Regular Meeting of the Board of Trustees  
Friday, March 8, 2019  
9:30am – 2:30pm

Evergreen Tacoma  
1210 6th Ave - Room 105  
Tacoma, Washington, 98405

AGENDA

9:30am  
1. Call to order, determination of quorum
2. President’s overview
3. Approving minutes  
4. Public comment*
5. Executive session**

11:15am  
6. Return to open session
7. Renewal  
a) New student recruitment
b) Reputation enhancement
c) Enrollment recovery
d) Indigenous Arts and Education

12:30pm  
8. Working lunch  
a) Campaign study presentation

9. Board committees  
a) Budget and Finance committee

10. Accreditation

11. Chair’s report  
a) Student Trustee’s report

12. President’s report  
a) Fundraising report
b) Representative reports

2:30pm  
13. Adjourn

* To participate in public comment, please arrive and sign in by 9:30am.

** The Board will meet in Executive Session to discuss with legal counsel representing the college litigation or potential litigation to which the agency, the governing body, or a member acting in an official capacity is, or is likely to become, a party and to review the performance of a public employee (RCW 42.30)

For more information or accommodations, please call 360-867-6100.
Regular Meeting of the Board of Trustees  
November 14, 2018

<table>
<thead>
<tr>
<th>Trustees Attending:</th>
<th>Trustees Absent:</th>
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<tbody>
<tr>
<td>Karen Fraser</td>
<td>Monica Alexander</td>
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<td>Fred Goldberg</td>
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<td>Irene Gonzales</td>
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<td>Keith Kessler</td>
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<td>Kathleena Ly</td>
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<td>David Nicandri</td>
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<tr>
<th>Staff Present:</th>
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<tr>
<td>Allison Anderson, Public Relations Manager</td>
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<td>George Bridges, President</td>
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<td>John Carmichael, Vice President for Finance and Operations</td>
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<td>Jennifer Drake, Provost and Vice President for Student and Academic Life</td>
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<td>Susan Harris, Executive Associate to the President and Secretary to the Board of Trustees</td>
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<td>Sandra Kaiser, Vice President for College Relations</td>
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<td>Jeremy Mohn, Director of Government Relations</td>
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<td>Eric Pedersen, Chief Enrollment Officer</td>
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<tr>
<td>Laurel Uznanski, Associate Vice President for Human Resource Services</td>
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<tr>
<td>Amanda Walker, Vice President for Advancement and Executive Director of The Evergreen State College Foundation</td>
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<tr>
<td>William Ward, Associate Vice President for Facilities Services</td>
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<tr>
<th>Others Present:</th>
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<td>Dylan Fischer, Member of the Faculty</td>
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<td>Michael Lusk, Staff Representative to the Board of Trustees</td>
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<td>Alex Markley, Geoduck Student Union Representative</td>
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<tr>
<td>Aileen Miller, Assistant Attorney General</td>
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<tr>
<td>Paul Przybylowicz, Faculty Representative to the Board of Trustees</td>
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Chair Fred Goldberg called the meeting to order at 9:05am in L3201 of the College’s Daniel J. Evans Library building. A quorum was present.

President George Bridges introduced new GSU Representative to the Board Alexander Markley, Vice President for College Relations Sandra Kaiser introduced Allison Anderson as the new Public Relations Manager, and Vice President for Finance and Operations John Carmichael introduced William Ward as the new Associate Vice President for Facilities Services.

President Bridges acknowledged the accomplishments of the Evergreen Volleyball team. This year was the first time in history the team made the finals.

President’s overview
President George Bridges gave a brief overview of the meeting agenda.
Trustee Kathleena Ly noted that the spelling of Dr. Gilda Sheppard should be corrected in the meeting minutes.

Adoption of minutes

Motion 2018-31
Trustee Irene Gonzales moved for approval of the minutes of the September 13, 2018 and September 17, 2018 meetings with the correction noted. The motion was seconded and passed on a voice vote.

The Board of Trustees meetings for 2019 were adopted as March 8, May 8, June 13, September 11, and November 18.

Public comment

Chair Fred Goldberg called for public comment. There was no public comment.

Executive session

Chair Fred Goldberg announced that the Board would move into executive session, pursuant to the Open Public Meetings Act RCW 42.30, to discuss collective bargaining and to discuss with legal counsel representing the College litigation or potential litigation to which the agency, the governing body, or a member action in an official capacity is, or likely to become, a party. He said that the Board would return to an open meeting at 10:00 a.m. unless notified that the time has been extended and that no final action will be taken in Executive Session. The executive session was extended to 10:20am. The Board returned to an open meeting as announced at 10:20am.

Proposed actions

The Board discussed the proposed SSSSU Bargaining Team and the proposed 2019 Board of Trustee meeting schedule. Board members noted conflicts they had with their calendars for the 2019 dates and appreciated the date change to align with the Art of Giving fundraising event. Trustee David Nicandri requested the March 8 meeting conclude by 2:30pm.

Motion 2018-32
Trustee Irene Gonzales made a motion to approve the SSSSU Bargaining Team. The motion was seconded and passed on a voice vote.

Motion 2018-33
Trustee Irene Gonzales made a motion to approve the 2019 Board of Trustee meeting schedule. The motion was seconded and passed on a voice vote.

Renewal: enrollment update

Chief Enrollment Officer Eric Pedersen and Vice President for College Relations Sandra Kaiser presented an enrollment update. Enrollment Services’ excellent work has driven additional admissions exceeding enrollment expectations for fall 2018. Last year’s retention dip has reversed course. Recruitment initiatives include reputation enhancement, joining the Common Application, becoming a member of the Western Undergraduate Exchange, increasing community college connections, strengthened leadership in admissions, development of on-site admission, and expanded and improved student search. The Common Application makes it easier for prospective students to apply.

Evergreen is now part of the Western Undergraduate Exchange, which offers a rate of 150% resident tuition for select students residing in Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, US Pacific Territories and Freely Associated States, Utah, Washington, and Wyoming with a 3.5 gpa or greater.
Admissions is connecting with the top community colleges in Washington State offering an on-site application process. Community colleges include South Puget Sound, Tacoma, Pierce College, Grays Harbor, Seattle Central, Green River, Highline, and Centralia. Applicants can obtain an admissions decision within an hour of submitting the application and have the opportunity to talk to admissions counselors on-site. Chief Enrollment Officer Pedersen noted that Associate Director of Admissions Transfer and International Miguel Ovies-Bocanegra and Associate Director of Admissions Multicultural Recruitment Carl Forbes are generating many ideas to deepen partnerships with community colleges.

The expanded and improved student search includes the purchase of prospective student names to reach out to. The list now includes Juniors who have taken the PSAT and a Senior search that includes those who did not take the PSAT as a Junior. There is consideration to also purchase a Sophomore name search in the future. Most applications will be received in early February.

Renewal: reputation enhancement
Vice President for College Relations Sandra Kaiser introduced Executive Director of the Thurston County Economic Development Council Michael Cade. Executive Director Cade presented on the recently completed analysis of Evergreen’s economic impact. The analysis was based on the question: How would our economy change if Evergreen didn’t exist. This was answered by using the Impact Analysis for Planning Regional Input/Output (IMPLAN) which is an economic model that measures business-to-business purchasing.

Highlighted findings include: the total economic impact on Thurston County is valued at $201,793,988. This includes $109,478,924 in income and 1,637.25 jobs. The analysis also found that for every $1 invested in the college, there is a return of $4.68. Further, the College generates, directly or indirectly, $11.6 million of tax revenue annually. Executive Director Cade mentioned that it would be interesting to dive deeper into the value that Evergreen alumni provide to the non-profits. He is interested in learning how those dollars result in a long-term community impact. Executive Director Cade noted that alumnus Gene Angel is the lead researcher on this project and is an integral part of this work.

Director of Government Relations Jeremy Mohn provided an update on the recent election and the College’s work with the Legislature. Director Mohn noted that President Bridges and he have been meeting with multiple legislators and local leaders. He mentioned that there was good voter turnout in the November election by younger voters. Our students were engaged in the election as indicated by a full campus ballot box by 9:00 a.m. on election day. Proposition 1, relating to Intercity Transit, passed. This legislation will provide additional transit services in the county that will benefit our students, including expanded bus service and Dial-a-Lift. Director Mohn invited the Trustees to the Regents and Trustees Day at the capitol which is scheduled for January 29, 2019.

Accreditation update
President George Bridges and Provost and Vice President for Student and Academic Life Jennifer Drake reported that a team of eight evaluators visited campus last week to review Evergreen’s progress on mission fulfillment. At the exit meeting on Wednesday, November 7, the evaluators presented commendations and recommendations. President Bridges and Provost Drake will go before the Commission in January to talk about next steps. President Bridges and Provost Drake expressed pride about the diligent work of the staff and faculty in completing the College’s self-study report and participating actively in the visit.
Provost Drake thanked the Board members that participated in the accreditation process. She reiterated accreditation is a cyclical process that allows institutions to build on strengths and engage peers to improve the educational process.

**Campaign study update**
Vice President for Advancement Amanda Walker introduced James Plourde from Campbell & Company. She noted that the campaign preview statement has been reviewed and circulated for discussion to multiple constituencies internally and externally. The survey has received a 10% rate of return. Vice President Walker reported that the College has been planning aspects of the campaign since 2011.

Mr. Plourde presented on: the keys to a successful campaign; volunteer leadership; staff/volunteer support; campaign steering committee; and funding a campaign. The College will be receiving recommendations early in 2019.

For a successful campaign the Board must: be unified in their support for the campaign; be able to articulate the why of this campaign; give a stretch gift to the campaign (pledge over 3-4 years); and show 100 percent participation. All Board members can leverage knowledge of Evergreen and its plans; commitment to the college; willingness to be an ambassador; and connecting donors with Evergreen events. The focus of the campaign is student success – our students are at the center. The campaign study will be added to the March Board of Trustees meeting agenda.

**Fundraising report**
Vice President for Advancement Amanda Walker also reported on fundraising to date. Scholarships awarded now exceed over $800k per year with 360 individual awards being offered to students to be awarded next academic year. In a five-year period, the College has doubled the amount of scholarship dollars made available through Evergreen's Foundation. This is approximately a 70% increase in individual awards. Vice President Walker reported it has been a very successful year and that 77% of the annual fundraising goal had been secured.

Vice President Walker noted that the College had a successful Return to Evergreen reunion event that brought 486 alumni and friends to campus. She informed the Trustees that the Art of Giving event is scheduled for Saturday, March 9, 2019 at Foss Waterway Seaport in Tacoma, WA.

**President’s report**
President George Bridges noted that it is the 8th week of the quarter and expressed gratitude for the work being done on campus. He stated that he is teaching a 2-credit program “Race, Crime, and the Crisis of Mass Incarceration,” which has given him a greater appreciation for faculty and how they work and collaborate with the diverse backgrounds of Evergreen students. President Bridges shared information on his schedule since the previous meeting and provided an overview of student conduct and Title IX cases completed or currently in process since the beginning of the academic year.

President Bridges invited Trustee Kathleena Ly to give a Student Trustee report. Trustee Ly noted that the volleyball season has ended and the team had a successful year. She indicated that she would be working with Executive Associate to the President & Secretary to the Board of Trustees Susan Harris to reach out to Student Trustees on other college and university campuses. She is looking forward to working with GSU Representative Alex Markley to promote student engagement. Trustee Ly also indicated that she participated with Return to Evergreen at the Tacoma program.
President Bridges invited Alexander Markley to report as Geoduck Student Union (GSU) Representative to the Board. Representative Markley shared information on the new GSU structure and the GSU 2018-2019 agenda working draft. Representative Markley noted that the GSU has moved forward with a new structure. The GSU now has 15 members and each member has a role and serves on teams. Representative Markley mentioned that the first GSU Assembly had a panel of mid-level administrators and approximately 50 students attended. The second GSU Assembly involved Dean Larry Geri presenting on Paths of Study and the participants broke up into groups for small group discussions.

President Bridges invited Officer Michael Lusk to report as Staff Representative to the Board. Representative Lusk indicated that he plans to reach out to staff to develop more comprehensive reports in the future. He noted that he is still learning about his role as Staff Representative to the Board of Trustees and how he might best serve the College in this role.

Finally, President Bridges invited Paul Przybylowicz to report as Faculty Representative to the Board of Trustees. Representative Przybylowicz indicated that there is still much conversation needed on restructuring the curriculum. He indicated that given the significant teaching commitments of faculty at Evergreen, he believed it would be good to set aside more prolonged time for creative thought and work on the curricular initiatives and on faculty governance.

**Working lunch**
During the Board’s working lunch, Provost and Vice President for Student and Academic Life Jennifer Drake gave an overview of Summer Undergraduate Research Fellowship (SURF) and introduced student and SURF recipient, Ryan Bartlett and faculty member Dylan Fischer. Dr. Fisher and Mr. Bartlett introduced themselves and presented on the Evergreen Ecological Observation Network (EEON) and the student SURF research “Understory Vegetation Change Over a Decade in a Lowland Puget Forest.”

**Concluding remarks**
The meeting adjourned at 1:58pm.

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Fred Goldberg, Chair  Irene Gonzales, Secretary
ACADEMICS
HOW YOU’LL LEARN
ACADEMICS
HOW YOU’LL LEARN

GETTING STARTED

2 Get to Know Programs at Evergreen
3 Get to Know Your Faculty
5 How to Create a Path
7 How We Will Help You
7 How to Choose a Program: Freshman & Transfer

LEARNING AT EVERGREEN

9 Sample Programs
11 Biology & Environmental Studies
13 Laboratory Science
15 Cultural Studies
17 Literature & Writing
19 Psychology & Sociology
21 Visual & Media Arts
23 Single-Subject Courses
25 Field Studies & Study Abroad
Internships & Volunteer Opportunities
27 Grades at Evergreen: Better Than a Letter

AFTER EVERGREEN

29 Greeners at Work
Inspired by a complex world?  
So are we.

Evergreen prepares creative minds for the way the world happens now.

We learn from each other, working in teams from the science lab to the dorm room to the forests and beaches that surround us.

We focus instead of major, layering disciplines into individual expressions of scholarship.

We evaluate each other with context and explanation, not simple solitary letters.

And exactly like the world, we don’t just sit around studying—we create.

At Evergreen, our way has always been yours. Your passions. Your sense of community. Your time and space to dig deep and dream big.
GET TO KNOW PROGRAMS AT EVERGREEN

Programs are a part of what makes learning at Evergreen different. Get ready to discover a better way of learning: hands-on and self-directed, with class sizes that are remarkably small for a public college.

You won’t sign up for several unrelated classes each quarter—art, science, English, history, and other subjects don’t exist in a vacuum. Instead, you’ll enroll in a single full-time program* that incorporates multiple fields of study and focuses on real-life problems, themes, and experiences.

In a program, you and your fellow classmates will form a learning community to work collectively and collaboratively on projects, learn from each other, and create new ways to approach learning.

* The majority of our programs are 16 credits. There are some 12-credit programs and 8-credit programs that you can pair with a single-subject course to reach full-time status* (see page 23). To be considered full-time for financial aid purposes register for at least 12 credits per quarter, and to graduate in four years, take 16 credits.

WHAT YOU CAN STUDY evergreen.edu/academics

Anthropology
Arts
Communication
Dance
Community Studies
Media & Film
Computer Science
Music
Cultural Studies
Theater
& Ethnic Studies
Visual
American
Biology
American
Botany
Asian
Business & Economics
American
Management
African-American
Ecology
American
Latinx
Native American
Entrepreneurship
Ecology
Economics
Languages
Languages
& Linguistics
& & Cultural Studies
French
African-American
Japanese
American
Spanish
Asian
Geography
Latinx
Geology
Native American
Health
History
Geology
History
Geology
Humanities
International Studies
International Studies
International Studies

"My program felt like a family... A really tightly knit one. I think I learned the most from my peers. That’s what a learning community is: where you’re getting your information and learning from isn’t just one source—it’s from everyone working together. That’s very much what it felt like in my program. It’s really cool.”

—Mariela Diaz, Class of '19
GET TO KNOW YOUR FACULTY

Most of our programs are team-taught, so you’ll learn from faculty with expertise in multiple academic fields. Since you’ll take just one program at a time, you’ll develop a close working relationship with your faculty. They’ll know your schedule, so you won’t have to worry about a workshop conflicting with a test.

Evergreen faculty give you the personal attention, research opportunities, and academic support normally associated with private colleges. Our faculty are dedicated to deepening your academic, artistic, and interpretative abilities, and to creating an inclusive learning environment.

“I like how close you are with your faculty. I took part in an archaeological dig with my faculty. You really get to know them and interact with them in a way you wouldn’t be able to at other schools.” —Alexander Butler '18

Top left: A student in Regional Style of Northwest Native Design and Woodcarving worked on her mask with help from faculty Alex McCarty. Top right: Faculty Shaw Osha and Julie Zay chatted with students about visual and media arts studies during All-Campus Mentoring Day (see page 5). Above: Faculty Rachel Hastings and Steven Scheuereill held a unit and currency conversions workshop to prepare students in the program Andean Roots for a class trip to Peru. Opposite: Faculty Ken Tabbutt took students to the Pacific Ocean to study rock layer formations in the program Integrated Natural Sciences.
"The ability to negotiate with dissenting opinions, to collaborate effectively, to bridge theory and practice, to stay comfortable with ambiguity, and to innovate every step of the way are hallmarks of an Evergreen education. These abilities serve me well in a rapidly changing environment."

—Christen Cannon '14
# HOW TO CREATE YOUR PATH

You'll choose what you study to earn a bachelor's degree that's meaningful to you. Some students choose their programs as they go, while others chart their course in advance. Aim for both breadth and depth; explore fields that may be related or that may seem very distant. You'll be surprised at what you discover.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>EXPLORE</th>
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<tr>
<td>FRESHMAN</td>
<td>Discover new subjects, build key skills, and broaden your knowledge.</td>
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<tr>
<th>YEAR 2</th>
<th>REFINE</th>
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<tbody>
<tr>
<td>SOPHOMORE</td>
<td>Focus your interests, identify your area of emphasis, and try intermediate or advanced work.</td>
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<tr>
<th>YEAR 3</th>
<th>DIG DEEP</th>
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<tr>
<td>JUNIOR</td>
<td>Add depth with practical and field experience through community-based learning or in-depth research.</td>
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<th>YEAR 4</th>
<th>FOCUS</th>
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<tr>
<td>SENIOR</td>
<td>Apply what you have learned with a capstone or internships. Talk to your academic advisor to figure out what is best for you.</td>
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Evergreen offers a Bachelor of Arts (BA) and a Bachelor of Science (BS) (180 credits plus academic statement). You also have the option to earn a combined Bachelor of Arts & Science (BA/BS) (225 credits plus academic statement). BS and BA/BS degrees require a specific number of upper-division science credits.

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## HOW WE'LL HELP YOU

### THE ACADEMIC FAIR

Sometimes reading the catalog doesn’t give you all of the information you need to choose your next program or course. The Academic Fair is your chance to meet faculty, talk about their programs, and get questions answered. The Academic Fair is held one week before the registration period for the following quarter.

### ALL-CAMPUS MENTORING DAYS

Every winter and spring, faculty teams host panel discussions on topics that can help you plan your academic journey. Topics may include how to pursue internships, individual study, and study abroad. Other panels may cover how to plan for graduate school and alumni career paths.
"It's kind of daunting to come in as an 18-year-old and answer the question: 'What do you want to do with your life?' and then commit to that. So being able to explore my interests and my passions is really important to me. Evergreen was one of the few places I saw where I was able to do that."

—Caelan Angell, Class of '20
HOW TO CHOOSE A PROGRAM

FRESHMAN

At a typical college you would spend your first few quarters taking general education courses to get basic knowledge on a wide range of subjects. Our first-year programs combine several different subject areas, so you get that same broad exposure without having to take separate, disjointed courses.

As a freshman, you should look for a program that includes a subject or discipline that interests you, but know that the program may also cover other subjects. You may discover disciplines you hadn’t previously considered once you see how they relate to your interests and inform your understanding of complex real-world issues.

At first, breadth is more important than depth—you will have time to go deeper into your main areas of interest in the coming years.

Freshman Advising & Registration Day is your opportunity to meet with your advisor, learn about academic opportunities and support services, fine-tune your decision about your first program, and register for your first quarter at Evergreen.

TRANSFER

As a transfer student, you’ve likely built a foundation in a variety of subjects and have an idea of what you want to focus on as you finish your degree. At other colleges you’d choose a major and then take the required courses. This may be simpler—but it limits your ability to pursue your own particular interests. Here you have the freedom to chart your own path.

The online catalog can help you identify programs that include disciplines you’re interested in—but keep in mind that specific subjects may not be offered at an advanced level every year.

To plan the best pathway to your goals, it’s important to meet early with your academic advisor. As you move into advanced work, your advisor may also encourage you to connect with a particular faculty member or explore individual learning contracts or internships.

Transfer Day is your opportunity to meet with your advisor, learn how to plan your path toward your degree, and connect with campus support services. Meet faculty who teach in your areas of interest at the Academic Fair (see page 5).

BECOMING A GREENER

New Student Orientation is a series of events and activities that will prepare you to thrive at Evergreen. Work together with faculty, staff, and other new students to build connections that will serve you throughout your time at Evergreen. evergreen.edu/orientation

We also offer Pre-Orientation programs for freshmen that emphasize cultural awareness and leadership: The Multicultural Scholars Program and the Evergreen Student Civic Engagement Institute. In each, freshmen can earn two credits, move in early, and connect with faculty, staff, and other new Greeners. Space is limited. evergreen.edu/preorientation
“Evergreen has given me the freedom to explore different subjects and to really allow myself to be curious. I can take branches of the things we’ve talked about in class and really explore them further on my own, and discover what I’m passionate about.”

—Caelan Angell, Class of ’20
SAMPLE PROGRAMS

On the following pages, we share some SAMPLE programs taken from previous years to help paint a picture of what being in a program is like. You’ll see how a single program at Evergreen blends and incorporates numerous fields of study and get an idea of typical program activities.

Your best sources for finding your first program are the online catalog at evergreen.edu/catalog and your advisor. When it’s time to register, we recommend you:

1. READ PROGRAM DESCRIPTIONS ONLINE
2. IDENTIFY SOME PROGRAMS THAT INTEREST YOU
3. SCHEDULE AN APPOINTMENT WITH YOUR ADVISOR

HOW TO READ A PROGRAM DESCRIPTION

When you search online you’ll find key information such as class level, quarters, and locations, all of which will help you narrow your list of potential programs.

**QUARTERS:** Programs run one, two, or three quarters. To maximize your learning experience, stay with a program for its entire duration. If your program doesn’t last all year, plan ahead for the other quarters. You may be able to join a continuing program that started in a previous quarter, but it might require some background work or permission from the faculty.

**LOCATIONS:** Most programs are held at the Olympia campus. Some include study abroad or extended travel. Our Tacoma and Native Pathways programs are held at other locations.

**TIMES:** Programs are usually held in the daytime. We also have options for part-time programs held in the evenings and on weekends.

**CREDITS:** A 12–16 credit load is considered full-time for financial aid purposes. Some programs may include variable credits for a language course or extra research. There are also programs for 8 or 12 credits and single-subject courses from 2 to 6 credits (see page 23).

**CLASS LEVELS:** As you search, you will need to consider whether the program is aimed at freshmen, sophomores, juniors, or seniors, indicated by these class levels:

- Year 1 Freshman
  - Freshman Only
  - Freshman-Soph.
  - Freshman-Senior (All-Level)

- Years 2 & 3 Sophomore & Junior
  - Sophomore-Senior
  - Junior-Senior
  - All-Level

- Year 4 Senior
  - Junior-Senior
  
  By your senior year you may also be prepared for capstone projects, internships, a thesis, or individual contracts.
“I’m in an environmental studies program that’s looking at environmental problems through the lenses of social sciences and environmental justice—subjects that I’d never really been aware of before.”

—Makenna Medrano, Class of ’20

SAMPLE BIOLOGY & ENVIRONMENTAL STUDIES PROGRAM

Ecological Agriculture: The Science, Justice, and Policy of Food Systems

This program was a broad, interdisciplinary study of agriculture that explored social and ecological sustainability—led by two faculty with expertise in food justice, social movements, urban agriculture and food systems, and agricultural ecology.

Students focused on agroecosystems, soil science and fertility management, crop and livestock management, as well as local-to-global food system structure, socioeconomic aspects of agriculture, and agricultural history. They visited farms working toward sustainability and attended the Washington Tilth Producers conference and the Eco-Farm Conference in California. Students assessed and then wrote a report related to the development of a sustainable local food system. Students engaged in community work, expository writing, and laboratory and library research.

As a final project, students created a detailed farm plan. This program allowed students to earn upper-division science credit in both agroecology and soil science.

FIELDS OF STUDY

TYPICAL WEEK IN THE PROGRAM

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tr>
<td>Lecture</td>
<td>Book Seminar</td>
<td>Lecture &amp; Workshop</td>
<td>Film Screening</td>
<td>Day for Work, Study, or Field Trip</td>
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<td>Field Sampling</td>
<td>Lab Analysis</td>
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EXAMPLES OF OTHER BIOLOGY & ENVIRONMENTAL STUDIES PROGRAMS:

- Marine Biology of the Pacific Northwest
- Introduction to Environmental Studies: Land & Water
- Living Well: Psychology & Sustainability
- Practice of Organic Farming
- Forest & Farms: The Systems that Sustain Us

See what's available NOW in the online catalog! evergreen.edu/catalog • 11
"The way we integrate the material together, it’s not like taking four separate courses in college. We really have managed to connect biology and chemistry. We do research-based lab projects and write research papers. That’s what a scientist should be able to do."

—Paula Schofield, Ph.D., faculty
Discover the world around you at the atomic scale. Unravel the structure of organic compounds. Analyze trace metals in terrestrial and aquatic ecosystems. Explore how you can contribute to the field of nanotechnology. Or bring organisms from the field into the lab to study their whole structure: cell to ecosystem.

### Molecule to Organism

Led by faculty with expertise in organic chemistry, biology, and biochemistry, this program integrated studies of cellular and molecular processes in biological systems.

Students first studied a single cell, proceeding from that to a whole organism and its ecosystem. Through biochemistry, students learned about the fundamental chemical reactions of living systems and then continued on to studies of cellular and molecular processes. Students trekked into the field to collect and identify snails, and took notes on the creatures' food preferences.

In the laboratory, students engaged in extensive hands-on learning based on their field experiments. They maintained lab notebooks and participated in collaborative problem-solving groups—reading about and discussing topics of current or historical significance in science.

#### Fields of Study

- Sustainability
- Public Policy
- Biochemistry
- Physical Sciences

#### Typical Week in the Program

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Field Work</td>
<td>Laboratory</td>
<td>Lecture &amp; Workshop</td>
<td>Laboratory &amp; Analysis</td>
<td>Day for Work, Study, or Field Trip</td>
</tr>
<tr>
<td>Lecture</td>
<td>Book Seminar</td>
<td></td>
<td>Group Work</td>
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</tr>
</tbody>
</table>

#### Examples of Other Laboratory Science Programs:

- Integrated Natural Sciences
- Food Chemistry
- Atoms, Molecules, & Reactions
- Forensics & Criminal Behavior
- Modes of Sensory Perception: Evolution & Mechanisms

See what's available NOW in the online catalog: evergreen.edu/catalog • 13
"If I had gone to a traditional school, I might have gone a whole year in a class without talking to the teacher. At Evergreen, faculty actually want to work with students. Every student had a story and a passion and we learned from each other.” —Chris Glattard '16
Capture the origins of languages. Explore the impact of iconic historical events. Work across the humanities and social sciences to tackle community issues. Appreciate the vitality and diversity of Native nations and indigenous knowledge. Or experience first-hand the complexities that make a culture unique.

The Spanish-Speaking World: Cultural Crossings

A team of faculty experts in Spanish language, Latin American studies, and Latin American literature led this intensive exploration of the Spanish language and the intertwined history of Spain and Latin America. Through literature, film, and lectures students explored how both cultures arose from dynamic and sometimes violent encounters with outside influences. The literature and films included multiple perspectives on iconic historical and cultural events. In the context of current events, students also learned how these communities continue to be shaped by uneven power relationships and vibrant forms of resistance. They examined the formation of culture and posed complex questions about collective memory and self-determination.

Spanish language classes were integrated into the program—any level of fluency was welcome. Classes during spring quarter were conducted entirely in Spanish.

There were options for study abroad or an internship with local Latinx organizations toward the end of the full-year program. Community work was intended to build cross-cultural skills.

FIELD OF STUDY

HISTORY
LITERATURE
CULTURAL STUDIES
PSYCHOLOGY

TYPICAL WEEK IN THE PROGRAM

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
<tbody>
<tr>
<td>Book Seminar</td>
<td>Lecture &amp; Discussion</td>
<td>Day for Work, Study, or Field Trip</td>
<td>Film Screening</td>
<td>Lecture</td>
</tr>
<tr>
<td>Language Module</td>
<td>Film Screening</td>
<td>Language Module</td>
<td>Book Seminar</td>
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</tr>
</tbody>
</table>

EXAMPLES OF OTHER CULTURAL STUDIES PROGRAMS:

Asian/American: Pop Culture Crosscurrents
China & Japan: Traditional & Contemporary “Silk Roads”
Maritime Cultures of the Pacific Northwest
Reproduction: Gender, Race, & Power
Teachings of the Tree People: Culture Matters

See what's available NOW in the online catalog! evergreen.edu/catalog
"My writing skills were fine-tuned at Evergreen, and have helped me land a dream job I didn’t even know I wanted until I found it. I use my writing skills every day to get my point across in many different ways, to many different kinds of people." — from 2016 Evergreen Alumni Survey
Explore a range of genres from fiction, poetry, and screenwriting to creative nonfiction and scientific writing. Cultivate your ability to tell compelling stories. Translate human experience into artful literary work. Or examine work through poetry, biographies, and novels.

Odd Jobs & Labors of Love:
Literature, Work, & Power

The work we do has a profound effect on every aspect of our lives, including our home lives, our sense of self, and our social status and relationships. With faculty experts in labor studies and history, and industrial relations, as well as English, writing, and literature, students delved into how work shapes our individual identities and affects others' perceptions of us. Memoirs, novels, and poems were used to unveil the many social and personal truths embedded in our work experiences.

This program approached the topic of work from creative and historical viewpoints, examining the ways in which modern work is changing and the ways it differs across time and culture. No job was too humble to be a starting place for such an investigation. Students pursued their new understandings by means of written responses, research, bibliographic writing, and autobiographical accounts of their own work experiences.

This program was held in the evenings and on weekends, and being an 8-credit program, allowed students time in their schedules for work, other individual study, or an additional single-subject course (see page 23).

FIELDS OF STUDY

WRITING

LITERATURE

LABOR STUDIES

SOCIOLOGY

TYPICAL WEEK IN THE PROGRAM

MONDAY
Work or Study (am)
Writing Workshop (pm)
Lecture (pm)

TUESDAY
Day for Work or Study

WEDNESDAY
Work or Study (am)
Book Seminar (pm)
Workshop or Guest Speaker (pm)

THURSDAY
Day for Work or Study

FRIDAY
Day for Work or Study

EXAMPLES OF OTHER WRITING & LITERATURE PROGRAMS:
Dangerous Readings
Language, Math, & Mind
Literature, Literacy, & Disability
Narrative Silences: Literature, Film, & Book

Unmasking the Material World:
Discovering Objects as Stories
The Writing is Round: A Canon of Words Hurl'd 'Round the World

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3/1/2019 1:14:08 PM
“My mind works in different ways. My program gave me a chance to see how things come together, how they’re interconnected. You could learn math and have cultural studies with it, or ethnobotany with chemistry. So, it brings things together.”

—Bakari Davis, Class of ’19
Dive into the intricacies of the human mind and social structures in the context of gender and identity. Unravel underlying issues of poverty, housing, and criminal behavior in local and global communities. Sort through the ways people create their own path to successful living. Or find out what makes people, and society, tick.

SAMPLE PSYCHOLOGY & SOCIOLOGY PROGRAM

Madness & Creativity: The Psychological Link

What is creativity? Is there a relationship between states of mind and a fertile imagination? What are the psychological mechanisms involved in the human imagination, urging us to explore new avenues, to see what others have not seen, to create what no one has yet created? Many of the world's greatest writers, artists, and thinkers have struggled with abnormal psychological conditions.

A faculty team—one specializing in cognitive psychology and the other in Russian language and literature—led students on an exploration of these psychological conditions and how they affect creativity. Students reviewed texts and films about abnormal psychology and the imagination, and completed several major writing projects.

Students also participated in projects designed to stimulate personal creativity, including mask making, beading, and pysanky—the traditional Ukrainian art of wax-resist egg decorating. Students had ample opportunities to explore their own creativity and imagination in the thick of serious study of psychology, literature, the arts, imagination, and the creative impulse.

FIELDS OF STUDY

CULTURAL STUDIES LITERATURE CREATIVITY PSYCHOLOGY

TYPICAL WEEK IN THE PROGRAM

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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<td>Lecture</td>
<td>Book</td>
<td>Lecture</td>
<td>Film Screening</td>
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<tr>
<td>Lecture</td>
<td>Guest Speaker</td>
<td>Seminar</td>
<td>Creative Workshop</td>
<td>Writing</td>
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<tr>
<td>Group Work</td>
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<td></td>
<td></td>
<td>Workshop</td>
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</tbody>
</table>

EXAMPLES OF OTHER PSYCHOLOGY & SOCIOLOGY PROGRAMS:

- Art, Mindfulness, & Psychology
- The Authentic Self: Becoming an Instrument of Change
- The German Program: Philosophy, Psychoanalysis, Cultural Studies, & Social Psychology
- Language, Math, & Mind
- Living Well: Psychology & Sustainability
- The Prison-Industrial Complex: Explorations in Social Psychology & Writing
- Theories of Personality

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“I feel like Evergreen is always surprising me. You think it’s one way and then it’s another. Every quarter is so different that it’s different every time. We just get a lot of different kinds of subjects. Like, now I’m in Studio Projects and last quarter I was doing writing. You never get bored here.” —Ryan Hunt, Class of ’20
Sculpt as you learn about the chemistry of clay. Hone your scientific illustration skills while studying native plants. Combine narrative and imagery to produce a documentary film. Exhibit art pieces to the public. Or find your muse in the landscapes and seascapes of the Pacific Northwest.

Sample Visual & Media Arts Program

Studio Projects: Land & Sky

How do different cultures define and shape landscapes, and how do landscapes in turn shape people's lives and what they make? This program provided students with foundational visual arts experiences in drawing, printmaking, sculpture, craft, and environmental work—grounded in the boundary plane we inhabit between earth, sea, and air. Field trips to a variety of the Pacific Northwest region's landscapes and seascapes allowed space for personal and cultural narratives to grow, and for discourse within larger communities to occur.

The faculty team versed in 3D studio art, sculpture, and architecture guided each student through the development of personal and focused work for a final exhibition. Students expanded their awareness of regional landscapes, cultures, and artists. A survey of landscape-based art forms led students to consider the responses of artists to environments and the communities vested in the land. Students advanced their art-making and writing skills, built a strong portfolio of personal work, and developed a fuller understanding of landscape in contemporary art and cultural contexts, and in their own work.

Fields of Study

- Visual Art
- Geography
- Natural History
- Native American Studies

Typical Week in the Program

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
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<tbody>
<tr>
<td>Lecture</td>
<td>Book Seminar</td>
<td>Studio Work</td>
<td>Lecture</td>
<td>Studio Work</td>
</tr>
<tr>
<td>Workshop</td>
<td>Studio Work</td>
<td>Film Screening</td>
<td>Guest Speaker</td>
<td>Field Trip</td>
</tr>
</tbody>
</table>

Examples of Other Visual Arts Programs:
- Making a Living & a Life: Sustainable Creative Practice
- Studio, Archive, Field: Projects in Media & Visual Art
- Salmon, Raven, & Whale: The Pacific Northwest in Art & Science

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"I love to see students developing their own work, which doesn’t mean finding a major. It’s more than that. It’s being able to understand what’s really important for you to study and to pursue it.” —Sam Schrager, Ph.D., faculty
SINGLE-SUBJECT COURSES

Most Evergreen students take full-time, 16-credit programs, but if you're not able to be on campus for big blocks of time during the day, you can choose from our evening and weekend options, which allow you to take a part-time (8- or 12-credit) program, and combine it with one of our single-subject courses.

These courses also give all students a chance for a more in-depth experience in a specific subject—like abnormal psychology, printmaking, or writing. Study a language not available in full-time programs, or even prepare for graduate school by completing a statistics course or other prerequisite.

Talk to your advisor about how single-subject courses can be part of your overall academic plan and help you on your journey.
“Right now I’m on a team with the Entrepreneurship at Evergreen Club... developing an app that will help you get from point A to point B—from building to building and from room to room inside a building. I started it as a way to help other blind people get around campus. If we can make it work here, then we can make it work anywhere.”

—Zackery Hurtz, Class of ’19
FIELD STUDIES & STUDY ABROAD

You'll begin life as a student here on campus, but there's no limit to where your academic pursuits may lead. Field studies take you out of the classroom for exploration and research. And unlike most schools, Evergreen offers you the opportunity to work closely with faculty on real-life research projects as an undergraduate.

Study abroad options (some of which include a faculty guide) promise cultural experiences you'll never forget. If you believe in learning by doing, Evergreen's the perfect place to branch out.

INTERNSHIPS & VOLUNTEER OPPORTUNITIES

From government agencies to museums, farms, businesses, and corporations, you'll find Evergreen interns everywhere. Internships let you hone your real-world skills as you earn college credit.

Are you passionate about government? Kick off your congressional career in Evergreen's legislative internship program. Want to make an instant impact at the community level? The Center for Community-Based Learning and Action (CCBLA) will maximize your talents.

Opposite: Students studied geology and microbiology at the Grand Prismatic Spring in Yellowstone National Park. This page, from top: Students visited the Parthenon in Greece. Legislative interns posed inside the Washington State Capitol Building in Olympia. Washington State Department of Transportation interns gathered data from local wetlands.
"One of the reasons I’ve been successful in my career is because Evergreen required me to speak and write about my understanding of the subjects at hand. There wasn’t the option of getting by on test scores. I didn’t have a simple GPA that spoke for what I could do. I knew I needed to deliver—which is a key life and career skill.” —Katherine Sokolik MPA ’92
GRADES AT EVERGREEN: BETTER THAN A LETTER

At most schools, you are what your grade-point average says you are. At Evergreen, you’re a person whose academic work tells a rich, dynamic story.

Evaluations highlight your work in narrative form, featuring assessments from both you and your faculty. These detailed documents provide examples of your achievement and progress. Your faculty will award credits for successful completion of the learning objectives. If work is incomplete or you miss classes, you may not receive all of your credits.

The level of detail in an evaluation goes far beyond a single letter or number. Your faculty know your strengths and where you excelled. Evaluations can help you improve over the course of your college career and even make you stand out to employers and graduate schools.

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The Evergreen State College - Olympia, Washington 98505

FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>Hunter</th>
<th>Sydney</th>
<th>Fisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Last Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Analysis</td>
<td>First</td>
<td>Middle</td>
</tr>
<tr>
<td>Date began</td>
<td>Date ended</td>
<td></td>
</tr>
<tr>
<td>SEPTEMBER 2017</td>
<td>JUNE 2018</td>
<td></td>
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</tbody>
</table>

This is a SAMPLE EVALUATION. This is for illustrative purposes only.

Evaluations of each student’s performance were based on written and quantitative problem sets, laboratory responses of students in class, in-class exams, and scientific paper writing.

EVALUATION:

Written by: Andrew D. Brabban, Ph.D., Kenneth Tabbutt, Ph.D., Clyde Barlow, Ph.D.

Sydney entered the Environmental Analysis program with a strong background in both biology and chemistry having previously taken Evergreen programs “Naqually Landscapes: Mountains to the Sound” and “Life on Earth: Postcards from the Edge.” Through this program she hoped to continue her study of advanced biology and chemistry, while expanding her breadth with hydrogeology.

Environmental Microbiology and Microbial Ecology with Laboratory (Fall Quarter 2017 and Winter Quarter 2018)

Sydney has made very good progress in this two quarter study of microbiology demonstrating her comfort with this new material, as evidenced in her laboratory reports, submitted homework and examinations. She was a very organized and diligent student who always attended lecture/workshop and handed in the set material on time. Throughout her participation she showed her ability to apply these concepts in a problem solving manner to the real world situations we observed. She was an active participant in class demonstrating her interest in the subject and her ability to solve problems as part of a team. On the field trip, Sydney fully engaged in the experience, listening intently to the presentations given by the faculty and the invited speakers, and by taking good field notes. In the laboratory, Sydney used the knowledge she had garnered from lecture to become a competent microbiologist and acquired the techniques demonstrated to her. Just like everything else in this program, her lab book was highly organized, very well presented and contained very good detail. Her five laboratory reports on water quality, biochemical oxygen demand, plasmid mapping and soil microbiology were all very good in their presentations.

Your evaluation will include the number of credits earned, broken down by subject. For example:
- Historical Geology: 4 credits
- Evolutionary Biology: 4 credits
- Chemistry with lab: 4 credits
- Writing: 4 credits
- Total: 16 credits

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"We have Greeners working on the most significant and challenging environmental issues of our time... The educational model inspires intentional, self-motivated learning—an essential quality because of the dynamic nature of our work."

—Maia D. Bellon ’91, Director, Washington State Department of Ecology

Nearly 9 in 10 Evergreen alumni are employed or pursuing graduate or professional studies within a year of graduation.
GREENERS AT WORK

Surveys of employers show the best-paid, highly skilled jobs of the future will demand independent, articulate, inventive problem-solvers. Which is the perfect description of a successful Evergreen graduate.

In a survey of employers who hire Evergreen alumni, the overwhelming majority reported their Greener hires met or exceeded expectations for their positions, and rated them good or excellent in willingness and aptitude to learn new skills. Recent NSSE* data shows Evergreen graduates excel in critical thinking and collaboration, and AAC&U* data shows hiring managers think those skills are very important for recent college graduates.

At Evergreen, you don’t just prepare for a job, you set yourself up as a lifelong learner. The answers for the problems of the future will come from unexpected places—maybe from you. By the time you graduate, you’ll have cultivated the skills employers desire.

Find out more about our creative, adaptable, self-motivated graduates at evergreen.edu/graduates.

Top: Nate Gibbs-Bowling ’04, MIT ’06 teaches at Tacoma’s Lincoln High and was named Washington’s 2016 Teacher of the Year. Right: Just months after graduation Naomi Touchet ’17 was offered a position on the application security team with the software company Concur.

<table>
<thead>
<tr>
<th>EMPLOYER PRIORITIES</th>
<th>GREENER QUALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAMWORK</td>
<td>WORKING ACROSS DIFFERENCES</td>
</tr>
<tr>
<td>87%</td>
<td>73%</td>
</tr>
<tr>
<td>87%</td>
<td>85%</td>
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</table>

**EMPLOYERS:** Percentage of hiring managers (who recruit, interview, and/or hire new employees) who rated these qualities in recent graduates as Very Important. (AAC&U, 2018)

**GREENERS:** Percentage of students who were Highly Satisfied with how Evergreen had contributed to their growth in these areas on the 2018 National Survey of Student Engagement.

* NSSE National Survey of Student Engagement; and AAC&U Association of American Colleges & Universities “Fulfilling the American Dream: Liberal Education and the Future of Work.”
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Log in to my.evergreen.edu
and click on Web Payment

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To set up an appointment, call (360) 867-6312
or email advising@evergreen.edu

☐ Apply for housing
evergreen.edu/housing/apply

☐ If you're a freshman, check out Pre-Orientation programs
Space is limited. Apply online:
evergreen.edu/preorientation

☐ Sign up for New Student Orientation
evergreen.edu/orientation

The Evergreen State College has been accredited continuously by the Northwest Commission on Colleges and Universities since 1974.