines that would be relevant could include fields such as neurobiology, toxicology, immunology, kinesiology, evolution, or developmental biology. This would support our efforts in pre-health curriculum and help increase the exposure to biology at levels above the cellular and molecular levels. This individual would be able to contribute to interdisciplinary programs related to human health, such as Foundations of Health Science, Health and Human development and with suitable background might also collaborate with faculty in expressive and performing arts.

Importance of the Biology Position to our Area

Biology is a core part of the curriculum in SI, with full and vibrant regular programs at all levels. Student interest is high. All of our biology programs start with large wait lists and we typically over-enroll in fall quarter. With advances in research in genetics, medicine and developmental biology interest in biology as a discipline is likely to remain strong in the foreseeable future. Beyond being an important discipline in its own right, biology is a foundation for many of the environmental studies science programs and in health programs. Organismal level biology is an area for which student interest and need is high but curricular offerings have been low due to lack of faculty in this branch of biology.

Importance of the Biology Position to a Liberal Arts College

Biology, as the study of life, is a core science that is readily accessible to students from across the curriculum. Biology, therefore, provides a natural avenue for students to gain experience with critical thinking, abstraction, quantitative methods and hands-on laboratory work associated with science. Moreover students are often able to make direct connections between their own academic interests and the natural world around them – be that in creative writing, natural history, environmental studies, or the arts. In addition, ethical implications of current biological research – such as cloning, embryonic stem-cell research, and lab animal welfare provide rich ground for discussion and critical discourse for scientists and non-scientists alike

Justifications for the Biology Position

Interdisciplinary Programs

A faculty member filling this position would help revive fruitful collaboration between faculty in SI and SPBC on interdisciplinary programs. The first of these is Health and Human development – which typically includes psychology, anatomy and physiology.

The second program was the Science of Mind – including cognitive science, neurobiology and psychology. These programs are/were very popular and have become harder to coordinate due to retirements and resignations.

Retirements and Replacement

In the last five years we have lost 4 biology faculty members through retirements and resignations who taught biology (Burt Guttman, Stu Matz, Betty Kutter and Jan Ott). At the same time we have had one replacement biologist (Clarissa Dirks) and two enrollment growth hires (Mike Paros and Ben Simon). The growth hires have allowed us to support a new health related program called Foundations of Health Science, which proved to be very popular with students in this, its first year. In addition, another biologist, Nancy Murray will move into the Deanery next year. Consequently, we are providing a larger biology curriculum with a net reduction of two faculty based on levels from five years ago.

Visitors

SI has had visitors/visitor requests for biologist the last three planning cycles. In addition SPBC has requested biology visitors for the Health and Human development program in each of the last five years.

Student Interest and Current and Emerging Needs

Student interest in biology is consistently very high. Our main programs with a focus in biology were all overenrolled in fall this academic year, and typically are every year.. Groundbreaking developments in biology and medicine occur almost daily and at a rate that outpaces our ability to digest the implications for society. Students who learn biology in an interdisciplinary setting at a liberal arts college, will be well equipped to grapple with the scientific and ethical questions that emerge from this work.

12. Physics, Energy, and Sustainability

Proposed by SI and MES

Description

Broadly capable physicist/applied physicist desired to teach introductory and advanced undergraduate physics as well as contributing on a regular basis to the Graduate Program on the Environment (master's-level). The person will teach in interdisciplinary teams with other natural scientists and faculty in the arts, humanities, and social sciences. The successful candidate will have a systems view of energy with experience in life cycle assessment and a thorough understanding of energy demand management and energy supply issues. Emphasis on conservation, energy efficiency, and alternative energies is preferred. The person should be able to connect their teaching in energy to other scientific topics such as climate change and also have an understanding of issues and debates about the current energy economy. Possible course topics include sustainable energy systems, thermodynamics, life-cycle assessment, and management of energy demand and supply. Applicants should be interested in guiding student projects dealing with campus and/or community energy problems. Depending on the person's background and interests, such projects might include green buildings, heating and lighting systems, manufacturing systems, transport systems, and monitoring of energy use and carbon emissions.

Justifications

Why is this position important to SI and MES?

This position would allow SI to take a new direction in its physics curriculum, one that responds to changes in student interests and the needs in the new energy economy. Programs with this theme have been taught intermittently in the past but we believe there will be regular and repeating need for such programs. Physics faculty who have taught and championed this type of curriculum (Rob Cole and Rob Knapp) are nearing retirement, and other physics faculty whose interests lie in more traditional physics curriculum have either retired or moved away from physics teaching (Tom Grissom and Don Middendorf). This is the right moment to hire an individual who can be at the center of this change of focus. The MES faculty and director have identified energy as a high priority need in its core and elective curriculum. It has not been addressed on a regular basis and this new faculty position would at least provide an opportunity for it to be offered on a rotating basis, as the new hire moves between undergraduate and graduate teaching.

Why is this position important to the overall curriculum of the college and/or to the community we serve?

Rapidly increasing social concern with climate change and many related environmental issues is quickly increasing demand for alternative energy sources and our students are eager to assume leading roles in creating alternatives to unsustainable energy paths. If we do not significantly increase Evergreen's energy instruction, we will not be keeping up with one of the most urgent educational needs of our times.

If this position were filled, how would the new faculty fit into the 2009/10 curriculum?

The faculty hired could start out in the MES program for 2 years, teaching core courses, an energy elective, and serving as a thesis reader. Alternatively, the person hired could start out in SI. Currently, SI is requesting a visitor to teach foundational level physics for that year and it has no advanced physics in the curriculum. A physicist with this type of training would likely be able to teach in a program that meets the needs of both types of student. Another option is that this person could teach in an Eco-Design type program with an artist or architect, and could teach in a variety of Core programs.

Specify how the proposed position contributes to the overall mission of the college by referencing the relevant principles and values stated in our strategic plan.

We cannot achieve our mission to “offer students an education that will help them excel in their intellectual, creative, professional and community service goals” if we do not help them create the sustainable energy future that is urgently needed. This position is also needed to provide, “a strong connection to real-world application of learning.” Student projects would link theory and practice by allowing them to learn energy physics and applied physics in ways that contribute to solving real-world problems.

Outline how the proposed position supports current curricular strengths and/or how it addresses current initiatives and/or emerging needs.

Supporting our strengths:

- *Reflects our commitment to offering a broadly interdisciplinary liberal arts education:* The position would be filled by a physicist eager to work in interdisciplinary teams, usually with natural and social scientists but also with arts faculty, particularly those in the design arts.
- *Addresses gaps in existing programs/initiatives (for example, the retirement of a faculty member whose teaching was a crucial part of our curriculum):* As explained above in our justification, there is very little that is offered regularly in the undergraduate curriculum addressing the needs that this position is intended to address, despite the increasing importance of the topic and strong student interest. This position would allow us to fill this gap. Due to retirements and new interests of our physics faculty, this is the right time to change the focus of our physics curriculum to meet the needs of our future students. The MES program has long suffered from a critical gap in its areas of faculty expertise in the realm of energy studies. This is insupportable at this time of heightened concern with climate change and growing demand for graduates who can help create alternative energy futures.
- *Provides opportunities for a student pathway through beginning, intermediate and advanced work:* Enrollment in our more traditional advanced physics programs is low, so these programs are offered intermittently. This means that students have little access to topics in physics beyond the introductory level. However, interest in energy-related programs is very high when they are offered. This hire would allow us to offer energy physics programs more regularly and at beginning, intermediate and advanced levels.

Addressing current interest and/or emerging needs:

- *Targets areas of the curriculum where interest exceeds availability, as demonstrated by students' response to existing offerings:* This is the key benefit of this position. There is a large student interest in energy physics at this time – when such programs are offered they fill. (Past examples include: Eco-design, Energy Systems, Transforming the Globe.)
- *Supports curricular initiatives in a way that anticipates student and faculty interest by acknowledging new academic approaches to world issues:* Energy physics in the context of global climate change, diminishing energy resources and a movement toward energy independence is one of the main defining issues of our time. This position will allow us to prepare our students for this issue.

13. Computer Science Position

Proposed by SI

We seek a broadly trained, experienced, and inventive teacher of computer science. In particular we are interested in a computer scientist who is eager to explore the possibilities of this science in a liberal arts curriculum. This position will bring Evergreen's computer science faculty to a minimum sustainable level, allowing the staffing of the three recurring computer science programs. This hire will give our computer science faculty some freedom to teach in core and all-level programs which we believe would benefit from the unique approach to problem solving and critical thinking that computer science offers. This position offers the possibility of rich collaborations with faculty in the biological and physical sciences, in linguistics and cognitive science, and in the arts.

Importance of Computer Science as a Discipline

Computer science is one of the five key disciplines in our area and is a crucial part of the curriculum. We offer three core Computer Science programs that are taught on a regular basis: the foundational skills program is taught every year and the two advanced programs in alternating years. All three programs are designed as interdisciplinary studies, emphasizing the strong connection between computer science and mathematics and their role in society. The two advanced programs have taken on a variety of themes: exploring the connection between the study of what is computable and formally expressible and what is knowable by the human mind (*Computability and Cognition*); the study of concurrency and complexity in the development of computer applications applied to a variety of domains (*Student Originated Software*). Some of our other offerings explore the application of programming to models (*Algebra to Algorithms, Models of Motion*), and its connections to languages (*Designing Languages*) and to the data-driven sciences (*Data and Information: Quantitative Ecology*). In 2008/09 we will be integrating Computer Science into INS (*Introduction to the Natural Sciences*). All these programs are taught as interdisciplinary studies with strong connections between the theory of Computer Science and its practice.

Importance of Computer Science to a Liberal Arts College

Computer science forms an important component of a modern liberal art education. This idea is articulated well in the following extract from the mission statement of the Computer Science Department, St. Johns University, Collegeville, MN:

The underlying philosophy of the liberal arts and sciences, established through centuries of tradition, is that, in order to be properly educated, a person must have both a solid foundation in the ways of knowing that are common to our society and knowledge of the practical arts. Computer science, as one of the "newer sciences," develops the power of the mind in the particular areas of critical thinking, problem solving, and dealing with abstraction. As a part of a liberal arts curriculum, it also contributes to the development

*of students' skills in communicating clearly, working with others, examining perennial questions, and making ethical decisions.*⁷

Important Justifications for the Computer Science Position

Faculty Shortage

In the last four years we have lost one computer science faculty due to retirement (John Cushing) and another who no longer teaches regularly (Judy Cushing). In addition two of our mathematicians who regularly taught in our computer science programs have retired (Al Leisenring and George Dimitroff) and only one of these was replaced. Our ability to provide a coherent curriculum for computer science has reached a critical point. We only have two computer science faculty members who are available to teach regularly, yet we require a minimum of three faculty to staff our regular programs at a level that will meet current student interest as is evident from the enrollment in these programs. Even with this hire the computer science faculty would have limited opportunities to teach outside the area in much needed and potentially rich interdisciplinary offerings outside the area.

Recurring Visiting Hires

For the 6 years from 2003 through to 2009 we have requested and had approved a total of 7 full-time computer science visitors. This provides evidence of ongoing need, which warrants filling with a full-time regular faculty position.

Making use of Existing Resources

We have built up significant computer lab facilities for our computer science offerings. Without this hire, and the subsequent limited computer science offerings that would make possible, these facilities would not be put to full use. As important, the opportunities for our current computer science faculty to collaborate with other disciplines would be limited by the lack of students with sufficient computer science background.

Current Interest and Emerging Needs

As mentioned above, student enrollment in our three core offerings reflects a need for more computer science faculty. Applications of computer science play an increasingly important role in society: in the sciences (modeling, data management and analysis), in the arts (multi-media, animation), in understanding and managing the complexities of our society. More importantly, computers have become a pervasive part of our lives and there is no doubt that they will play an increasingly dominant role in the future. A decision not to hire a new computer science faculty is opting to deemphasize the importance of this discipline at time when the society is rapidly moving in the opposite direction.

Quantitative Reasoning across the Curriculum

In our computer science programs, both within the area and outside, our focus is not about training technicians, teaching students to build better office machines or simply to build better software applications or better tools. We are teaching them to think like computer scientists: to understand the world through the vehicle of what is computable and knowable through algorithms, to create abstractions that represent our realities, to further our understanding by precisely defining problems. The ability to think and reason in these ways has always been important to a liberal arts education and they will continue to be so in the future.

⁷

<http://www.csbsju.edu/computerscience/mission/doc-libarts.htm>

14. Art History

Joint Proposal: EA and CTL

Description:

The Evergreen State College invites applications for a faculty position in the history of art and visual culture. Area of specialization is open, but we have a strong preference for applicants with a background in western art. Secondary specialization in either contemporary art or non-western art, post-colonial theory, gender and queer studies, new media, or digital arts is also desirable, as is interest in: cross-cultural exchange and the negotiation of artistic, cultural, economic, and political boundaries; art's role in mediating social action; and issues of representation. We also invite candidates with training in critical theory, historiography, and cultural history (including the history of technology, cinema, media, and popular culture).

Applicant must be committed to innovative and interdisciplinary teaching and possess an ability to present the discipline of art history as a mode of inquiry and to relate it to historical, aesthetic, and philosophical ideas. There is excellent potential for collaborative projects with faculty in other disciplines, including art and media practice. The successful candidate should be able to work collaboratively with faculty in other disciplines, practicing artists, art students, and non-art students.

Minimum qualifications:

Ph.D. in hand by time of appointment

Teaching experience at the college level

Interdisciplinary experience in research or teaching

Justification:

Importance to the overall curriculum: Visual literacy is key to a liberal arts education. Like writing, visual thinking, visual communication and analysis of visual images are essential skills across a liberal arts curriculum—science, environmental studies, performing arts, media studies, history, cultural studies, etc. In all of these areas, students use drawing, elements of design, composition, and spatial elements to make close observations, figure out what they think, give form to their imaginations, and communicate complex ideas clearly to others. The visual arts area faculty contributes to core and all-level interdisciplinary programs with in the sciences (e.g. *Light, Imaging the Body, Visualizing Ecology, Sustainable Design, Drawing from the Sea, Mixing Messages*), social sciences (e.g. *Masculine and Feminine*) and the humanities (e.g. *Weird and Wondrous*). Our faculty do this primarily by teaching drawing, photography, two and three-dimensional design, book arts, visual literacy and art history.

A new faculty member in art history will work well in programs featuring cultural studies and history in CTL, in programs that deal with issues of presentation, representation and

identity in SPBC, and within the arts in programs covering theory and practice of art. Art history is already an interdisciplinary field, incorporating elements of anthropology, visual studies, and cultural studies. Reflecting significant changes to the field in the last fifteen years, art history employs new methodologies that take advantage of developments in the accessibility of images. This hire represents an important initiative in the College's arts offerings. Evergreen has not had a specialist in Western art history for a number of years, and this hire offers students an exciting opportunity to engage the Western canon of art through a non-mainstream lens.

The current art historian serving the full-time curriculum is often called upon to provide art history training for students in full-time studio art programs. In the past two years, non-art students have had the opportunity to enroll in only one full-time non-studio program with our art historian. In order to provide art history to the studio-intensive programs and to interdisciplinary programs in the full-time curriculum, Evergreen requires a second art historian. Over the past several years, the college has lost the services of three art historians in the full-time curriculum and only hired a single art historian to teach both art historical and studio art curriculum.

This joint proposal has been a priority since spring quarter of 2006, and reflects the interest and commitment from two major areas within the College (Expressive Arts and Culture, Text and Language) – representing approximately 65 faculty members – to bring this hire forward. We collectively recognize its importance and we support the creation of this position to bring us in line with similar offerings at comparably-sized schools, which have several art historians with a variety of specializations.

Student Demand, Recruitment, and Retention: Visual arts programs are in high student demand and essential for recruitment and retention. The visual arts programs are high in demand with many programs having long waiting lists. Many students come to Evergreen because of their interest in the arts. Having strong arts programs is essential to recruitment and retention. We have worked hard to increase arts opportunities for core students. More advanced students are disappointed that we cannot provide sufficient sponsors for individual contracts and internships.

Recruitment and Retention of Faculty: Not having sufficient faculty is demoralizing to the existing faculty, especially those hired in the past 5-6 years. We need to have a sufficient cohort of faculty so that our current faculty will have colleagues and not be pressured to take on too many contracts and rotate into the same programs over and over again. As numbers dwindle, the burden of governance increases to the point where simply managing the logistics of facilities and resources becomes all-consuming and the work involved in curricular coordination, hiring priorities, gallery programming, recruitment, retention, accreditation, and pedagogical issues cannot be sufficiently addressed.

Recommended Placement for this hire: this hire could teach with Pat Krafcik and Carrie Margolin in a reprise of the very popular CORE program “Madness & Creativity.”

15. Climate Justice

Submitted by Eddie's group, supported by Sustainability and Justice Thematic group and Northwest Indian applied Research Institute

Position Description

Global warming can be viewed as the largest human rights violation in the history of our species, and as such is one of the defining issues of the twenty-first century. The consumptive nature of overdeveloped societies violate the rights of poor and indigenous peoples at home and across the planet, as well as endangering the ability of planetary ecosystems to support human populations. We seek a faculty member to address these issues. Specifically we seek a person who has a strong ability to communicate, to engage and motivate students in behavioral and social change and to teach community organizing around social inequity associated with the American consumptive lifestyle using popular education. This position needs a person with a strong understanding of the science of global warming, but more importantly a working awareness of how the fossil fuel based energy economy is impacting poor and indigenous peoples at home and across the globe. This position requires a sophisticated understanding of race, class and gender issues, their connections to environmental justice, and the ability to move others to pursue human equality as part of protecting the local and global environment. The person who fills this position must show an ability to work with artists, writers, community organizers, as well as a variety of disenfranchised groups that are most vulnerable to and affected by climate change. This position is inherently interdisciplinary, as it recognizes the cultural, economic, and ecological aspects of the crisis, and of possible responses and solutions.

Justification

The twenty-first century is not a time for academia to “fiddle-while-Rome-burns” by embracing the curriculum of the past. Rather academia needs to be addressing the global and local problems that are generated by consumptive lifestyles, centralized energy industries, and military growth--all based upon the burning of fossil fuels. The poor in North America and around the world do not have the option to buy their way out of the climate crisis with expensive, quick-fix technical solutions, but instead are developing their own responses appropriate to their own economic, ecological and cultural contexts. We think this position is of essential importance for citizens worldwide.

This position requires a strong ability to communicate, to motivate, and to organize individual and collective actions at Evergreen, and in our larger community and society. The person who takes this position must show an ability to work with artists, writers, community organizers, as well as a variety of disenfranchised groups that are most vulnerable to and affected by climate change. This position is inherently interdisciplinary, as it recognizes the cultural, economic, and ecological aspects of the crisis, and of possible responses and solutions. With a growing emphasis in this field, Evergreen can help lead some of the local, national and global discussion on integrating concerns about climate change and social justice, and propose individual, collective and institutional actions in response.

This position directly addresses Evergreen's Strategic Plan goal of carbon neutrality by 2020, emphasizing social justice. This position would fit well with any of several of the

Sustainability and Justice proposed curricular offerings for 2009 – 2010, programs focusing on Native American and World Indigenous Peoples Studies, on social movements, or on diversity and environmental justice would be equally suitable. If the liberal arts have meaning in the twenty-first century beyond the older, more classical, version that helped define Evergreen, they have to do with addressing issues of social inequities and wealth disparities, and issues of ecosystem destruction, from local to global scales.

This position helps meet a need that students express for more programs that deal with aspects of sustainability and social equity. It fills a gap in our faculty with respect to specific training in the communication and social mobilization around issues of global climate change. However, such a position would fit well a number of existing faculty members who are already teaching aspects of sustainability, social equity and climate change.

What qualifications would a person for the climate justice position need?

- (1) A moderately thorough understanding of the science behind global warming, and how the fossil fuel-burning activities of humans are affecting global warming. This does not imply a science major, but does imply something substantially more than a passing familiarity with current magazine articles and television documentaries. For example, someone who has worked at (not necessarily studied at, or done research at) the Climate Impact Group at the University of Washington might have reasonably solid technical background, and an awareness of cutting edge research and potential impacts locally and globally.
- (2) A strong ability to communicate with the public about these technical issues in an advocacy fashion. These communication skills could certainly be in writing, but also should include demonstrated skill in public speaking. Of course, strong artistic design skills, and the ability to inspire and work with artists is highly desirable, since we suspect that visual and audio materials may well be a central means of raising awareness of society.
- (3) Zoltan and I had in mind someone with strong community organizing skills. We see the primary issue with climate justice to be one of moving our citizenry off positions of complacent privilege, and toward a working awareness of how the fossil fuel based energy economy is impacting poor and indigenous peoples at home and across the globe. We see a need to change the behaviors of all of us in our society. We are looking for someone with activist skills who will inspire and motivate.
- (4) This position requires a sophisticated understanding of race, class, power and gender issues, their connections to environmental justice, and the ability to move and motivate others to pursue human equality as part of protecting the local and global environment.
- (5) This person for this position should be able to work closely with the Northwest Indian Applied Research Institute, and the Native American program at Evergreen because climate justice issues are critical for many Native and indigenous groups.

Appendix B- Position Descriptions from EWS and G6 programs

EWS Half-time Position in Social Science

Proposed by EWS

Evening and Weekend Studies seeks an individual with academic experience in the social sciences. While the area of specialization is open, we have a preference for someone with a background in sociology or cultural anthropology with strong interdisciplinary experience. A secondary specialization might include American Studies, seen through the disciplinary lens of the social sciences. Preference will be given to applicants who can demonstrate the following:

- substantive knowledge and teaching experience in more than one academic field
- experience working with students to conduct qualitative or quantitative research (or both!)
- experience collaborating as part of interdisciplinary teaching teams
- commitment to working with a student body diverse in age, work experience, background, and skill level.

Importance to EWS

Evening and Weekend Studies currently has 12 continuing, half-time faculty who generally teach in the areas of humanities (art history, literature, theater and film, and writing), sciences (computer studies, ecology, and mathematics), and social sciences (business management, labor studies, and psychology) as well as the cross-over areas of public health and sustainability studies. We attempt to provide a full liberal arts curriculum, but there are many areas in which we lack faculty. With the retirement of Helena Meyer-Knapp, we feel that we should hire someone in the social sciences to maintain a balance among the three main areas. We feel that the skills of a sociologist or cultural anthropologist would be extremely useful in the creation of coordinated study programs involving the other continuing faculty in the planning unit.

Importance to the college as a whole

This position provides greater depth in the social sciences for the faculty as a whole and provides another segment of social science curriculum for students. It is not a call for growth in a new direction but rather a recognition of the importance of depth and balance in the core areas of the liberal arts. The main principles from the college's strategic plan which are supported by this position include valuing "the traditions of a liberal arts education that produces thoughtful, knowledgeable, conscientious, and active citizens" and the overall support of EWS as one of "multiple modes of study, which broaden the opportunities for students to study at Evergreen."

Placement in the 2009-10 curriculum

Our planning unit is fully cross-divisional. This forces us to be very creative in our coordinated studies programs every year. The addition of a faculty member with expertise in the social sciences will make it easier for us to create an academically balanced set of programs. There is no set "slot" for this person to fill, but several contingency plans will be incorporated into the 2009-10 planning we will do this summer.

MIT Proposal for Arts Educator/Teacher Educator Hire

Position: We seek an individual who will focus on teacher preparation in general and on preparing teacher candidates to effectively integrate the arts in K-12 public school curriculum to support the learning of students from diverse ability, cultural, and linguistic backgrounds. The person in this position must have a background in teacher education, specialized knowledge in one or more of the arts, current knowledge about and experience with effective, integrated arts pedagogies, experience as a public school teacher, and knowledge of the impact of culture, ethnicity, and race on how learners approach, understand, and can actually have access to art content and processes. The successful candidate will hold an understanding of interdisciplinary learning as it may apply specifically to a teacher preparation program and in general to an undergraduate liberal arts education. While this hire is primarily to support MIT candidates, it will also be an important resource for the undergraduate curriculum and students, particularly given EA's losses in recent years.

09/10 Curriculum: MIT 09-11 cohort. Rotate into undergraduate curriculum 2011-2012.

Strategic Planning Principles Addressed:

- Focus on teaching and learning, student engagement and success
- Preparation of students in their academic fields with the skills to communicate, solve problems, and work collaboratively and independently as responsible global citizens who can act locally in communities and support the practices of democracy, social justice, and sustainability
- Emphasis on curricular and pedagogical substance . . . that strives for integrative learning
- Commitment to public service

This Position:

- Reflects the college's commitment to offering a broadly interdisciplinary liberal arts education by providing opportunities for undergraduate and graduate students to learn about art history and the role of the arts in diverse people's personal, social, and political lives
- Addresses reduction in core MIT faculty (Jan Kido and Betsy Diffendal retired; Masao Sugiyama will teach only one more year in MIT; Anita Lenges will be working with the Evergreen Center for Educational Improvement for the foreseeable future; Scott Coleman has made a two-year commitment to HHD beginning in fall 2008)
- Enhances continuity and predictability in the MIT curriculum by providing more faculty with experience in teacher education and in public schools
- Addresses current interests among undergraduate and graduate students concerning education as well as the arts and may help address some of the needs detailed by the Expressive Arts faculty

Rationale: Research confirms the value of arts education in people's lives. Positive benefits include developing and enhancing creativity; improving the understanding and appreciation of diverse perspectives and cultures; supporting the development of engaged citizenship; providing vehicles other than verbal and written for expression of emotions, ideas, and perspectives; improving involvement in other academic areas; and, improving engagement and persistence in K16 education. An MIT teacher educator/arts educator hire will positively affect the educational experiences of MIT candidates, Evergreen undergraduate students, and public school students.

K-12 students in Washington face difficulties in gaining access to the arts; this situation directly

impacts the type of education that MIT needs to provide for its candidates. Though Washington has validated the arts as core academic subjects, other academic requirements mandated by the federal Elementary and Secondary Education Act have resulted in the arts being seriously reduced or squeezed out of K-12 curriculum in many schools. MIT faculty suggest that this situation necessitates the development of teachers who understand how to effectively and meaningfully integrate arts within a range of curricular areas. MIT is in an exceptional position to accomplish this goal because we admit candidates endorsing across the range of grades and because we embrace Evergreen's stance on integrated curriculum.

The MIT faculty support the inclusion of the arts in the curriculum at Evergreen and in public schools for the sake of the arts themselves, as valuable means to enrich, examine, and understand other academic disciplines, and as a way to explore and come to appreciate diverse perspectives. Evergreen's undergraduate curriculum provides numerous examples of the benefits of cross-disciplinary explorations that include arts perspectives. However, in addition to MIT's understanding and appreciation of the value of the arts, pragmatic issues related to program viability and accreditation must also be considered.

Viability: State-identified arts competencies for candidates who wish to become elementary teachers have been significantly expanded. MIT is faced with either requiring this knowledge as a prerequisite, which could adversely affect applicant pools, or providing significant experiences with the arts within the program. Though some MIT faculty teams have successfully experimented with exploring arts across the curriculum, not all teams have the faculty resources to meet new state standards.

Accreditation:

- Teacher preparation programs in Washington, and in the rest of this country, are facing increasing, critical scrutiny by the public and by state and federal legislative and regulatory agencies.
- Candidates applying for an endorsement in elementary education must now demonstrate knowledge and skills related to visual arts, theater, dance, and music and in how to integrate these arts. In addition, candidates endorsed as K-12 arts teachers will be expected to support public school students in passing state-wide Classroom Based Performance Assessments beginning in the 2008-09 school year. While some MIT candidates (elementary education and K-12 art) must demonstrate knowledge of the arts before entering the program, the faculty are responsible for helping these candidates develop appropriate pedagogical and assessment skills that support students from diverse backgrounds. In addition, with new state standards, teacher preparation programs are expected to prepare ALL teacher candidates, regardless of their content specialties, to integrate arts across the curriculum. Though MIT faculty do an excellent job of helping candidates develop as teachers, we do not have a faculty member who has expertise in arts education and the demands on Expressive Arts faculty have made them unavailable to MIT.
- MIT's Professional Education Advisory Board (professional educators who help ensure that the program meets state standards while enacting the vision of the college) has been gently, but steadily, encouraging us to provide more consistent and rigorous arts learning experiences for our candidates.

Teacher candidates must be able to help K-12 students, "...be prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society" (Standard V). Artists and arts educators have for years offered convincing arguments that significant participation in the arts supports students' knowledge and appreciation of diversity.

Teacher Educator: Science

MIT Proposal

POSITION: We seek an individual to focus on teacher preparation in general and on preparing teacher candidates to effectively teach science in K-12 public schools to students from diverse ability, cultural, and linguistic backgrounds, to integrate science concepts and issues in other content areas, and to assess students' knowledge to support effective instruction.

This person must have a background in teacher education, specialized knowledge and experience in one or more of the sciences and their related pedagogies (including effective use of appropriate technology); current knowledge about effective, integrated science pedagogies; experience as a public school teacher; knowledge or interest in environmental education and/or sustainability; and knowledge of the impact of culture, ethnicity, and race on how learners approach, understand, and can actually have access to science content and processes. The successful candidate will hold an understanding of interdisciplinary learning as it may apply specifically to a teacher preparation program and in general to an undergraduate liberal arts education. While this hire is primarily to support MIT candidates, it will also be an important resource for the undergraduate curriculum and students.

09/10 CURRICULUM: MIT 09-11 cohort. Rotate into undergraduate curriculum 2011-2012.

STRATEGIC PLANNING PRINCIPLES ADDRESSED:

- Focus on teaching and learning, student engagement and success
- Preparation of students in their academic fields with the skills to communicate, solve problems, and work . . . as responsible global citizens who can act locally in communities and support the practices of democracy, social justice, and sustainability
- Emphasis on curricular and pedagogical substance . . . that strives for integrative learning
- Environmental stewardship and sustainable campus practices
- Commitment to public service

THIS POSITION:

- Reflects the college's commitment to offering a broadly interdisciplinary liberal arts education by providing opportunities for undergraduate and graduate students to examine the role of the sciences in understanding current local and global issues
- Addresses reduction in core MIT faculty (Jan Kido and Betsy Diffendal retired; Masao Sugiyama will teach only one more year in MIT; Anita Lenges will be working with the Evergreen Center for Educational Improvement for the foreseeable future; Scott Coleman has made a two-year commitment to HHD beginning in fall 2008)
- Enhances continuity and predictability in the MIT curriculum by providing more faculty with experience in teacher education and in public schools
- Addresses current interests among undergraduate and graduate students concerning sustainability

RATIONALE: MIT faculty and Evergreen's Professional Education Advisory Board support adding a teacher educator/science educator to the MIT program in order to more fully prepare candidates to meet K12 students' diverse needs. In addition, we believe this hire will assist the college with initiatives related to sustainability and social justice. Many of the pressing issues that face our country and our citizenry are directly related to knowledge and processes embedded in the sciences. Issues of agricultural sustainability, energy sustainability, and the viability of many species are essential for MIT candidates, K-12 students, and college students to investigate in

order to knowledgably participate in decision-making that will influence the health of our world.

While MIT requires its candidates to demonstrate science content knowledge before entering the program, the MIT faculty are responsible for helping candidates develop appropriate pedagogical and assessment skills and uses of technologies, in the sciences, that support students from diverse backgrounds. Though MIT faculty do an excellent job of helping candidates develop as teachers, we do not have a faculty member who has expertise in science education. This is becoming an increasing problem because:

- As was stated above, the health and well-being of our world rests on the ability of its citizens to make well-informed decisions about crucial issues. A teacher educator/science educator with experience in K-12 teaching, a solid understanding of the relationship of social justice to access to the sciences, knowledge about issues of sustainability, and experience with interdisciplinary pedagogies will be able to support MIT candidates in bringing meaningful science curriculum to our public schools. In addition, this person should be an asset to undergraduate programs that include science or sustainability components.
- Pilot testing of the science WASL in grades 5, 8, and 10 has already begun; public school students will soon be required to meet standard on this test. MIT candidates seeking employment must be prepared to support their students in developing the knowledge and skills outlined in Washington's Science Essential Academic Learning Requirements.
- Teacher preparation programs in Washington, and in the rest of this country, are facing increasing, critical scrutiny by the public and by state and federal legislative and regulatory agencies. Though MIT recently received excellent reviews from the state accrediting agency, the Professional Educator Standards Board, that agency has significantly revised a major standard, Standard V, used to evaluate teacher preparation programs. Unlike the previous standard, Standard V now requires teacher preparation programs to ensure that their candidates can integrate math, science, and the arts throughout the content they teach. To do this, candidates must have knowledge of a wide range of science content, know how to appropriately teach science content to students from diverse ability, cultural, and linguistic backgrounds, and be able to assess K-12 students' knowledge. An additional requirement is that teacher candidates be able to help K-12 students, ". . . be prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society."
- The Professional Educator Standards Board has created a process for applying for specialty endorsements. The Washington Association of Colleges of Teacher Education (WACTE) is soliciting letters of interest from teacher preparation programs about offering an environmental education/sustainability endorsement. Given Evergreen's interest in sustainability initiatives, this endorsement seems like a natural for MIT and the college. A teacher educator/science educator with knowledge about sustainability could support this new endorsement as well as Evergreen's initiatives.
- House Bill 2809 states, "The legislature finds that (1) mathematics and science education are critical to the prosperity of the state and its citizens; (2) The need for quality mathematics and science instruction is significant and growing . . . High school graduation requirements in mathematics and science will be increasing; (3) Significant vacancies exist for qualified mathematics and science teachers in Washington's K-12 school system. Competition for mathematics and science teachers is increasing and many who are now teaching in these subject areas have not been appropriately certified or received adequate preparation; and (4) Immediate action is needed to improve mathematics and science instruction and to help fill mathematics and science teaching vacancies . . ." MIT is not currently staffed in a way that would allow us to argue that we are able to support the need to improve science instruction.

MPA Faculty Position Proposal A - Generalist

Sponsored by Master of Public Administration (MPA)

Position Description: Public Administration/Public Policy – Generalist. Full-time, continuing position. Candidates hired will hold a terminal degree in one of the following fields: public administration/affairs, public management, public policy, management and leadership studies, urban planning, sociology, social psychology, economics, political economic, history, anthropology, political science, public health, law. Possible Subfields: Nonprofit Management, Sustainability Management, Health Policy, Finance and Budgeting, Quantitative Reasoning.

Why is this position important to MPA?

This position is important to the MPA program because we cannot continue to offer the program with quality and consistency without additional continuing hires. Our need for continuing faculty members is so acute, the subfield can be shaped to meet other college needs, as all MPA faculty regularly rotate across the curriculum and the college.

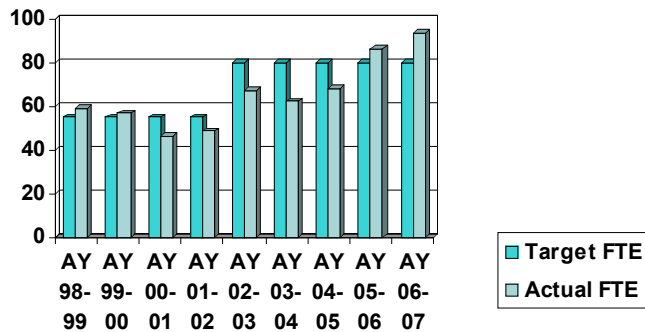
In the Fall of 2002, MPA implemented a program revitalization which included the first offering of the Tribal Governance MPA concentration (creating a new, additional, cohort of students) and a significant revision in the way the MPA is offered to better meet the needs of students who are working full or part-time. Since that time, our enrollments have consistently increased each academic year and in AY2005-2006, we began to meet or exceed

target FTEs. We now serve two separate student cohorts (tribal and non-tribal), essentially doubling our offerings. In six years time, we have doubled the number of students we serve (140 in Fall, 2007). Each year, we have more applications for the program and we close our admissions processes earlier each year (in 2007, we closed admissions in early March; in

2008 for the general (non-tribal) cohort, in late February we had almost 90 applications for 50 seats). We have been a significant contributor to the college's enrollment success for the past two years; there is no reason to expect this trend to not continue, unless we suffer from curricular quality issues due to the lack of continuing faculty to meet course offering needs.

The MPA program has grown and, yet, faculty line allocations and continuing hires have not kept up with the growth. In the same six years we made 3 hires: one continuing faculty member who left at the end of her three year term (***and was not automatically replaced, as is college policy***); one continuing faculty member who was hired to shore up our rotation capacity (and who ended up filling the empty slot not

MPA Student FTE/Year



providing greater rotation capacity); and one continuing faculty member to teach in the tribal governance concentration. In the same six years, we've consistently staffed the program with visiting positions (at least 1.5 each year and up to 3/year). In the Winter and Spring terms of AY07-08, **70% of our offerings are taught by either visitors or adjunct – we expect the same next year.** While we have terrific visitors and adjuncts, this practice of offering a program does not lead to stability, continuity, consistent program quality, sustainability, and institutional memory. Also, we do all of our own advising and administrative work internally (admissions, orientation, student support, financial aid awards, etc.) – we need continuing faculty members to support the work of the program. Visitors and adjuncts cannot, and do not, do this work. In addition rotations, sabbaticals, exchanges, administrative positions (including MPA Director) and illness all affect our ability to staff the MPA program. Staffing the MPA program cannot be achieved easily as we are a professional education program and the faculty teaching the need to be able to support this particular professional education curriculum.

Why is this position important to the college and the community we serve?

As one of the four graduate programs at TESC the Master of Public Administration program serves as a natural conduit for upholding the college's mission and commitments to a vibrant public liberal arts education. Educating and training future public leaders embodies Evergreen's cultural commitment to responsible social change. The MPA program serves an important function for the college, strengthening our town/gown relationship and representing the college across local, regional and state governmental entities and in communities. Our Tribal Governance MPA is the only MPA of this kind in the country (and probably in the world) and serves a significant need to prepare indigenous peoples to govern and sustain their tribal communities. We have over 700 TESC MPA graduates, hundreds of whom are living and working in the area, serving our communities through their pursuit of better governance processes and procedures. Our public service work links theory with practice and embodies the TESC Five Foci. Sufficiently staffed, a MPA program located in the state's capital has the potential to serve a strong leadership role in community engagement, community education and in serving the public policy needs of various constituencies. In addition, we can take a leadership role in shaping policy agendas. Our work in the program also embodies, and represents, many of the core values of the college (democracy, social justice, sustainability). We serve the college and our communities; we must staff this program responsibly. Not doing so will lead to a reduction in quality, over time, and eventually a reduction in the vital role this program serves in TESC's mission as a public liberal arts college.

If this position is filled, how would the new faculty fit into the 09/10 curriculum?

The person hired for this position would teach in the MPA program in 09/10 and stay in the MPA program until his/her first rotation.

MPA Faculty Position Proposal C – Half Time, Legislative Policy

Sponsored by Master of Public Administration (MPA)

Position Description: Public Administration; Legislative Policy. Half-time, continuing position. Candidates hired will hold a terminal degree in one of the following fields: public administration/affairs, public management, public policy, management and leadership studies, urban planning, sociology, social psychology, economics, political economic, history, anthropology, political science, public health, law.

Why is this position important to MPA?

This position is important to the MPA program because we cannot continue to offer the program with quality and consistency without additional continuing hires.

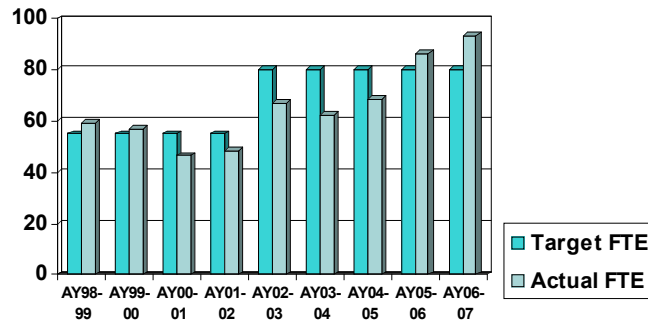
In the Fall of 2002, MPA implemented a program revitalization which included the first offering of the Tribal Governance MPA concentration (creating a new, additional, cohort of students) and a significant revision in the way the MPA is offered to better meet the needs of students who are working full or part-time. Since that time, our enrollments have consistently increased each academic year and in AY2005-2006, we began to meet or exceed target

FTEs. We now serve two separate student cohorts (tribal and non-tribal), essentially doubling our offerings. In six years time, we have doubled the number of students we serve (140 in Fall, 2007). Each year, we have more applications for the program and we close our admissions processes earlier each year (in 2007, we closed admissions in early March; in 2008 for the general (non-tribal)

cohort, in late February we had almost 90 applications for 50 seats). We have been a significant contributor to the college's enrollment success for the past two years; there is no reason to expect this trend to not continue, unless we suffer from curricular quality issues due to the lack of continuing faculty to meet course offering needs.

The MPA program has grown and, yet, faculty line allocations and continuing hires have not kept up with the growth. In the same six years we made 3 hires: one continuing faculty member who left at the end of her three year term (***and was not automatically replaced, as is college policy***); one continuing faculty member who was hired to shore up our rotation capacity (and who ended up filling the empty slot not providing greater rotation capacity); and one continuing faculty member to teach in the tribal governance concentration. In the same six years, we've consistently staffed the program with visiting positions (at least 1.5 each year and up to 3/year).

MPA Student FTE/Year



This half-time position has been in existence as a longer-term visiting position since our redesign and serves the unique education needs of our program. A professional education program in public administration needs flexible, half-time positions in which one can contract with former elected officials (and others) who bring credibility to the program and can publicly connect the program and the college to increase our reputation and support program marketing and promotion.

In order to be competitive with other graduate public administration programs in the region, we need to have former elected officials or “retired” public administrators on our faculty, on a continuing basis. A half-time continuing position is the right way to contract with such potential faculty members.

Why is this position important to the college and the community we serve?

As one of the four graduate programs at TESC the Master of Public Administration program serves as a natural conduit for upholding the college’s mission and commitments to a vibrant public liberal arts education. Educating and training future public leaders embodies Evergreen’s cultural commitment to responsible social change. The MPA program serves an important function for the college, strengthening our town/gown relationship and representing the college across local, regional and state governmental entities and in communities. Our Tribal Governance MPA is the only MPA of this kind in the country (and probably in the world) and serves a significant need to prepare indigenous peoples to govern and sustain their tribal communities. We have over 700 TESC MPA graduates, hundreds of whom are living and working in the area, serving our communities through their pursuit of better governance processes and procedures. Our public service work links theory with practice and embodies the TESC Five Foci. Sufficiently staffed, a MPA program located in the state’s capital has the potential to serve a strong leadership role in community engagement, community education and in serving the public policy needs of various constituencies. In addition, we can take a leadership role in shaping policy agendas. Our work in the program also embodies, and represents, many of the core values of the college (democracy, social justice, sustainability). We serve the college and our communities; we must staff this program responsibly. Not doing so will lead to a reduction in quality, over time, and eventually a reduction in the vital role this program serves in TESC’s mission as a public liberal arts college.

If this position is filled, how would the new faculty fit into the 09/10 curriculum?

The person hired for this position would teach in the MPA program in 09/10 and stay in the MPA program until his/her first rotation.

MPA Faculty Position Proposal B – Tribal Governance

Sponsored by Master of Public Administration (MPA)

Position Description: Public Administration/Public Policy – Tribal Governance. Full-time, continuing position. Candidates hired will hold a terminal degree in one of the following fields: public administration/affairs, public management, public policy, management and leadership studies, urban planning, sociology, social psychology, economics, political economic, history, anthropology, political science, public health, law. Possible Subfields:. Cultural Anthropology, Indigenous Governance, Policy, Community Development, Economic Development

Why is this position important to MPA?

This position is important to the MPA program because we cannot continue to offer the program with quality and consistency without additional continuing hires. Our need for continuing faculty members is so acute, the subfield can be shaped to meet other college needs, as all MPA faculty regularly rotate across the curriculum and the college.

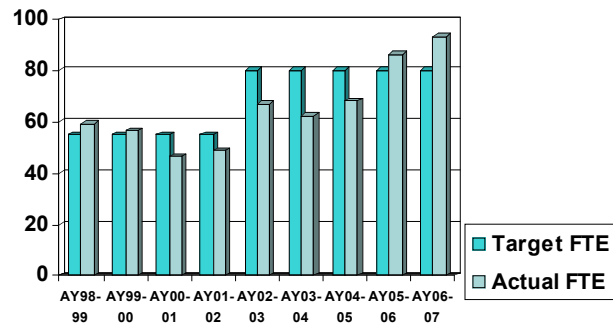
In the Fall of 2002, MPA implemented a program revitalization which included the first offering of the Tribal Governance MPA concentration (creating a new, additional, cohort of students) and a significant revision in the way the MPA is offered to better meet the needs of part-time, fully employed students.

Our Tribal Governance MPA is a separate cohort of students who move through the entire program together, taking their courses in a weekend-intensive environment. We staff the tribal cohort with 2 faculty lines, which translates into 3 faculty members:

- 1 faculty line (a faculty member who teaches fully with the tribal cohort) teaching in both the shared Core (tribal and general cohorts receive similar Core MPA curriculum) and Tribal Concentration classes;
- .5 faculty line to co-teach the Core classes (a faculty member who teaches with both the tribal and the general cohorts); and,
- .5 faculty line to co-teach the Concentration classes.

All of our faculty teaching exclusively in the tribal curriculum are meeting very specific curricular needs. In addition to supporting a professional education program in public administration, the faculty members teaching with Tribal students need training and experience in Tribal governance and Tribal policy issues. In addition, these faculty members need to have experience in Indian education.

MPA Student FTE/Year



There are three continuing faculty members who currently teach exclusively in the Tribal Governance MPA curriculum: Linda Moon Stumpff, Bruce Davies and Alan Parker. *Two of these three faculty members are expected to retire within the next 1-3 years.*

We cannot continue to offer this program without a consistent and continuing faculty base – we need at least one more full-time continuing faculty member whose MPA commitment is to teach primary in the Tribal curriculum. Without at least one person, the offering will be in significant jeopardy, as we learned this year with Alan Parker’s illness and subsequent absence from the program.

Why is this position important to the college and the community we serve?

As one of the four graduate programs at TESC the Master of Public Administration program serves as a natural conduit for upholding the college’s mission and commitments to a vibrant public liberal arts education. Educating and training future public leaders embodies Evergreen’s cultural commitment to responsible social change. This commitment is particularly visible in the Tribal MPA concentration. As a public liberal arts education institution, we have an obligation to serving all publics and TESC is notable for our commitment to Indian Education. Our work in the program also embodies, and represents, many of the core values of the college (democracy, social justice, sustainability). We serve the college and our communities; we must staff this program responsibly. Not doing so will lead to a reduction in quality, over time, and eventually a reduction in the vital role this program serves in TESC’s mission as a public liberal arts college.

The Tribal Governance MPA concentration is the only MPA of this kind in the country and, perhaps, in the world and serves a significant need to prepare indigenous peoples to govern and sustain their tribal communities. The Tribal Governance MPA expands and extends TESC’s commitment to Indian education and represents the vision of important Northwest Indian leaders. To date, we have sponsored three (3) tribal cohorts and, through the work in the program and through our graduates, are helping to positively shape tribal communities and tribal issues in the Pacific Northwest and across the country (and world, as represented in the recent work toward the Indigenous Nations treaty). The Tribal Governance MPA cohort serves and represents the college well.

Our public service work links theory with practice and embodies the TESC Five Foci. Our work in the program also embodies, and represents, many of the core values of the college (democracy, social justice, sustainability). We serve the college and our communities; we must staff this program responsibly. Not doing so will lead to a reduction in quality, over time, and eventually a reduction in applicants.

If this position is filled, how would the new faculty fit into the 09/10 curriculum?

The person hired for this position would teach in the MPA program in 09/10, primarily in the Tribal curriculum and stay in the MPA program until his/her first rotation.

Community Based Faculty: Reservation Based Community Determined Program

Submitted by Michelle Aguilar-Wells, Member of the Faculty, Director

The Evergreen State College Reservation Based Community Determined Program seeks two broadly trained Part Time Community Based Faculty at .5 FTE each on a continuing contract for 2009-2010, to begin Fall 2009. Successful applicants must have proven strong interests and ability to work with Native American students at off campus reservation sites.

Essential Duties:

Community Based faculty – continuing - .5:

- Prepare and teach 2 site classes per week under an established syllabus
- Maintain attendance and records of student work for 10 – 13 students.
- Conduct evaluation conferences with students at the end of each quarter.
- Write all evaluations on time at the end of each quarter.
- Maintain a presence in the community through volunteer work, attending of events, or other activities that are community based
- Initiate and participate in recruiting efforts as appropriate
- Attend summer team planning institute (4 days)
- Attend 3 quarterly faculty planning retreats (2 days)
- Contribute to and develop curriculum
- Teach a weekend strand one quarter a year (4 Saturday classes)
- Work with/support student governance activities
- Work under the supervision of the program directors.
- Provide academic advisement to students at the site
- Work with tribal education employees, career development offices, and tribal government when appropriate

About the Reservation Based Community Determined Program:

The program is for students with 90 or more credits who live or work on a reservation or have social or cultural ties to tribal communities. Students work toward a Bachelor of Arts degree in Liberal Arts. Classes meet 2 nights a week at the program sites: Lower Elwha, Muckleshoot, Nisqually, Port Gamble, Quinault, and Tulalip (Skokomish and Makah currently inactive). All reservation sites utilize a well-defined, consistent, common curriculum as well as develop site specific curricular initiatives. Classes also meet four Saturdays per quarter at the Longhouse on the Evergreen campus. The program coordinates closely with the Grays Harbor College Bridge program (which is for students with less than 90 credits) and shares some common courses.

The program provides students with an interdisciplinary liberal arts degree. Students have opportunities to develop projects that will strengthen their communities and provide opportunities to conduct applied research, grow academically, and participate in learning communities that extend beyond the classroom. Study focuses on analysis, research, communication, and quantitative reasoning, with a firm grounding in historical and contemporary American Indian issues. Emphasis is placed on critical thinking, writing, literature, culture, and technology skills. All faculty teach these skills across the

curriculum. Through collaboration with tribal elected officials and education representatives, the mandate for the program's academic goals is developed. Within that community-determined framework, the faculty team develops thematic interdisciplinary approaches. As part of the vision, the program strives to achieve balance between personal authority, cultural knowledge, and academics.

Minimum Requirements:

- An advanced degree (MA, M.Ed, PhD, or other) English, Art, or Quantitative Methods preferred
- Successful experience working in Indian country with a working knowledge of Pacific Northwest Indian Tribes
- Teaching or training experience with adult learners
- Excellent organizational abilities
- Excellent communication and leadership skills
- Must live near or on the reservation and be willing to become or are part of the community

Why is this position important to you?

- We are a growing off-campus upper division interdisciplinary program serving an increasing number of tribes in Western Washington. The program has grown from one site (Quinault) in 1989 to 7 tribal sites. With a total of four faculty lines, we've had two permanent faculty positions and use the other faculty lines for community-based part-time teachers. Jeff Antonelis-Lapp, who has been one of the two full-time faculty with the program for 10 years, is permanently rotating onto campus starting in 08-09. We need to replace that position for program stability and expansion.
- We also collaborate with Grays Harbor College which offers an Associate of Arts degree Bridge Program, and work with Northwest Indian College and Antioch College to provide strong programs at our common reservation sites.
- The RBCD program is highly complex because it requires working with multiple tribal governments, several other colleges, grantors, an advisory board, marketing and recruitment, as well as designing, delivering, and improving, the curriculum. Continuing to have two full-time positions is crucial to the program's successful operation. Broadening the disciplinary background of our faculty is also important. Jeff filled a critical role in both teaching and directing and it needs to be continued in order for the program to continue to serve the students at the tribal sites. Additionally, the faculty handbook requires that visiting positions not be continually renewed.

Why is this position important to the overall curriculum of the college and/or to the community we serve?

- Evergreen has a longstanding commitment and excellent reputation for its Native Initiatives, one being the Reservation Based Community Determined (RBCD) Program. The Reservation Based program serves a population that is traditionally underserved-- American Indian, place bound, older students, single mothers, with full-time jobs who would not be attending college if it were not for this reservation-based program. The Native population is at a critical turning point where education has become a high priority

because a substantial proportion of the population is school age and education is now recognized as critical to tribal revitalization and sustainability.

- The Reservation Based program has embarked upon a three-year Lumina grant entitled “Enduring Legacies,” an innovative effort to serve Native American students via a “bridge-program” partnership with Gray’s Harbor College and Washington On-line. The primary goal is to strengthen faculty teaching and student learning, develop quality course materials, provide appropriate faculty development, and establish effective collaborative processes with Native leaders and partner institutions.
- Over the last few years we have developed a challenging, repeatable curriculum that provides a liberal arts education from a native perspective that is interdisciplinary and global in nature. We have restructured the program so that it is not personality driven by providing a consistent framework of deliverables to program stakeholders.
- The Reservation Based program is highly successful and has an exceptional retention and graduation rate. The college has gained much recognition from this program, through large grant awards from the Lumina Foundation, and recognition from the Washington State Board for Community and Technical Colleges as an Exemplary Student Achievement Program for the Grays Harbor Bridge program we developed. The program is often cited as fostering better government-to-government relations with the tribes and uniquely meeting tribal needs.
- This program is a major part of the curriculum pathway to our Master in Public Administration/Tribal program, a program that is uniquely educating many of the future leaders in Indian Country.
- The proposed position contributes to numerous aspects of the college mission and strategic plan by a) providing support for diversity and equity by serving the population it does; b) developing and sharing original diversity resources and providing faculty development to the entire campus (i.e. the Native Cases Initiative workshop and cases, the eportfolio initiative); c) developing a highly effective new program (the Grays Harbor hybrid online AA degree) that uses technology to enhance teaching and learning; d) diversifying revenue streams (\$800,000 Lumina Foundation, \$500,000 pending Gates/Lumina, \$500,000 pending National Science Foundation); and e).successfully implementing a very high quality cost effective lower division program; f) carefully expanding the program to new sites with tribal support.
- Evergreen has a unique and comprehensive set of academic and public service programs that work in partnership with Northwest tribal communities. Future plans include an endowment to provide ongoing support and development in the following key areas: culturally relevant curricula responsive to tribal needs in the arts, tribal governance and natural resources; formalized government-to-government relations with Northwest tribes through a working Memorandum of Agreement and a Tribal Advisory Board; and expansion of the Longhouse and creation of a Native American resource center/library to coordinate and promote Native American programs at Evergreen

If this position were filled, how would the new faculty fit into the 2009/10 curriculum?

- The new positions would teach in the reservation based program.

Appendix C- Position Descriptions that didn't make the list

Note: there is no significance to the order of these position descriptions.

Applied Riparian and Restoration Ecology – ES proposal

We seek a quantitative and field-oriented riparian and restoration ecologist with research experience in stream and riparian ecology (linkages between terrestrial and freshwater ecosystems) and interest in working with communities to help restore riparian habitats. We are especially interested in candidates with a demonstrated history of making linkages across disparate disciplines such as between ecology and molecular biology, science and environmental education, or sustainability and society. Broad knowledge of ecological interactions among freshwater organisms, evolution, as well as interactions between freshwater and terrestrial plants, microorganisms, invertebrates and ecosystem processes is desired. Specific experience with questions that link across disciplines from major ecological phenomena (i.e., leaf decomposition and carbon cycling) to the fine scale influence of genetic variation is desired. Demonstrated ability to engage undergraduate students in ecosystem and community ecology and outreach in freshwater and riparian habitats is a necessity. The candidate should have research goals compatible with Evergreen's mission to mentor our outstanding undergraduate students. We seek candidates with a demonstrated passion for interdisciplinary teaching and learning and a commitment to sustainability issues at every level. A qualified applicant would be comfortable conducting courses in their area of expertise (e.g. advanced ecological statistics, stream ecology, and more general environmental studies classes), and would be inspired to reach across disciplinary boundaries to explore solutions to real-world problems (e.g. linking environmental and sustainability issues with issues of social justice) or to gain a deeper understanding of knowledge itself (e.g. linking different concepts of “knowing” typically associated with the arts and sciences).

Justification

1. Why this position is important to ES:

We see the need for a position that will offer expertise in the area of stream and riparian ecology; offer badly needed quantitative methods such as advanced statistics; offer riparian/riverine/stream field experiences to round out field-based programs; and meet student demand for restoration and community based work. This position could meet needs for restoration and stream ecology focused programs in both the undergraduate and the graduate (MES) curriculum. Restoration-themed classes always fill when offered, and over the past several years, the college has repeatedly hired visitors to teach applied, quantitative ecology classes with a focus on endangered freshwater aquatic ecosystems. This position would offer a foundation for restoring ecosystems and, in particular, riparian habitats. An applied riparian/restoration ecologist would serve as a vital addition to our programs involving field studies. Like restoration, demand for field-based programs at Evergreen is high. These programs are not only an essential component of Evergreen's identity, they build collaboration between students and the broader community, they offer hands-on opportunities to apply theoretical models in practical settings, and they offer students the chance to engage, critically assess, judge and make decisions based upon their own training. This is an area where we have always excelled and, due to our unique curricular structure, should continue to cultivate. Field Ecology, Ornithology, Hydrology, Natural History,

Temperate Rainforests, Tropical Rainforests, and other field-based IES programs always fill with wait lists and the desire for more hands-on in the field programs seems infinite. The faculty leading these programs have voiced an interest in working with an applied riparian restoration ecologist to teach innovative, interdisciplinary field-based programs.

2. What this position offers the college and the broader community:

This hire is commensurate with Evergreen's demonstrated commitment to Sustainability. Increasing threats to freshwater resources due to global warming will mean the need for attention to changing stream and river conditions, and a consideration of local and regional community freshwater needs. In particular, tribal communities have long lived close to and have depended on freshwater resources. This faculty member could build on existing relationships with tribes, strengthening partnerships and building important working alliances, such as with the Northwest Indian Fisheries Commission, or the Elwha River Dam removal. Riparian restoration could be coordinated with tribes and other entities. This position could also provide potential for further developing a Native Studies element in the MES program. Additionally, large amounts of agricultural land in our region border on riparian areas. These are particularly vulnerable edges that require careful attention. Working with local farmers on riparian issues is a wonderful potential area for this person to help students develop ties with local communities.

More frequent and intensive storm events will require planning for flood mitigation, and working with at-risk communities to prepare for such events. New developments in the Organic Farm faculty, green house and field facilities could mean the dovetailing of propagation for restoration and mitigation needs along with agricultural needs. A faculty hire in this position could teach in a variety of undergraduate and master's level programs in Environmental Studies including Introduction to Environmental Studies, Hydrology, Field Ecology, programs focusing on the Elwha dam removal project, or any program wanting to address issues of environmental restoration or freshwater issues.

3. How this faculty would fit into the 09/10 curriculum:

The faculty could fit into the 09/10 curriculum by joining programs such as Hydrology (the combination of a geologist/hydrologist teaching with a stream ecologist has long been a missing and needed component of our curriculum). The faculty could potentially also join the Introduction to Environmental Studies program for that year, or the Genes to Ecosystems program. The faculty would also fit well in programs with a geography or ecological agriculture focus. Additionally, this faculty would be joining the college two years after a previous restoration-themed program (Restoring Landscapes), and it would be appropriate to offer a similarly-themed program again in 09/10.

In sum, with the right hire, we could help link the theory of restoration and riparian ecology to the practice of working with restoring endangered riparian ecosystems. The right candidate could provide hands on experience, with solid grounding in ecological theory and quantitative reasoning. The right candidate would also be able to envision how this work would fit with the broader vision of sustainability and justice. We also envision this candidate would be able to clearly see connections between their work, the broader community, and the Evergreen community of scholars (from artists and poets to geneticists and physicists). Thus, we envision a candidate who could serve as a bridge between theory and practice, academic and community work, terrestrial and aquatic environments, and disparate "ends" of the traditional academic spectrum. We desire a candidate who is committed to train the scientist citizens critically necessary in the near future on this planet.

Biological Anthropology

Forwarded by SPBC

Position: biological anthropologist

Subfields: cultural anthropology and indigenous methodologies

We seek a broadly trained biological anthropologist to teach in interdisciplinary, team-taught programs from beginning to advanced levels. Preferred candidates will have a doctoral degree in biological anthropology as well as education, research and experience that reflect a strong commitment to the biocultural perspective. We are particularly interested in candidates who are trained in the four fields (biological, cultural, linguistic, archaeology) and who are capable of teaching applied anthropology and qualitative or quantitative methods. Knowledge of indigenous methodologies is a plus. Area of specialization is open, though the successful candidate will have had at least one year of experience doing field research. Experience with interdisciplinary and/or collaborative teaching is desirable, as is involvement in some of the following topics, which are of particular interest at the College: forensic anthropology, medical anthropology, environmental justice, and diversity.

Rationale:

Why is this position important to SPBC?

- Every year since 2003, Evergreen has repeatedly hired or tried to hire a biological anthropologist as a visitor to fill curricular needs. These programs and their waitlists have all been full. Area, ethnic, and culture studies are a vital component of social science curriculum, yet we lack expertise in these specialty studies. Therefore, our ability to staff program offerings focused on these topics is low. The science of “life processes” (biology) and the scientific study of the “origin, culture, and development of humans” (anthropology) are perhaps the most central aspect of social science.
- We currently have four faculty who focus on cultural anthropology (Karen Gaul, Eric Stein, Rita Pougiales, and Sarah Williams); none of these faculty are in SPBC. Eric was a joint hire between CTL & SPBC, however, much of his curriculum planning to this point has occurred within CTL due to initial placements in his first year.
- Programs related to health and well-being (like HHD) have repeatedly appeared in the curriculum due to high student interest. Health and Human Development does provide a pathway for students through beginning and intermediate work. This hire would fill the gap needed to be able to offer a pathway for students in advanced work.
- This hire enhances continuity and predictability in the curriculum by providing redundancy in anthropology (so that faculty have the flexibility to rotate through core programs, inter-area programs, graduate programs, the library, the deanery, and leaves).

2) Why is this position important to the overall curriculum of the college and/or the community we serve?

- The historical and cross-cultural comparative approach to understanding humans and culture is an essential component of a liberal arts education. Students need to understand the nature of culture, variations in human nature, and the developments of culture and humans across time. A biological anthropologist will help the college uphold its commitment to offering a well-rounded and comprehensive education to its students. This is an important element of reinvigorating Evergreen's liberal arts mission, as outlined in the Strategic Plan (2007).
- A biological anthropologist will provide clear links between the social sciences and physical sciences, and will contribute to a stronger interdisciplinary curriculum.
- The number of anthropologists on campus has declined significantly due to recent retirements (Angela Gilliam, Betsy Diffendal, Peta Henderson, Llyn deDanaan, Eric Larson, and Mark Papworth).
- There are currently no full-time continuing faculty at Evergreen with subject expertise in biological anthropology. Students interested in these areas must study at SPSCC or hope we hire a visitor to fill this need in the curriculum. The college has repeatedly hired Nancy Cordell as a visitor to help meet the needs for biological anthropology in the curriculum, especially in *Health and Human Development*. There is currently no one on campus who regularly teaches about human pre-history. Hiring a biological anthropologist will improve student recruitment and retention by covering an unmet demand; this is an overarching educational goal listed in the 2007 Strategic Plan.
- This position will make it possible for Evergreen to regularly offer training in biological anthropology at both lower- and upper-division levels.
- In our last self-study, the college recommended expanding its capability to maintain its cross-cultural expertise and increase the use of quantitative reasoning in the curriculum.
- Students and local Native American communities have the opportunity to collaborate on projects that require ethnographic methods and anthropologic training (e.g., tribal museums, MPA Tribal Governance program, reservation based program, and current legal cases around land use or cultural property rights). This would allow us to fully utilize existing facilities and resources, and to uphold our commitment to public service and reciprocal community partnerships (Strategic Plan, 2007). Historically, students would look to Llyn deDanaan or Betsy Diffendal to support this locally important work. Both have retired.

3) If this position were filled, how would the new faculty fit into the 09/10 curriculum?

- A hire in Biological Anthropology could fit well in any of the following 09-10 programs in SPBC: "Health & Human Development" (Scott Coleman currently has requested a visitor to team teach this program with), "Making Change Happen" (with George Freeman and Marcella Benson-Quaziana), or "Looking Backward" (with Jerry Lassen and Dave Hitchins).

Latino/a-Chicano/a Studies (history/social science emphasis)

Joint Proposal from CTL/SPBC

The position: This position would draw a specialist in Latina/Chicano Studies, with emphasis on history, sociology, urban studies, rural studies, labor studies, gender/race/class studies, political economy, or communications/media studies, each of which has advantages for our curriculum and our students. Our crucial weakness in sociology might especially be addressed with this position. The ability to teach Spanish language is desired but not required for this position, since most social science PhD programs do not necessarily include training in language instruction.

Summary of rationale:

- Directly addresses core components of the Strategic Plan
- Directly addresses state and college needs to attract/retain a diverse student body and enhances the institutional commitment to Latina/Chicano students
- Directly addresses state needs and college-wide needs to train students to learn/work across differences

Context: The Latina/Chicano population in Washington State is growing, yet is underserved by the state's public institutions of higher learning, including Evergreen. According to the Higher Education Coordinating Board, the "Hispanic/Latino" population represents 11.3% of the population aged 17-39, but only 5.2% of undergraduate enrollment. Evergreen reported 4.7% of its fall 2006 students were Hispanic/Latina. Nationally, the US Census Bureau reports 14.4% of the US population is "Hispanic." The Census Bureau also reports that from 1990-2000 the Hispanic population in Washington state increased 105.8%. (The overall state population increased 21.1% during that period.) As Washington's Latina/Chicano population continues to rise, higher education must not only redress past inequities but plan for the future.

Why is this position important to SPBC and CTL?

This position deepens the capacity of SPBC to teach ethnic studies in the context of political economy and social movements. A hire in this area could also pursue the advantageous specialization increasingly promoted in cutting-edge scholarship that crosses Latin American and U.S. Studies (an area in which we also suffer from gaps).

The position also complements the proposal by CTL to hire someone to teach Spanish language and Latina/Chicano Studies. Although the person hired for this social science position may not be trained to teach Spanish language, she should be able to teach in a Spanish language program.

Why is this position important to the overall curriculum of the college and/or to the community we serve?

There are many reasons why Evergreen should prioritize recruitment and retention of Latina and Chicano students, including our commitment to making an affordable liberal arts education available to all Washington residents. One of the means to that end is to offer curriculum that attracts and retains students, including a curriculum in which students see their lives, cares, concerns, and ambitions taken seriously. In its 2006 Diversity Report, the HEC Board calls for more funding for ethnic studies programs as one of many crucial efforts to attract and retain students. It also calls for expanded efforts to hire and retain faculty of color as intricately related to student retention. Moreover, the same report calls for “cohort” hires as a way to avoid overburdening and isolating faculty of color.

This hire would work broadly in collaboration with faculty in CTL, SPBC, and elsewhere (Native American Studies, Expressive Arts, and Environmental Studies could all be possibilities, depending on the eventual hire’s strengths). This position will build a visible curriculum to support Latina and Chicano students, rotating into core and interarea offerings.

Moreover, this proposal address the campus Strategic Plan in these ways:

TESC Strategic Plan Overarching Goal Number One: This position supports all four components of our leading overarching educational goal.

- Reinigorates our mission and deepens student learning and success
- Improves student recruitment and retention *with a key segment of state population*
- *The cohort hire element of the proposal* supports recruitment/retention of faculty
- Supports diversity and equity

TESC Strategic Direction Number Four: This position directly supports the college commitment to diversity and equity and does so in relation to a social group that has long been neglected by the college, to the disadvantage of the college and our students.

If this position were filled, how would the new faculty fit into the 2009/10 curriculum?

For 2009/10 the person hired would enter into conversation with CTL faculty (including the proposed Spanish Language and Latina/Chicano Studies hire for 09-10) to coordinate a plan to offer programs supportive of the sequence in Spanish, and with SPBC to envision offerings in US Latina/Chicano Studies that would complement (or be part of) predictable program offerings like *Political Economy and Social Movements* and others.

Chinese History

Joint Proposal: Culture Text and Language & Expressive Arts

Description

We seek a specialist who has interest in teaching 19th and 20th century Chinese history, but who also has sufficient breadth to teach wider historical surveys. The candidate should also have strong secondary skills in Chinese language, literature, and culture. The selected candidate will teach with one or more faculty members in a team-taught, interdisciplinary academic program covering a wide range of subject matters in Chinese history and culture. The China studies program will be an intensive and recurring year-long program that will be offered to students every other year. In alternate years, the successful candidate will be free to teach other interdisciplinary courses related to the candidate's particular interests. Candidates should demonstrate experience in teaching and research in fields related to Chinese history, including Chinese cultural, political, and ethnic history. Possible thematic interests could also include anthropology, sociology, geography, the arts, and environmental studies. The candidate should possess native or near-native fluency in modern Mandarin Chinese and be able to teach Chinese language at the beginning and intermediate levels, at the same time displaying competence in reading and interpreting classical Chinese texts. Ph.D. in hand in Chinese history is preferred.

Why is this position important to CTL and ExA?

Evergreen has created a fine institutional reputation over the years for its innovative and popular area and cultural studies program. Students from across the nation aspire to study in many of its multi-disciplinary and intensive yearlong language and regional studies courses, including French, Spanish, Russian, and Japanese, and are eager for study abroad opportunities of all kinds. To date, however, we have only been able to teach a popular China studies program with the assistance of a visiting historian. In keeping with enrollment statistics from other area studies programs, Rose Jang's China program has been fully enrolled with TESC students, despite the fact that she relies on visiting scholars for much of the program's historical content. Rose has been and will be offering the China program every two years, as with our other language and culture programs. Next year it will be offered as a core program, providing both introductory language skills and an introduction to a diverse cultural perspective for first year students. It is therefore crucial that the faculty member filling this position be able or willing to learn to teach Chinese language, literature, and the arts. In other words, this position allows us to do something we already do well, even better.

Why is this position important to the overall curriculum of the college and/or to the community we serve?

Several distinct features of our current educational climate call for the permanent hiring of a Chinese Historian: consistent student demand for a repeating China studies program; the increasing economic, political, and military power of China; the proximity of China

to Washington State and the Pacific Rim at large; and the opportunity to study Mandarin Chinese on campus, the most widely spoken language on the globe. In addition to justifying a hire in this field, these reasons also attest to the importance of Chinese history and culture to the TESC curriculum as a whole. TESC should quickly create a sustained and scholarly study of this increasingly influential world power. Taking this step would significantly enhance the interdisciplinary prestige of our college, it would strengthen our students' sense of world citizenship, and it would speak well of our commitment to significant and meaningful undergraduate education. Indeed, given Washington State's increasing trade ties with China and given our proximity to state legislators, a robust China studies program on our campus would also likely increase our visibility and respect in the state administration.

Our campus's continuing commitment to offering a broadly interdisciplinary liberal arts education speaks directly to the strengths of this particular hire. Our European historians, Stacey Davis and Rob Smurr, both teach languages relevant to their field of expertise (Russian and French) and therefore provide the college with two disciplinary strengths—we hope this position can do the same. Adding another faculty member who can teach the language of his/her regional expertise, while serving in many cultural studies programs across curriculum and disciplines. will serve to ease the burden on EWS and on our shrinking supply of visiting lines.

Planning for 09-10

The faculty member hired under this rubric would be able to choose a program of her interest, one that would presumably speak most to her sub-field. He/she might teach in an inter-area core program (Rose Jang will be on sabbatical in 09-10). We envision hiring a Chinese Historian who would have the skill, interest, and desire to teach with a variety of diverse disciplines, including scientists, artists, and other historians.

Evolutionist

Joint proposal SI and ES; Bill/Ken governance group

Description:

We are seeking a broadly trained scientist with a demonstrated ability to apply evolutionary concepts and methods to a wide range of contexts. The successful candidate must have a strong interest and background in theoretical issues within one or more of the subareas: linguistics, computational and mathematical modeling, bioinformatics, economics and game theory, developmental biology, ecology, genomics, systematics, medicine, or animal behavior. Successful candidates should have extensive experience conducting research in their area of expertise and have a demonstrated capacity to integrate analyses at multiple levels of organizational complexity. In addition, this candidate will excel at making connections between multiple disciplines. Candidates should have a demonstrated interest in collaborative and interdisciplinary team teaching in both introductory and advanced courses. An ideal candidate should be able to contribute to programs that provide an evolutionary framework for understanding complex social, biological and technological systems.

Position Justification

Why this position is important to those proposing it.

Evolution is the cornerstone of the natural world. Evolutionary science is intrinsically interdisciplinary with applications ranging from a better understanding of cultural dynamics, rigorous and accurate medical care, analytical computational tools, genome sequencing, life history on earth, population dynamics, and conservation. Despite these and other arguments for the centrality of evolution in numerous areas, the teaching of evolution, particularly in an interdisciplinary manner, is underrepresented nationally. Teaching evolutionist modes of thinking is currently underrepresented in the Evergreen curriculum, likely because some of these disciplines are split between two planning units (SI and ES) and the discipline is not taught in other areas of the Evergreen curriculum. This joint, very broad, and interdisciplinary job description seeks to address this gap.

Why is this position important to the overall curriculum of the college and/or to the community we serve?

The following items are compelling arguments for hiring this position.

1. *Demand*: Student interest in evolution and related has been consistently high over the past several years, as evidenced by full programs, waiting lists, and requests for repeated offerings in programs with strong evolutionary components taught by both term and visiting faculty (e.g. Vertebrate Evolution, Adaptation). Student demand for contracts in these areas is consistently higher than can be supported by existing faculty.
2. *Disciplinary gaps*: Evolution's explanatory power in the natural sciences is central, but it is underrepresented in other areas of our curriculum. An evolutionist way of thinking is part of all disciplines and should be taught from that perspective.

3. *General Education*: This position will support the teaching of science and quantitative reasoning at all levels of student interest and ability.
4. *Initiatives*: This position will support the new initiative in health sciences, as well as adding to our historic strength in environmental sciences. Sustainability and conservation are also recent movements as part of our strategic plan, which incorporate many of the core elements described here.
5. *Interdisciplinary strengths*: This jointly-proposed interdisciplinary hire clearly has applications in both SI and ES, with additional connections likely in SPBC (e.g. game theory, evolutionary approaches to human behavior, biological anthropology) and the MIT program (evolution education).
6. *Planning Group curricular coherence*: Several repeating programs in both ES and SI would benefit from more regular teaching of evolutionary theory and methods.
7. *Uniqueness*: As the unifying principle of all of biology, evolution is inherently interdisciplinary, and thus a natural match for many subjects already taught at Evergreen in non-evolutionary frameworks. Our unique model of full-time programs allows for such explicit connections that traditional curricular structures do not.
8. *Skills*: This position will attract applicants with a wide range of skills that are applicable to many areas of the SI and ES curricula.

If this position were filled, how would the new faculty fit into the 2009/10 curriculum?

The new faculty could teach in a variety of areas across planning units because an evolutionist way of thinking is broadly applicable. There is also a consistent need for faculty who can teach quantitative skills in an interdisciplinary manner; the candidates would be able to fill this need. There is a national movement in science education to better incorporate the teaching of evolution into curricula. Thus this faculty would also be very valuable to our new initiatives in MIT, and could teach in that area as well.

EXPERIMENTAL PERFORMANCE/ART ACTIVIST

Submitted by Expressive Arts

Description:

This continuing position is for a candidate with experience in contemporary performance and its application in the context of teaching and learning. The successful candidate will be able to teach experimental performance practices in conventional and unconventional sites, and performance skills and techniques at multiple skill levels in an interdisciplinary context. S/he should have experience in imaginative engagement of both theory and practice, and a track record of working innovatively with new technologies. Candidates must also be able to teach performance techniques at an advanced level. Expertise in at least one non-Western and/or non-mainstream performance tradition, visual theatre, and/or forms is strongly desired. We seek a candidate who is an active artist who can help students create and present work that engages the broader political, economic, and environmental issues of our times. The candidate must have the ability to arrange and direct performances with attention to the poetics and politics of the stage and to offer them opportunities to perform in imaginative and innovative ways. Demonstrated experience in and practice of interdisciplinarity is strongly preferred. The performing arts group is presently one of the most diverse areas in the college. Qualified candidates that will add to our diversity and breadth are strongly encouraged to apply.

Minimum Qualifications:

MFA, Ph.D., or Equivalent Professional Experience

Experience with imaginative, alternative performance in theory and practice

Ability to teach skills in research and critical writing related to performance

Teaching experience at a college level

Interdisciplinary experience in teaching, performance, or research

Justification:

The “activist” element of this hire represents an important move forward for the Expressive Arts. Although we see this as a continuation of Doranne Crable’s work in performance, and of her ability to incorporate mythology and literature in her work, we are seeking a person who can contextualize the content of performances with regard to issues of sustainability, social, political, and climate justice. The position is also reflective of innovative work currently done in the area, exemplified by programs such as “Performing Arts Laboratory”, “Queer Theater”, “Experimental Puppet Theatre” and “Dance and Performance Art”. We envision the new faculty member as part of our development in cutting-edge experimental performance techniques, who will offer us a chance to incorporate the body as a “site of knowledge” in more of the College’s interdisciplinary contexts.

This hire will do three things: first, s/he will join the arts faculty in facilitating their long-term goal of deeper and broader incorporation of the arts in a rich variety of programs, including in the humanities, sciences, sustainability, and social sciences. Experimental performance has been the site of much of the current artistic work and research in the performing arts. Second, the experimental performance hire will help meet the demand for ever more theater and performance work (which increased at the same time that the theater faculty went from four to three in spring of 2007). Third, s/he will be able to help students take advantage of multiple performing spaces both on and off campus. We have facilities and staff ready and proven able to incorporate new ideas and techniques into our curriculum and our productions.

Experimental performance supports our vision for our future, replaces a highly influential colleague in the college, and incorporates some of the things that Evergreen does best by engaging students in the exploration and incorporation of body, mind and spirit.

Oceanographer –Global Climate Change and Coastal Processes

Submitted by ES

We seek a field-oriented oceanographer with a broad background in marine science that will contribute to a campus-wide effort to teach about global climate change in an interdisciplinary setting. The candidate must have interests in estuarine and coastal environments to teach marine science focusing on the Puget Sound region. Desirable areas of expertise include biogeochemistry, nutrient cycling, trace metal geochemistry, or organic matter cycling. Teaching experience in marine science at the undergraduate level is required, and the ability to teach analytical techniques appropriate for studying marine science topics related to climate change is desired. The person will also have the opportunity to work in Evergreen's graduate program in environmental studies (master's level) that emphasizes the relationships between science and policy. The Evergreen State College campus is located on the shores of southern Puget Sound in close proximity to a wide range of marine habitats, and experience integrating fieldwork with teaching is required. The successful candidate should also have research goals that are consistent with providing research opportunities for undergraduate students.

RATIONALE

1. Why is this position important to Environmental Studies (ES)?

This position will allow ES to effectively teach about global climate change and about human impacts on the Puget Sound ecosystem. These two topics are the major environmental issues at the global scale and at the regional level. In spite of the need to study global climate change, we do not have an expert on the science of global climate change on the faculty. Oceanic processes are essential in climate regulation and thus oceanography is one of the main disciplines associated with the study of contemporary global climate change. At the local level, natural resources conservation and management, and clean-up of Puget Sound have been identified as priorities for state and tribal governments in Washington. Evergreen is uniquely positioned due to its location in South Sound to make an important contribution in developing studies relevant to these issues. An oceanographer that focuses on physical or chemical processes would be able to teach and develop research both on global climate change and on the Puget Sound ecosystem.

In addition to addressing the need for global climate change science, the oceanographer would also strengthen our current commitment to teach marine science. Currently, ES offers several programs on marine biology and a repeating (every other year) program, Marine Life. A physical/chemical oceanographer will ensure that Marine Life is offered predictably and that marine science faculty are available for interdisciplinary programs and to the Master of Environmental Studies Program. In addition, a physical/chemical oceanographer will complement the current expertise of the marine science faculty who focus on biology. For example, the new hire would teach/conduct research on such topics as Puget Sound circulation, eutrophication and hydrocarbon and trace metal pollution. With the new hire the repeating marine science program would be titled Marine Environments to reflect the wider interdisciplinary approach (Biology, Chemistry and

Physics). Finally, an oceanographer will also complement nicely offerings associated with the Earth Sciences (e.g. geology) in ES.

2. Why is this position important to the overall curriculum of the college and/or to the community we serve?

The College as a whole is addressing global climate change yet we do not have anyone that has a specific expertise on the science underlying this issue. This hire would provide the science expertise for interdisciplinary programs on global climate change. Puget Sound conservation, management and clean-up are also current issues that require an interdisciplinary approach. Conducting research on Puget Sound is an excellent way to contribute in a positive way to the community. There is relatively little scientific data on South Puget Sound to support management and policy decisions. Some of the data that needs to be collected (e.g. temperature, salinity, species diversity, etc.) does not require complex technology or lengthy training. Undergraduates through program fieldwork and independent research can obtain this data.

3. If this position were filled, how would the new faculty fit into the 2009/10 curriculum.

In fall and winter 2009/10 the hire would teach Introduction to Environmental Studies with an experienced faculty. In spring, the hire would teach in his/her specialty. The following academic year 2010/11, the hire would teach Marine Environments. It would be ideal to have a new faculty in the marine sciences starting in 2009 because one of the marine science faculty will be on sabbatical in 2009 and then in MES Fall 2009- spring 2011.

Sociology

Forwarded by Paul's governance group

Position: We seek a broadly trained sociologist with strengths in community studies, social problems, quantitative methodology, and community-based research to teach in interdisciplinary, team-taught programs from beginning to advanced levels. Candidates should have education, research, and experience that reflect a strong commitment to sociological practice in community organizations working for social justice, and to teaching that would prepare students to conduct research useful to community groups. The successful candidate will also be involved in some of the following topics, which are of particular interest at the College: stratification; popular culture; collective behavior and social movements; health and healing; environmental justice, and diversity (race, ethnicity, class, gender, sexuality, etc.).

Rationale

A. Essential for comprehensive liberal arts curriculum and for meeting Evergreen's Strategic Plan
Our governance group's proposals are guided by the "big ideas" that students need to know. We recognize the value this position offers to the college because of the need to support the basic foundations of a liberal arts education. Students need to understand how people are organized in societies and how patterns exist in social relationships, social interactions, and cultures. Students also benefit from knowing how to use quantitative modes of inquiry to explore phenomena. A quantitatively-trained sociologist will help the college uphold its commitment to offering a well-rounded and comprehensive education to its students, and will strengthen our curriculum's ability to embody the principles of interdisciplinary liberal arts education as outlined in Evergreen's Strategic Plan (update, 2007).

Evergreen's Strategic Plan recognizes the importance of preparing students to be "responsible global citizens who can act locally in communities and support the practices of democracy, social justice, and sustainability." A sociologist who specializes in community studies and social problems with a strong applied background is an essential resource for a college interested in this important work. By working in the community and with our existing Public Service Centers, the sociologist will also help our institution meet its "commitment to public service and reciprocal [community] partnerships."

B. Supports our strengths and addresses current needs

A sociologist will contribute significantly to the interdisciplinary curriculum and add to our capacity to provide some depth to a currently understaffed discipline. A sociologist specializing in applied community studies and social problems will aid the college in developing new relationships with community social justice organizations and enhance the existing connections between our students, the Center for Community-Based Learning and Action, and local social and human service organizations. Indeed, the CCBLA could be the locus for developing CBR approaches, partnering with community groups on long-term projects that would allow students to be apprentice-researchers and our new faculty member to develop research projects.

A sociologist who specializes in using quantitative methodology will be a clear asset to our curriculum as we work to strengthen quantitative learning at the college. Students will

develop an appreciation for the importance of QR when they conduct the field-based, community-grounded research this sociologist will bring to the table.

Four sociologists on the Olympia campus currently identify sociology as their primary discipline (Bill Arney, Jorge Gilbert, Lin Nelson, and Toska Olson). Only one (Lin Nelson) identifies community studies as a subject of interest. It is likely that we will see some of these faculty retire in the next few years; they will join most of the other faculty who identified sociology as subjects of interest (e.g., Duke Kuehn, Alan Nasser). Additional sociology faculty are needed to compensate for recent and impending retirements; to provide a more comprehensive view of the discipline; to provide enough faculty to deliver a predictable pathway for students from beginning to advanced levels of study; and to allow for faculty rotation through programs, leaves, and other positions within the college without compromising students' access to sociology programs.

C. Addresses current interest

There is strong student interest in the social sciences at Evergreen. According to the Office of Institutional Research and Assessment (2005), social science was the fourth-most popular intended field of study among both first-time, first-year students and transfer students. Programs such as Health and Human Development, which often has a human and social services component, have repeatedly appeared in the curriculum (with full wait lists) due to high student interest.

Sociology has wide-ranging applicability in our curriculum. During 2006-2007, programs from every planning unit across the college reported including sociology as a field of study in their program (Office of Institutional Research and Assessment End-of-Program Review). Nearly one-third of all programs responding to the end-of-program review reported including sociology in their program (29.7%). The widespread inclusion of sociology in the curriculum indicates pervasive recognition of the discipline's value among the faculty, even though most of those awarding credit in the field are not trained in sociology. Another sociologist on campus will help us maintain the integrity of the discipline while continuing to allow a variety of programs to include work in sociology.

Finally, this sociologist will aid our ability to do Community-Based Research, allowing us to join the growing network of academic-community collaborations that focus on the strengthening of the knowledge base in communities through the creation of innovative and participatory research approaches. The potential for cooperation already exists with the University of Washington, which hosts and coordinates a CBR Network that is a wide net for campus-community collaborations.

A hire in sociology could fit well in any of the following 09-10 programs in SPBC: "Health & Human Development" (Scott Coleman currently has requested a visitor to team teach this program with), "Making Change Happen" (with George Freeman and Marcella Benson-Quaziana), or a program with Glenn Landram, who is currently looking for a teaching partner. This faculty could also find a home with emerging programs devoted to social justice.

Two Dimensional Art

Paul's Deans group/supported by EXA and Longhouse

Description:

The Evergreen State College invites applications for a faculty position in two-dimensional art. A successful candidate must be broadly trained and professionally active. The candidate's primary areas of specialization could be drawing, painting, printmaking, digital media, and/or graphic design. The candidate must desire and be able to teach drawing. In addition, a secondary area of specialization in indigenous cultural studies is preferred.

The Evergreen State College has a long history of strong ties with Native American and Maori arts communities and seeks a candidate who will join in this effort. We encourage applications from people who have an interest in developing collaborative relationships with Indigenous communities by activities such as organizing symposiums, curating shows, writing articles, serving on the Native Arts Advisory Board, and hosting visiting artists. The applicant must be committed to innovative and interdisciplinary teaching and possess the ability to teach two-dimensional art within a broad historical and cultural context. The candidate must have the desire to work collaboratively with faculty in other disciplines, art historians, art students and non-art students as part of a general liberal arts education.

Minimum qualifications:

- M.F.A.
- Teaching Experience at the College Level
- Desire and Ability to Teach Drawing

Justification:

1. 09/10 Curriculum: This position would teach in studio projects, our foundations program in visual arts or work with advanced students in student-originated studies for the visual arts.

2. *The visual arts provide a crucial way of thinking in a liberal arts education.* Like writing, visual thinking, visual communication and analysis and design of visual images are essential skills across a liberal arts curriculum—science, environmental studies, performing arts, media studies, history, cultural studies, etc. In all of these areas, students use drawing to make close observations, figure out what they think, give form to their imaginations, and communicate complex ideas clearly to others. The visual arts area faculty contribute to core and all-level interdisciplinary programs with in the sciences social sciences and the humanities. Our faculty do this primarily by teaching drawing, photography, two and three-dimensional design, book arts, visual literacy and art history.

3. *Visual arts area lacks sufficient faculty to staff the curriculum.* The visual arts faculty met last year to develop a curricular model that includes a core visual arts program, all-level and core interdisciplinary programs, foundations programs (now called studio projects), intermediate and advanced programs, and senior thesis. The visual arts area does not have sufficient faculty to sustain these rotations. With the retirements/departures of Marilyn Frasca, Paul Sparks, Hiro

Kawasaki, Mario Caro and Joe Feddersen, we are now down to nine faculty (Aurand, Sweet, Mandenberg, Harrison, Haft, Leverich, Tremblay, Hamon, Evans). Three faculty primarily teach drawing, painting and/or printmaking. Two faculty primarily teach photography. Two faculty primarily teach three dimensional art. One faculty teaches art history. One faculty member faces chronic illness. We have lost 150 seats in our very successful and popular curriculum. Our needs are acute in all areas: art history, two-dimensional art, three-dimensional art, and sustainable design. In the past five years we have hired six visiting lines for 2-D artists (Steve Davis, Shawn Ferris, Erica Lord, and Steve Hendricks and two lines for sustainable design and 3-D foundations.) Our advanced students lack basic knowledge of art history.

4. Visual arts programs are in high student demand and essential for recruitment and retention. The visual arts programs are high in demand with many programs having long waiting lists. Many students come to Evergreen because of their interest in the arts. Having strong arts programs is essential to recruitment and retention. We have worked hard to increase arts opportunities for core students. More advanced students are disappointed that we cannot provide sufficient sponsors for individual contracts and internships.

5. Cultural Diversity. The visual arts faculty have been involved in several on-going programs at the Longhouse Research Education Center and would like to continue building on this strength. Mario Caro, Joe Feddersen (retiring) and Gail Tremblay (ill) have all served on the Longhouse's Native Arts Advisory Board. They have played a wide variety of roles in that capacity, as jurors for Longhouse art shows and sales, as curators of exhibitions, contributors of essays to Longhouse art catalogues and panelists for our new Native arts granting program. The Longhouse has two national grant programs, one is the Native Creative Development Program and the National Native Master Artists Initiative. They have helped us host visiting artists, including the international indigenous residency program, a partnership between the Longhouse and Te Waka Toi/Creative New Zealand. They have worked with us to host other visiting artists and lecturers to campus and have brought their students to Longhouse events. The Longhouse programs are a key link to communities beyond Evergreen. The Longhouse supports this hire.

6. Recruitment and Retention of Faculty. Not having sufficient faculty is demoralizing to the existing faculty, especially those hired in the past 5-6 years. We need to have a sufficient cohort of faculty so that our current faculty will have colleagues and not be pressured to take on too many contracts and rotate into the same programs over and over again.

7. Facilities. The visual arts currently has some facilities that are used to capacity (e.g. wood and metal shops) and other facilities that are underutilized (e.g. ceramics). The current positions shift students in over-utilized areas into underutilized ones. We have excellent studios for drawing, painting, printmaking and photography.

U.S. History / Pacific Northwest History

Culture, Text and Language (this position was also supported by several governance groups)

Overview/description:

- The ideal candidate would be trained in political and social history from the late colonial period through the 19th century, including a focus on gender and ethnicity
- We would also screen for a candidate who is willing to develop expertise in Pacific Northwest history including the history of Pacific Northwest Indians and environmental history
- U.S. history is a crucial component of our curriculum; this is a replacement position following the resignation of Michael Pfeifer
- Current student demand exceeds availability
- This position supports students who seek endorsements for MIT and careers in K-12 education; as a public institution, this is a central part of our mission
- Broad training in political and social history supports coordinated studies in politics, economics, literature, American Studies, U.S. intellectual history/philosophy, ethnic studies, women's studies, and art history
- Expertise in Pacific Northwest history supports curriculum in community studies, environmental studies, NAWIPS
- Political and social history supports ethnic studies, and hence supports college commitments to diversity as emphasized in the strategic plan

Why is this position important to you (the proposing groups)?

Why is this position important to the overall curriculum of the college and/or to the community we serve?

Response to these questions is combined because the answers overlap. This initiative is endorsed by several of the governance groups, which have envisioned it as a position crucial to the central mission of college, ripe with connections to many coordinated studies programs from across SPBC, CTL, NAWIPS, EA, and ES. Student demand is registered by inquiries at academic advising, as well as by ongoing high demand for American Studies programs with requests that they include history.

Many programs at Evergreen include a book or two to sketch some historical context, but the overwhelming majority of our programs invite students to study the contemporary period. Our students are underserved by our efforts to include history in the curriculum. Moreover, including a book or two in a program does not teach students historical methods. We need faculty who can teach students to ask and answer questions according to the methods and standards of professional historians. Such instruction includes how to collect primary documents, how to analyze them, and how to situate that analysis within the arguments and debates that enliven cutting edge scholarship on history.

Moreover, we need this expertise not only in relation to Europe, Russia and China, but in relation to the United States broadly and to the Pacific Northwest specifically. In part we

need this because we have a responsibility to train students to become K-12 teachers, and these students need specific history endorsements. More broadly, the college has commitments to community studies and environmental studies, and this position would support those commitments. Students of culture, society, politics, art, and the environment need to understand not only that contemporary problems and structures are legacies of the past. They also need to learn how to analyze the past, and how to link the historical record to the present.

The rationale for advertising for a person trained in social and political history of the United States from the late colonial period through the 19th century is that we need someone rooted in an era prior to the 20th century (as we are weakest as a faculty in that time period). In addition, we want someone broadly trained who can teach in a wide range of coordinated studies programs.

Our curricular needs in Pacific Northwest history (including environmental, social, and political history) can be met by such a person. Michael Pfeifer quickly picked up expertise in these areas. We would likely not be able to gather a deep pool of applicants if we reversed the strategy and advertised narrowly, hoping that the person would become a generalist over time.

TESC Strategic Plan Overarching Goal Number One: This position supports all four components of our leading overarching educational goal.

- Reinvigorates our mission (history is a core liberal arts subject) and deepens student learning (moving our students beyond the current presentist bias)
- Improves student recruitment and retention (UWT and WSU-Vancouver now draw students who wish to become K-12 teachers and/or prepare for careers in government and service that American history supports. This position helps us compete for those students)
- Supports recruitment/retention of faculty (this position is needed to keep American Studies viable on campus and to deepen Ethnic Studies)
- Supports diversity and equity (by supporting American Studies/Ethnic Studies)

TESC Strategic Direction Number Four: This position directly supports the college commitment to diversity and equity. U.S. history supports American Studies/Ethnic Studies, which are crucial avenues for diversity education at the college.

If this position were filled, how would the new faculty fit into the 2009/10 curriculum?

Likely placements would include Telling Truths, Shakespeare's America, and Beyond the Binary. In the following year, Culture and the Public Sphere.

Appendix D Various Data on Group Rankings

Dean's Groups Summaries

PROPOSAL RESULTS: KEN'S AND BILL'S DEANS' GROUPS

Votes:	<u>#1</u>	<u>#2</u>	<u>#3</u>	<u>#4</u>	<u>#5</u>	<u>#6</u>	<u>Total</u>
Sociology	1	0	1	0	0	1	3
Green Design/Sustainability	3	6	1	1	1	1	13
Climate/Justice	2	0	2	3	0	2	9
Globalization	0	0	1	2	1	0	4
African Studies	0	0	0	1	1	0	2
US History/PNW Hx	2	0	0	2	2	2	8
Comparative Religion	1	0	5	1	3	0	10
Evolutionist	4	2	0	2	0	1	9
Journalism	0	5	1	0	1	4	11
Fiction/Book Arts	4	3	2	1	0	0	10
Interdisciplinary Education	0	1	1	0	2	0	4
Business	0	0	0	0	0	0	0
Science Ed.	0	0	0	0	0	1	1
Applied Riparian/Rest Ecol	1	0	1	0	0	0	2
Epidemiology	1	0	0	0	0	0	1
Eco Ag/PSA	0	1	0	0	0	0	1
Organismal bio/physiology	0	0	1	0	0	0	1
3-D Ceramics	0	0	0	1	0	0	1

This tally would indicate that our six selections, in order, are as follows:

- 1) Green Design/Sustainability
- 2) Journalism/mass communication
- 3/4) (tie) Comparative Religion and Fiction/Book Arts
- 5/6) (tie) Evolutionist and Climate/Justice

**NOTES FROM EDDY BROWN'S GOVERNANCE GROUP MEETING ON
HIRING PRIORITIES** – February 27, 2008 (Present: Susan Aurand, Eddy Brown, Rob
Cole, Ernestine Kimbro, Andrew Reece, Martha Rosemeyer, Steve Scheuerell, Terry
Setter, Sean Williams, Elizabeth Williamson)

We discussed several undocumented and mostly written position descriptions from Planning
Units, Joint Proposals, and the Governance Group:

Planning Unit Proposals

Culture, Text and Language:

Chicano-Latino Studies
Comparative Religion (Islam)
U.S./Northwest History

Environmental Studies:

Climate Justice
Oceanography
Riparian Ecology
Sustainable Agriculture (#1 position for ES)

Expressive Arts:

2D Art
3D Art/Ceramics
Experimental Performance/Arts Activism

Society, Politics, Behavior and Change:

African Studies/Music {no language component}

Joint Proposals

Art History (EA/CTL)
Chinese History (EA/CTL)
Climate Justice (S&J/ES/NAWIPS)
Communications/Global Journalism (CTL/S&J/EA {Moving Image})
Creative Writing/Book Arts (EA/CTL)
Evolutionary Biology (SI/ES)
Sustainable Agriculture (S&J/ES)
Sustainable Design (ES/EA/S&J*) {would or could include architecture and 3-D design}
* Sustainability and Justice

Governance Group Proposals and Selections

It was suggested that although these would not be growth hires, the DTF should strive to fill positions in a way that doesn't merely fill existing holes created by recent retirements, resignations, or deaths. Further, that in the interest of meeting the needs of students as future citizens in a dynamic world and workplace, especially regarding sustainability (all kinds) and social justice in the 21st Century, that a philosophical, visionary, values-based statement be added to position descriptions.

Planning Unit Rankings Lists

The rankings for the SI only proposals are:

1. Computer Science
2. Biology

We have two joint proposals with the following ranking

1. Evolutionist (from SI, ES and Bill and Ken's Governance group)
2. Physics, Energy and Sustainability (from SI, MES and Sustainability and Justice)

The rankings for CTL proposals are:

Intra-area hires

1. Comparative religion [will be submitted by Therese Saliba by the end of the day]
2. Spanish language and Latina-Chicano studies [will be submitted by Greg Mullins by the end of the day]
3. United States history [attached]

Joint hires:

1. Creative writing [attached]
2. Art history [submitted by Lara Evans]
3. Chinese history [attached]
4. Communications [submitted by Sarah Pederson on behalf of her governance group]
5. Latina-Chicano studies (social science emphasis) [will be submitted by Greg Mullins by the end of the day]

Combined list:

1. Comparative religion
2. Spanish language and Latina-Chicano
3. Creative writing
4. United States history
5. Art history
6. Chinese history
7. Communications
8. Latina/Chicano studies (social science emphasis)

SPBC rankings:

Ranked List of top 2 planning unit unique positions

1. Either Developmental or Social Psychology (12 responses for 1st rank, 11 responses for 2nd rank- highest # of responses for both ranking options)
2. Biological Anthropology (13 responses for 3rd rank)

3. Globalization & Business & African Studies (Globalization 11 responses for 4th rank, Business 13 responses for 5th rank, African Studies 12 responses for 5th rank) Clustered because the votes were too close to be distinctly ranked.

Ranked List of joint planning unit positions

1. Joint proposal with CTL: Latina/Chicano Studies

Ranked Ultimate List combining all SPBC unique and joint positions

1. Either Developmental or Social Psychology (11 responses for 1st rank, 10 responses for 2nd rank- again highest # of responses for both ranking options)
Beyond that, the votes resulted in too many ties or slight differences to make distinct ranks.
2. Latina/Chicano Studies (5 responses for 1st rank, **8 responses for 2nd rank**, 5 responses for 3rd rank, **8 responses for 4th rank**)
3. Biological Anthropologist (5 responses for 1st rank, 5 responses for 2nd rank, 5 responses for 3rd rank, **9 responses for 4th rank**)
4. Globalization (3 responses for 1st rank, **9 responses for 3rd rank**, 5 responses for 5th rank, **9 responses for 5th rank**)
5. African Studies (3 responses for 1st rank, 5 responses for 2nd rank, 5 responses for 4th rank, 5 responses for 5th rank, **11 responses for 6th rank**)
6. Business (5 responses for 1st rank, 8 responses for 3rd rank, **14 responses for 6th rank**)

Here is the ranking from ES:

ES positions only:

1. Sustainable Ag
2. Riparian Ecology
3. Oceanographer

Ranked joint positions:

1. Sustainable Ag
2. Evolutionist
3. Climate Justice
4. Sustainable Design

Ranked ES-Joint positions:

1. Sustainable Ag
2. Riparian Ecologist
3. Evolutionist
4. Climate Justice
5. Sustainable Design
6. Oceanography

Here are the EA rankings:

1. Planning unit proposals
3D: ceramics
Experimental Performance
2. joint proposals
Art History (CTL)
Sustainable Design (ES)
Creative Writing: Book Arts (CTL)
2D: Drawing (Longhouse)
Chinese History (CTL)
3. mixed proposals
Art History
Experimental Performance
3D: Ceramics
2D: Drawing
Sustainable Design
Creative Writing: Book Arts
Chinese History