

February 21, 1996

TO: Faculty

FROM: Long-Range Curriculum DTF

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RE: Final Report

Introduction

The DTF charge had its origin in the Long-Range Planning process of 1993-94 and was the major recommendation of the Academic and Student Affairs subcommittee. Changes in the external environment and the length of time since the last comprehensive review of the curriculum (1982) were the primary factors leading to the call for this DTF. It was charged in June 1994 by President Jervis.

The DTF began its work during the summer of 1994, continued throughout the 1994-95 academic year and completed its task-with the faculty acceptance of the report at the February 21 Faculty Meeting. We produced major documents circulated on February 3, April 17, and September 12, 1995. We consulted widely and often: through several halfday faculty meetings, a major consultation with faculty at the February 1995 Faculty Retreat, at the April 1995 Retreat, and again at the Fall 1995 Fort Worden Retreat. During the 1994-95 academic year, all students received DTF reports, had an opportunity to discuss them in their academic programs, and were invited to attend two all-day student forums organized by the student members of the DTF. The Final Draft Report was discussed at the January 17 Faculty Meeting. Minor changes were recommended and incorporated in the final document. The Final Report was accepted at the February 21 Faculty Meeting.

Recommendations

The DTF recommends the following four structural changes:

I. that five Planning Groups will replace the current eleven Specialty Areas. These Planning Groups consist of the faculty affiliated with the following areas: Culture, Text and Language; Expressive Arts; Social Science; Environmental Studies; and Science and Mathematics. (pp 2, 12-13, 4/17/95 report and pp 3-5, 9/12/95 report; see also Appendix A)

II. that curricular offerings be structured through four major modes of study: (pp 12-13, 4/17/95 report and pp 3-5, 9/12/95 report)

Planning Area Programs, which will continue much of what is currently offered through both intermediate and advanced disciplinary and interdisciplinary work within the old specialty areas;

Inter-Area Programs, which will give more prominence to the most broadly interdisciplinary programs and encourage program planning that spans two or more areas;

Programs for First-Year Students, which revise the First-Year Curriculum to include: (A) predominantly fall-winter programs designed for first-year students; (B) a wide variety of spring quarter programs; (C) limited enrollment of first-year students in planning area and inter-area programs; and

Individual and Student-Originated Study, which continue the College's commitment to advanced study, individual contracts, and internships.

III. that the deans and planning group coordinators, in consultation with each group's members, set targets for the proportion of each group's faculty to work in first-year programs or with first-year students, in programs within the area, and in inter-area programs. As a distribution target, we recommend that each group plan toward an apportionment of its faculty to provide the following predictable disciplinary representation after allowances for graduate program staffing: a minimum of 20% serving first-year students; a maximum of 60% in planning area programs including

Individual and Student-Originated Study; and a minimum of 20% in inter-area programs. (pp 5-8, 9/12/95 report; see also Appendix B)

IV. that a coherent, degree-oriented Part-time Studies Curriculum, consistent with Evergreen's educational philosophy and values be created to serve part-time students. (Part-time Studies Report 3/27/95 and 5/15/95 Response)

The DTF recommends the following changes in procedures and expectations/obligations necessary for implementation of the new structures:

With regard to Planning Areas we recommend:

For a full discussion of the following set of recommendations, including rationale, see the February 3 report, pages 8-11; the April 17 report, pages 14-17,- and the September 12 report, pages 10-12.

V. the designation of five Planning Group Coordinators selected from each group's affiliated faculty who receive one quarter annual release from teaching responsibilities in spring to implement area-wide obligations. In the fourth year of operation (Fall 1999), the Provost will set up a process to assess the release-time provision. Any resulting changes, would begin in the following year.

VI. that every faculty member affiliate with one of the five planning groups, be accountable to it through a group-wide covenant, and have planning and teaching responsibilities within the area. All curriculum planning will be initiated within the five planning areas and submitted to the curriculum dean through the group coordinator.

VII. that at the end of four years faculty will have an opportunity to reassess their affiliation and move to another group.

VIII. that planning occur in the following sequence: (A) each area plan and staff first-year programs, then (B) each area plan and staff inter-area coordinated studies (aimed at sophomores and above); and finally, (C) each area plan and staff its own entry-level, intermediate and advanced programs, and plan courses to support the full-time curriculum. This sequence is suggested to

ensure that planning and staffing programs for first-year students and inter-area offerings receive a high priority. In practice, the entire curriculum is likely to be planned simultaneously.

IX. that in order to ensure coherent planning and clarity for students, each group will:

- (A) identify in Catalog copy logical progressions among past, present and upcoming offerings, year-to-year programs, and mid-year transitions/sequences for students enrolling in less-than-year-long programs;
- (B) design winter and spring entry points for transfer students;
- (C) identify advanced work in Catalog copy, including appropriate "capstone" experiences (such as senior thesis, senior creative project, project-based internship or advanced group contract) and individual work;
- (D) identify desired first-year and inter-area themes/topics/emphases (in collaboration with other areas);
- (E) plan mechanisms for accommodating the large number of new transfer students enrolling at the College including deliberate methods for assisting these students in their transition to Evergreen;
- (F) consider mechanisms for accommodating some first-year students as appropriate to the area;
- (G) develop mechanisms to enable student association within each area; and
- (H) retain sufficient flexibility to accommodate new faculty/student initiatives within each area.

With regard to the first-year curriculum, we recommend:

For a full discussion of the following set of recommendations, including rationale, see the April 17 report, 5-10.

X. that our planning processes ensure that the themes of first-year programs, taken as a whole, draw from the humanities, social sciences, arts, environmental studies, and natural sciences.

XI. that in order to provide breadth in faculty teams and to limit the size of first-year programs, most fall-winter programs will be taught by a team of three faculty, and spring quarter programs will be taught by one or two faculty.

XII. that a wide variety of new offerings be designed for spring quarter.

XIII. that each planning group decide which of its programs will allow enrollment of some first-year students.

XIV. that all faculty teaching in programs enrolling first-year students agree to adopt deliberate methods for assisting these students in making the transition from high school to college-level work and college life. These faculty will agree to engage first-year students in learning to read carefully and take notes systematically, write regularly and rewrite often in response to faculty critique, make effective use of small-group discussion and work collaboratively with their peers.

XV. that the deans and provost ensure that a wide array of interdisciplinary programs are offered to first-year students and support the faculty in their endeavors to meet the diverse needs of first-year students through opportunities for faculty development.

With regard to the creation of a Part-time Studies Curriculum, we recommend:

Please see the Part-time Studies report of March 27 for a discussion of these recommendations.

XVI. that students enrolled in part-time studies be strongly encouraged to take at least two quarters of coordinated studies.

XVII. that interdisciplinary programs of study be identified based on an understanding of community needs and faculty availability, and provide at least four to six coherent pathways.

XVIII. that the Part-time Studies Curriculum have a target enrollment of 250 FTE after four to six years of operation.¹

XIX. that an academic dean oversee the Part-time Studies Curriculum as a major desk assignment.

XX. that affiliations, longer than the current one-quarter or one-year contracts, be developed for some adjunct faculty associated with the Part-time Studies Curriculum.

XXI. that a strong student advising component be included in the Part-time Studies Curriculum.

Continuing Work

(A) The new structures and procedures will be implemented over the next year through combined work of faculty in Planning Groups, Planning Group Coordinators, the Curriculum Dean, and the Part-time Studies Dean.

(B) The Emerging Technologies subcommittee report will be sent to the Planning Groups and the Emerging Technology Learning Group for incorporation into curriculum planning discussions. Each Planning Group will develop a response to this report and submit it to John Cushing, chair of the Emerging Technology Learning Group by June 1.

(C) An Academic Advising DTF has been charged to review current advising structures and make recommendations for an improved advising process building upon the recommendations of the Long-Range Curriculum DTF.

¹ In June 1995, the College was asked by the Governor's Budget Office to submit a growth plan describing how we would contribute to the state's need to educate more than 100,000 additional students in the next fifteen years. The plan was developed over the summer of 1995 and circulated to the faculty in September. It was approved by the Board of Trustees in November and forwarded to the Governor. If funded, it would add 250 FTE in part-time studies over the next six years.

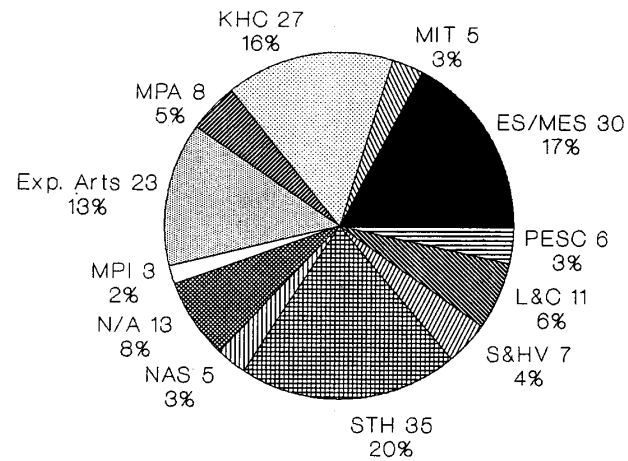
(D) At the DTF's recommendation, the Provost has charged a Long-term Hiring Plan DTF to reconfigure the hiring priorities and process based on the new curricular structure and to determine the relationship of full-time and part-time hiring priorities.

(E) The Provost will charge a study to be undertaken beginning Spring 1996 to investigate methods for containing and possibly reducing the student/faculty ratio.

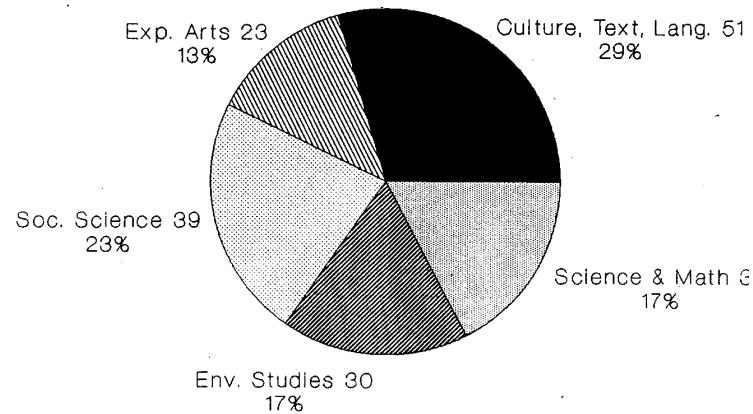
Appendices

- A. Comparison of Faculty Affiliations with Specialty Areas and Planning Groups
- B. Curricular Planning Structure

Current Specialty Areas & Proportion of Faculty Affiliated

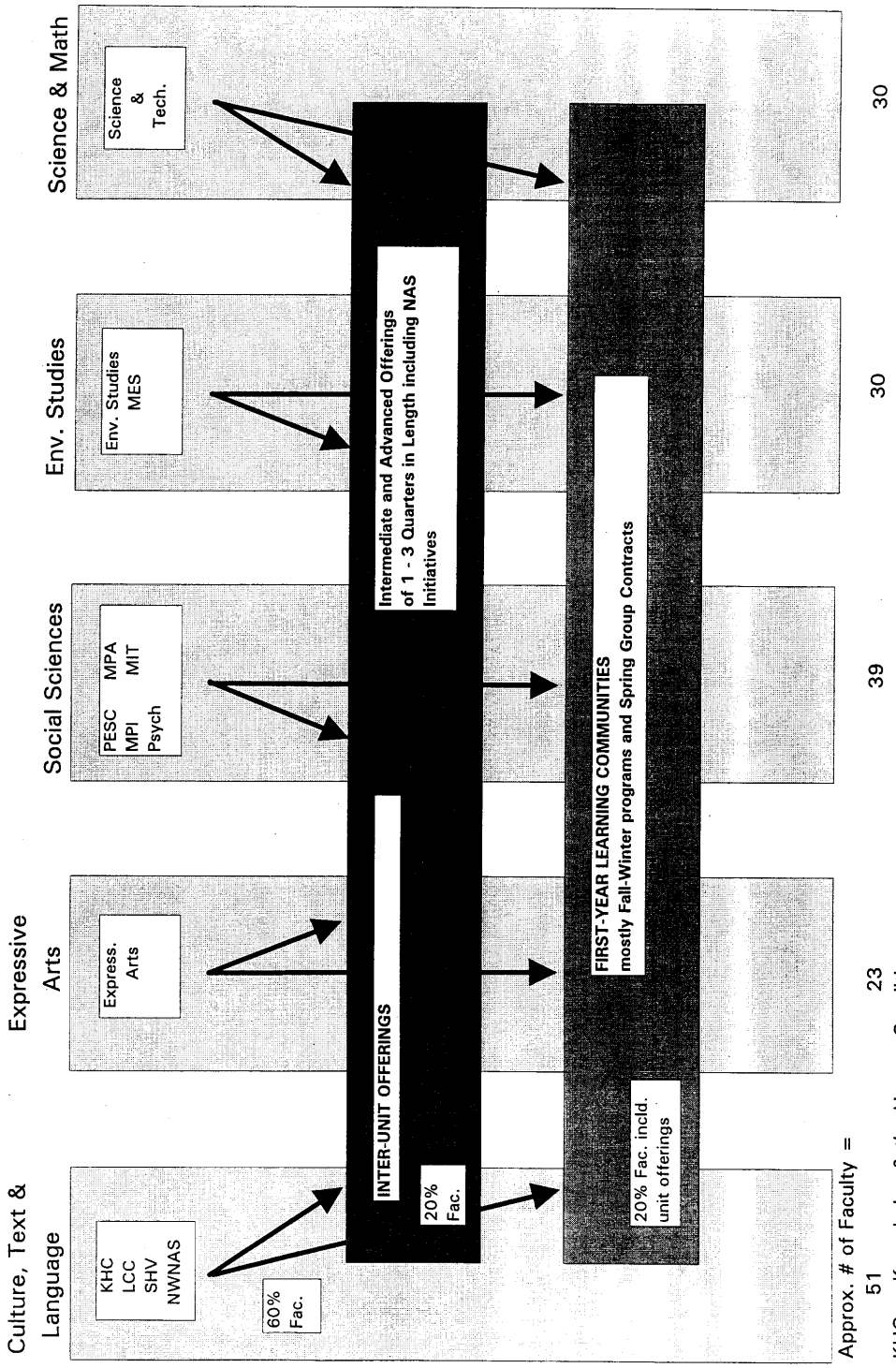


New Planning Units & Proportion of Faculty Affiliated



Based on Fall 1994; Olympia Campus Only

CURRICULAR PLANNING STRUCTURE*



KHC = Knowledge & the Human Condition
LCC = Language & Culture Center
SHV = Science & Human Values

PESC = Political Economy & Social Change
MPI = Management & the Public Interest
Psych = formerly in STH under "Health"
NWNAS = NW Native American Studies

* Tacoma and College of Port-time Studies develop curriculum independently of this model