

Paths of Study Summer Institutes

Curriculum Development Institutes

We encourage faculty and staff to sign up for the one or two paths of study to which they have a strong commitment. Conveners will be given discretion to determine which sessions are appropriate for various participants, and will be in touch with those registered at least two weeks prior to their sessions to update you on details.

- 1. Performing Arts**
Conveners: Andrea Gullickson & Sean Williams
June 18-19, SEM2 E2109
- 2. Visual Arts**
Conveners: Lisa Sweet & Amjad Faur
June 26-27, SEM2 A2107
- 3. Evening & Weekend Studies**
Convener: Stephen Beck
July 2 & 23, SEM2 C1105
- 4. Literary Arts**
Conveners: Steven Hendricks & Miranda Mellis
July 6-7, SEM2 A3109
- 5. Business**
Conveners: Glenn Landram, Jon Baumunk & Dion Gouws
July 9-10, SEM2 A3109
- 6. Food & Agriculture**
Conveners: Prita Lal & Sarah Williams
July 13 & 20, Organic Farm
- 7. Sustainability & Justice Visioning: Pathways of Study & Curricular Area Teams**
Conveners: Karen Gaul, Savvina Chowdhury & Paul McMillin
July 31, SEM2 A3109
- 8. MES Core**
Convener: Kevin Francis
August 7 & 8, SEM2 C3109
- 9. Moving Image Group**
Conveners: Laurie Meeker & Ruth Hayes
August 7 & 8, COM 320
- 10. Environmental Studies (ES) Paths: Past, Present & Future**
Conveners: Gerardo Chin-Leo & Erik Theusen
August 20-21 SEM2 C2109
- 11. Political Economy**
Convener: Savvina Chowdhury
August 27 and August 31, SEM2 A2109
- 12. Social Inquiry & The Humanities**
Conveners: Stacey Davis & Kathleen Eamon
August 30, SEM2 A2109
- 13. Native Programs**
Conveners: Kristina Ackley, Tina Kuckkahn-Miller, & Yvonne Peterson
September 4-5, Longhouse 1007 A
- 14. Latinx/Latin American Studies & ELL Education**
Conveners: Grace Huerta, Maria Isabel Morales, Alice Nelson, and Catalina Ocampo
September 4-5, SEM2 A2107
- 15. Evergreen Tacoma**
Convener: Anthony Zaragoza
September 5-6, Rm. 105
- 16. Integrated Computational, Mathematical, and Physical Sciences (ICMaPS)**
Convener: Krishna Chowdary

August 31 & September 7, SEM2 A2107

1. Performing Arts

Conveners: Andrea Gullickson & Sean Williams
June 18-19, SEM2 E2109

2. Visual Arts

Conveners: Lisa Sweet & Amjad Faur
June 26-27, SEM2 A2107

The Visual Arts institute will focus on our paths of study offerings to students, both in Oly Day and EWS, and explore assignments that could be used or practiced by intermediate/advanced students in art. We will share ideas of our best artistic project work, and engage in a facilitated discussion with day-time faculty to focus on equitable rotations, communication and leadership building in the group. We will also meet with EWS faculty to find our strengths, common ground, and areas of challenge. We plan to meet with staff from Access and Student Wellness for strategies in working with students with mental or physical disabilities, and various learning styles. We will review a video on "Asset-based thinking" by Tanya Valazquez and discuss how to apply this to our equity work in the classroom. At the end of day two, Alex McCarty will engage us in a simple printmaking workshop for staff and faculty to close the institute.

3. Evening & Weekend Studies

Convener: Stephen Beck
July 2 & 23, SEM2 C1105

Aimed at faculty teaching in Evening and Weekend Studies, this institute has the objective of developing a suite of paths of study to serve those students whose schedules require them to study only in the evenings or on weekends. To do this, we will examine the history of curricular pathways in EWS, data on past and present student interests, and other relevant data. We will discuss what Paths of Study should look like in EWS, given the interests and expertise of EWS faculty as well as our commitment to interdisciplinarity. By the end of the institute, we will aim to produce a "starter set" of three to five Paths of Study, one that current EWS faculty can feasibly commit to staffing for at least a 5-year cycle.

4. Literary Arts

Conveners: Steven Hendricks & Miranda Mellis
July 6-7, SEM2 A3109

The Literary Arts Path of Study has formed in order to ensure that Evergreen has annually repeating "foundational" and "advanced" programs centered on creative writing. Our goal this summer is to refine and build on our initial report in ways that will sustain and enrich literary arts as a field of study. We invite any faculty and staff interested to work with us this summer on the following goals:

- To outline our path's standards and shared commitments in relation to the six expectations;
- To plan community-building and advising functions for the coming year;
- To integrate an equity and inclusion framework into our shared syllabus development, our outreach, our community development, and our advising practices;
- To map out our path's relationship to "neighboring" paths and our broader interdisciplinary commitments, including First Year Experience (an "area" institute will be planned for the end of the summer);
- To continue developing "student-facing" presentations of our Path for web, syllabi, and other functions;
- To brainstorm interdisciplinary and high-impact learning strategies in the breadth and depth of our offerings.

5. Business

Conveners: Glenn Landram, Jon Baumunk & Dion Gouws
July 9-10, SEM2 A3109

The Business Summer Institute will focus on three goals of Business/Entrepreneurship curricular planning: (1) create paths of study for a business curriculum, (2) address and develop the key learning objectives for the areas of study typically falling under a business curriculum, and (3) discuss how entrepreneurship should fit into a business curriculum.

Many students will need knowledge of business and entrepreneurship after they graduate, though few formally study these topics at Evergreen. Faculty members teaching in these areas report that the current curriculum does not consistently prepare students with the fundamental skills and knowledge needed to develop business plans or do similar advanced work. This institute is to provide some consistency in our student's preparation.

6. Food & Agriculture

Conveners: Prita Lal & Sarah Williams
July 13 and 20, Organic Farm

The Food and Ag Path of Study faculty and staff would like to continue to make progress on the activities and ideas we identified in our Pathway proposal and our Enrollment Recovery Initiative. Specifically, we want to address equity in our campus food and ag curriculum within the context of national and global inequities in the food system, link theory with practice in our multi-program curriculum through on-campus practicums on the farm, and enhance our community-based service learning opportunities in ways that connect Evergreen students with local and international internship, apprenticeship, and field study opportunities. We have met with representatives from GRuB and Freedom Farmers to explore a more robust path for at-risk high school students in community farm programs to enter Evergreen through SPSCC's remediation program. Other agenda topics for a summer institute include a summer break immersive farming intensive for unrepresented student populations, the curricular collaborations planned with new entrepreneurial studies faculty member Dion Gouws, the recent award of CEC funding for new solar heated greenhouses on the roof of Lab 2, and the support of the farm's NOVIC field trial of tomatoes, which has been awarded a SURF student for summer but needs collective support for spring and fall activities. Additionally, members of the Food and Ag Path of Study recently explored exchange opportunities with an agricultural college in Wuyishan China. We would like to work on moving forward with the MOU reached, which includes figuring out how to host faculty visiting from Wuyi over the next several months.

7. Sustainability & Justice Visioning: Pathways of Study & Curricular Area Teams

Conveners: Karen Gaul, Savvina Chowdhury & Paul McMillin
July 31, SEM2 A3109

The Sustainability and Justice Planning Unit made significant progress with a few Paths of Study last year. But that work is not finished. New curricular structures—Curricular Area Teams (CATs)—invite us to cluster pathways under a CAT umbrella. We want to come together to envision whether and how to shift from the Planning Unit into the CAT framework. We also want to consider building a Sustainability and Justice Pathway of Study, and how other paths such as Food and Justice, LatinX, and Political Economy are linked and feed into one another. Additionally, some faculty have not yet landed in a clear pathway or pathways, and we can continue to think of those paths that are in early stages of development (there were some great suggestions for Integrated Health, for example). This is a critical and exciting time for doing work on curricular structures at Evergreen. We invite anyone who has interest in teaching in one of the existing pathways, or ideas for other pathways linked to the S&J framework, to join us.

Tentative Agenda:

- Familiarize ourselves with new Curricular Area Team structures, review frameworks for Paths of Study that have been developed, and revisit those that have been proposed but were not fully developed.
- Look over proposal for a Sustainability and Justice Path of Study, consider the sequence of programs for Intro, mid-level, upper level and capstone offerings (possibly drawn from other, related pathways)
- Think through the relationship between the various Paths of Study [potentially] under the S&J CAT umbrella.
- Consider tools to scaffold various levels of learning through all PoS, such as the Integrative Learning Value Rubric
- Collectively consider Five Year Plans for those present to start to build a map for the whole CAT.
- Discuss who might serve as Curators in the near- and mid-term future.

8. MES Core

Convener: Kevin Francis

August 7 & 8, SEM2 C3109

The MES core faculty would like to meet for a two-day institute this summer. Our institute has the following aims:

1) Create and refine curricular pathway: MES has an existing “pathway” in the form of a first-year sequence focusing on disciplinary foundations and academic skills and a second-year sequence focusing on thesis design and research. Creating a cohesive pathway across the quarters, with different faculty teams, requires substantial discussion and iterative planning between individual teams and the full MES team.

2) Create and refine curricular areas focusing on equity and inclusion: In the past our primary coordination has focused on creating solid progression of disciplinary foundations and academic skills. We are in the process of incorporating a similar coordinated focus for equity and inclusion issues specific to environmental studies and professional development:

- *Conceptualizing our Regional Environment (Fall, First Year):* Focus on 1) Native American history and sovereignty, indigenous ecological knowledge, and tribal natural resource management; and 2) environmental justice issues within local urban environments, especially Tacoma and Seattle.
- *Ecological and Social Sustainability (Winter, First Year):* Focus on 1) environmental justice issues within the Global South, especially as they relate to diverse pathways for economic and technological development; 2) climate justice issues across the Global North and Global South.
- *Research Design and Quantitative Methods (Spring, First Year):* Focus on developing case studies and data sets that highlight specific environmental issues from an equity lens.
- *Case Studies and Thesis Design (Fall, Second Year):* Focus on developing and refining knowledge and skills that promote a more equitable and inclusive workforce (e.g., cultural literacy, organizational change, collaboration and partnership across diverse communities).

3) Promote a smooth transition between MES faculty teams: Two veteran MES faculty (Erin Martin, Ted Whitesell) will be rotating into the undergraduate curriculum next year. Two long-term Evergreen faculty (Tyus Smith, E.J. Zita) will be joining MES for the first time. We would like to spend at least one day with all of these faculty present to collaborate on the broad framework for this curriculum.

9. Moving Image Group

Conveners: Laurie Meeker & Ruth Hayes
August 7 & 8, COM 320

We propose a two day institute for Moving Image Group Faculty and staff. We envision from one to one and a half days for faculty to work in an intensive, concentrated way around reconfiguring the curriculum for our foundational program, Mediaworks, along with a deeper discussion of the ways in which we support advanced work through the upper division program and media internship program. Our discussions will involve the need to align our pedagogical strengths with the ways in which we teach film history and theory, media studies, documentary, experimental works, and animation with an eye to better integrating new media, community media, popular culture, and moving image in relation to visual arts. We would also touch base about the ways in which we have contributed, and will participate in Core, lower division, and broader interdisciplinary programs. This work would include visioning and updating our "pathways documents" and web presence. We would also like to invite media staff to join us for at least half a day (or up to a full day, depending on scheduling and availability) for team building and discussions on the scope of staff work, faculty-staff support of the curriculum, as well as a coordinated approach to our curriculum documents and web presence.

10. Environmental Studies (ES) Paths: Past, Present & Future

Convener: Gerardo Chin-Leo & Erik Theusen
August 20-21

The purpose of this summer institute is to examine past and present ES programs to identify strengths and existing paths from introductory to advanced offerings as well as connections to paths in other planning units. Based on current staffing and expected resources we will use this information to:

- Develop and update the path of programs and courses, research / capstone opportunities, incorporating high impact practices and other appropriate changes.
- Review the 5-year teaching plans of faculty and determine how they fit into an ES pathway and/or contribute to other paths of study
- Share examples of best teaching practices
- Incorporate ideas for innovative program structures for foundation and advanced programs
- Identify resources required for developing a strong path of study and how to best acquire and allocate them
- Discuss the use of the campus resources to support long-term field studies and the role of ES in advising future campus development
- Develop a consistent model for Introduction to Environmental Studies (IES). IES has offered a combination of natural and social science; can we continue this model with the small numbers of social scientists in ES?
- Share and develop effective strategies to address inclusivity and support diverse learners
- Develop ways in which the ES path of study can be effectively communicated by the web team

11. Political Economy

Convener: Savvina Chowdhury
August 27 and August 31, SEM2 A2109

Summer institutes over the years have been one of the few times in the year when those of us loosely affiliated under political economy at the College have been able to gather to discuss new developments in the field, and to get to know one another and learn about each other's work. PE summer institutes have helped us to build a sense of community, nourish relationships to fuel team-teaching partnerships, foster cross-disciplinary learning, keep abreast of new theoretical developments in our field, as well as develop a consistent path of study on political economy for our students.

12. Social Inquiry & The Humanities

Conveners: Stacey Davis & Kathleen Eamon
August 30, SEM2 A2109

The Social Inquiry and the Humanities (SI&TH) Path of Study has formed in order to ensure that Evergreen students have access to, and guidance through, a progression of repeating "foundational," "intermediate," and "advanced" programs to help them develop the skills required to support

advanced work in the social sciences and the humanities. At the SI&TH institute, we will articulate our shared expectations about advanced work in these areas and work from there. We will also include reference to the six expectations (as our link to Evergreen's institutional pedagogical commitments) to develop our specific shared expectations for the rotating "Introduction to the Humanities" program. We will begin to sketch out what repeating opportunities will look like for senior thesis work, the possibilities for an honors thesis, and link all of that work to questions of depth, synthesis across modes of inquiry, and skills in communication. We will ask what equity and inclusion look like in the social sciences and the humanities, both in terms of practices and curricular content. Finally, we will talk about what hires will be needed to keep the area vibrant and plug current holes, models for keeping interdivisional work alive and the pathway from becoming too focused in any one direction.

We invite any faculty and staff interested to work with us this summer on the following goals:

- Outline our path's standards & shared commitments in relation to the six expectations
- Sketch a model for exploratory and introductory work, both within our division and across divisions
- Map out our path's relationship to "neighboring" paths and our broader interdisciplinary commitments, including First Year Experience
- Plan community-building and advising functions for the coming year
- Integrate an equity and inclusion framework into our shared syllabus development, our outreach, our community development, and our advising practices
- Begin developing "student-facing" presentations of our Path for web, syllabi, and other functions

13. Native Programs

Conveners: Kristina Ackley, Tina Kuckkahn-Miller & Yvonne Peterson
September 4-5, Longhouse 1007 A

This institute builds on the strengths and develops a strategic plan for our programs (Native American and World Indigenous Peoples Studies, Native Pathways Program, Longhouse Education and Cultural Center, MPA-Tribal Governance Concentration, and the new Native Student Success Program). We will work in particular to prepare students to meet two of the *Six Expectations of an Evergreen graduate*: "Participate collaboratively and responsibly in our diverse society," and "As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning." We take equity pedagogy, interdisciplinarity, and helping students move from theory to practice as important frameworks in developing this institute.

Native Programs offer academic work designed to include learning opportunities and advanced degrees dedicated to preparing people for leadership positions in Indigenous nations in a variety of fields that help maintain Native sovereignty and culture. Students have the opportunity to learn about nation-to-nation relationships between Indigenous nations and between Indigenous nations and colonial nations like the United States as well as government-to-government relationships between Indigenous nations and state governments.

The Native Programs faculty and staff work to develop empowering pedagogies that support indigenous students' connection to their own communities and enhance the recruitment and retention of Native students. Programs are designed to help non-native students to build respectful relationships with Native nations and indigenous communities on reservations and in urban areas.

As a group we plan on identifying our current curricular and co-curricular offerings and work toward providing coherence to our offerings, given that we serve both undergraduates and graduate students, work with a public service center, and also work in recruitment and retention. We will highlight the extraordinary work of students and alumni, with an aim to more clearly define our web presence and language for external publications.

14. Latinx/Latin American Studies & ELL Education

Conveners: Grace Huerta, Maria Isabel Morales, Alice Nelson, and Catalina Ocampo
September 4-5, SEM2 A2107

This summer institute seeks to bring together core faculty, affiliated faculty, and key staff members to discuss and update the "Latinx/Latin American Studies and ELL Education" path of study and strengthen interdisciplinary connections the path envisions. The Institute will explore how this path of study can help generate and make visible culturally relevant pedagogy for Latinx students, while offering opportunities for the campus at large to learn about and gain skills for working with Latinx populations in Latin America and the United States. In this sense, we will pay particular attention to the role that this path of study plays in helping students develop skills to "participate collaboratively and responsibly in our diverse society."

In the two days proposed for this Institute, we hope to review and update the pedagogical goals and curricular sequences presented in our pathway document, and to investigate how this path of study connects to other paths of study, including Writing and Native Studies. Day 1 will be geared towards core faculty and closely affiliated staff: we will work on fine-tuning the path of study in the context of the Strategic Plan drafted by the Standing Committee for the Retention and Recruitment of Latinx Students, Faculty, and Staff and the proposed Retention Program for Underserved and Undocumented Students, and consider how the path of study intersects with other divisions at the college (Student Support Services, Admissions, etc.). During day 2, we invite faculty and staff who see potential connections with this pathway, even if this isn't their primary area of affiliation: we will discuss connections to other paths of study and explore synergies between groups and divisions at the college that will allow us to achieve greater support for Latinx students, students of color, and underserved students on our campus overall.

15. Evergreen Tacoma

Convener: Anthony Zaragoza
September 5-6, Rm. 105

16. Integrated Computational, Mathematical, and Physical Sciences (ICMaPS)

Convener: Krishna Chowdary
August 31 & September 7, SEM2 A2107

Faculty affiliated with the Integrated Computational, Mathematical, and Physical Sciences (ICMaPS) path of study (chemistry, computer science, geology, math, and physics) will work to refine and redefine our path. This will include: improving visibility of the path for students; discussion of learning outcomes; talking about the math preparatory program; integrating introductory computer science with other entry programs in the path; further brainstorming on tensions involved in meeting commitments to teaching in the path, interdivisionally, and in first year programs; and continuing our intentional work to create inclusive excellence in our math and science classrooms.