Teaching Practices at Evergreen

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Introduction

Since the opening of the college in fall 1971, faculty have been designing full-time, team-taught, interdisciplinary programs. The first programs were large, with five to six faculty members. Individual Contracts were also part of the curriculum from the beginning. Within a short time, faculty were offering "group contracts," which were often focused on one discipline and led by just one faculty member. Now it is becoming rare to have programs designed by more than two faculty, and yearlong programs are also rare. We have a Tacoma program housed in a beautiful new building, offering full-time programs during the day and evening, and we have the Reservation-based/Community-Determined program which meets in local communities and one Saturday each month at the Olympia campus. We now have Evening and Weekend Studies where we have half-time programs and a wide range of courses. Increasingly, students who usually attend during the day take some of these offerings because since fall 2002, they can enroll for up to 20 credits.

Importantly, teaching involves everyone at the college, we are *all* involved in educating. Many of our staff teach stand-alone courses, workshops within programs, and offer individual contracts. Others support that work. All contribute to the vitality of our community and all deserve recognition and respect.

The *Faculty Handbook* contains the policies governing our work as faculty, and is most easily located at www.evergreen.edu/policies/t-faculty.htm. With the retirement of the faculty who planned the college and those who taught in the first years, we are beginning to lose some of our honored oral tradition. This document follows other attempts at passing on good practices, such as the *Geoduck Cookbook or Program Planning Among The Evergreens, 1974, The Real Faculty Handbook,* edited by Jin Darney fall, 1997; *Evening and Weekend Studies Faculty Handbook* written by Russ Fox and Caroline Tawes and updated every year since 1996; and the *Core Faculty Handbook* compiled by Brian Price and Amy Betz in 2002. We expect to revise it periodically so please send us your comments. It will reside on the Academic Deans Web site at www.evergreen.edu/deans/home.htm.

I. Teaching and Learning Philosophy

Evergreen is rather unusual because we state our philosophy of teaching and learning in our catalogue and on our Web site, and we assess that philosophy at regular intervals. Our teaching is student-centered, which means we are interested in helping students develop a voice through critical thinking, and learn from each other through collaborative work. We believe students should be responsible for their learning and academic career at Evergreen. For this reason, we have no requirements of students beyond accumulating 180 credits for the liberal arts degree. (We do have a BS degree that requires 45 credits in upper-division science.) We also believe that faculty are co-learners in the sense that quite often in interdisciplinary work, we are learning concepts and practices of other disciplines along with our students.

As a result of accreditation studies (always a major self-assessment at the college) we have developed the **Five Foci of Teaching and Learning** and the six **Expectations of an Evergreen Graduate.** These follow:

While the Evergreen educational experience is different for every student and every faculty member, there are five pedagogical principles (known as the Five Foci of an Evergreen Education) that help structure our teaching and learning. These Five Foci are *interdisciplinary study, personal engagement in learning, collaborative learning, the connection of theoretical perspectives to practice, and learning across significant differences.* They should guide our thinking as we create both our overall curriculum and our program and course syllabi. The following is an overview of the nature and rationale for these principles.

The Five Foci

1. **Interdisciplinary Study:** Evergreen has always identified itself and been identified with providing an interdisciplinary learning environment. Interdisciplinary study can have several meanings, all of which are used at Evergreen. The first involves studies that move among or between several conventional academic disciplines: the fields of inquiry represented are those of conventional departments at other colleges. A second involves studies that draw upon several conventional academic disciplines and combine their information and techniques to solve complex problems or to undertake projects that require the collaboration of disciplines. A third involves studies that go beyond conventional disciplines and open new fields of inquiry, either not yet treated by conventional academic sub-units or not effectively explored via the traditional mechanism of disciplines.

   Interdisciplinary work has been central to Evergreen's pedagogy for several reasons. First, it integrates learning from several academic perspectives so students can work on the skills of analysis and synthesis. Interdisciplinary inquiry can also help students to move beyond a single position of truth or falsehood and learn how to contextualize their work on an issue or problem. Finally, we stress interdisciplinary work because it empowers students. Understanding and analysis of complex social and natural issues in the real world can include discovery of steps toward responsible personal and collective action.

2. **Personal Engagement in Learning:** This principle addresses a range of issues surrounding the relation of a student to his or her work at Evergreen. A primary goal is student empowerment-enabling students develop a capacity to judge, speak and act on the basis of their own reasoned beliefs, understandings and commitments. Students at Evergreen are required to make their own choices about their educational objectives and their courses of study. This is supported by the lack of institutionally-defined requirements for graduation, integrating studies into full- or half-time learning communities, seminars as a primary learning activity, and a narrative evaluation system that enables student and faculty work to judge and be judged on the basis of their unique experience and accomplishments. The intensity demanded by the structure of Evergreen programs creates a learning environment where students feel responsibly engaged with their faculty and peers. These learning communities also enable community experiences to be incorporated into the academic discourse. We try to create an arena within which students are compelled to engage in active creation, expression and development of their ideas—both individually and

collectively. Evergreen faculty work hard to develop and maintain learning environments that reinforce student engagement because it is understood that such engagement is central to creative and socially responsible learning and action.

3. **Linking Theoretical Perspectives with Practice:** Linking theory and practice is a central piece of Evergreen's rhetoric and method. In its most general sense, this focus refers to opportunities for students to formulate theoretical understandings through applied problem solving. More specifically, this is often accomplished through small group assignments, community-based projects or internships. For some fields of study, exploration of how knowledge is used in the world is related to the study of its theory. For example, a science program may include both the development of a scientific principle and its ethical and political ramifications. This connection of theory to practice also reflects Evergreen's fundamental commitment to a vision of education that emphasizes effective participation in citizenship. As John Dewey, Paulo Freire and others have shown us, engaging in dialectic between theory and practice provides students choices in understanding the world and in finding personal and collective strategies of responsible action. Like interdisciplinary study, the linking of theory and practice helps students place their growing knowledge in a more complex and realistic context.

4. **Collaborative/Cooperative Work:** A capacity for creating and sharing work within a context of respect for individuals and their diversity of perspectives, abilities and experiences is a central motif in all Evergreen studies. The emphasis on cooperation within the context of community is pervasive at the college. We try to model collaborative problem solving and work skills in our governance structures and in our team-teaching. In our programs and courses, using seminars and group discussions as our primary learning environments supports these goals. Beyond the seminar, most programs also use one or more of the following activities: collaborative group projects, shared critiques of writing and artistic work, the use of innovative laboratory experiences, and the use of workshop learning structures, which require small-group writing and discussion.

    At Evergreen we believe that cooperative and collaborative inquiry is more conducive to the creation and acquisition of knowledge than is competition. We recognize that a significant proportion of what people learn in college is learned in the process of explaining, discussion and creating understandings with others. Individualized narrative evaluations enable us to address each student's accomplishments and progress without comparing them to others. Thus, the community, the teaching philosophy, the classroom experiences and the evaluation process are all designed to support collaborative work.

5. **Teaching Across Significant Differences:** Evergreen is committed to diversity because we believe strongly that our students' educational experiences are enhanced and their lives enriched in a multicultural environment. Within academic programs and outside them, Evergreen faculty and staff work with students to create a welcoming environment, one that embraces differences, fosters tolerance and understanding, and celebrates a commitment to cultural, ethnic and racial awareness.

We believe that the attitudes, behaviors and skills needed to overcome intolerance and to create healthy individuals, communities and nations begin when people engage in dialogues that cut across ethnic, cultural, class and lifestyle differences. Seminars, collaborative projects, individualized evaluation of students' progress and opportunities to work, both on campus and off, with people who have different world views, ethnic or class backgrounds, and life experiences are the foundations of teaching and learning at Evergreen-and all promote what we call "teaching and learning across differences."

We put our ideas about diversity into practice in many ways. There is a wide variety of student organizations working on issues of justice and cultural expression and a diverse faculty and staff. Primary texts and guest lectures by scholars and activities from different ethnic and cultural communities are employed and field trips and community projects are designed to engage students and faculty in dialogue with diverse segments of our communities. Internships with social change organizations, support services for students of color and study abroad opportunities that include immersion in local culture, and reciprocity of learning and service, further our commitment.

Expectations of an Evergreen Graduate

1. **Articulate and assume responsibility for your own work.**
    A successful Evergreen graduate will know how to work well with others, not only in the workplace or social contexts, but as an active participant in the struggle for a more just world. You will assume responsibility for your actions as an individual and exercise power responsibly and effectively.

2. **Participate collaboratively and responsibly in our diverse society.**
    A successful Evergreen graduate will understand that by giving of yourself you make the success of others possible. A thriving community is crucial to your own well-being. The study of diverse worldviews and experiences will help you to develop the skills to act effectively as a local citizen within a complex global framework.

3. **Communicate creatively and effectively.**
    A successful Evergreen graduate will know how to listen objectively to others so as to understand and accept a wide variety of viewpoints. By developing a genuine interest in the experiences of others, you will learn to ask thoughtful questions, to communicate persuasively and express yourself creatively.

4. **Demonstrate integrative, independent, critical thinking.**
    A successful Evergreen graduate will have the ability to appreciate and critically evaluate a range of topics across academic disciplines. As you explore these disciplines, you will develop a greater curiosity toward the world around you, and its interconnections, that will enhance your skills as an independent, critical thinker.

5. **Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.**
    A successful Evergreen graduate will understand the importance of the relationship between analysis and synthesis. Through being exposed to the arts, sciences and humanities, and coming

to your own critical understanding of their interconnectedness, you will learn to apply appropriate skills and creative ways of thinking to the major questions that confront you in your life.

6. **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.**
    A successful Evergreen graduate will be able to apply the personal frame of reference you develop as a result of this unique education in order to make sense of the world. This understanding will allow you to act in a way that is both easily understood by and compassionate toward other individuals across personal differences.

II. Curricular Offerings

Our undergraduate curriculum is organized by Planning Units: Culture, Text and Language; Environmental Studies; Expressive Arts; Native American and Indigenous World Peoples Studies; Scientific Inquiry; Society, Politics, Behavior and Change. The coordinators of these planning units, PUCs, lead discussions about the curriculum and meet regularly with the dean of the undergraduate full-time curriculum. (Evening and Weekend Studies is a planning unit as well, and it meets with the dean of Evening and Weekend Studies.) An explanation of the types of offerings follows:

A. **Coordinated Studies Programs (or just programs):** These can be full-time (16 credits) or half-time (8 credits) if they are listed in Evening and Weekend Studies.

    1. Core programs are designed for first-year students, but faculty do sometimes admit more advanced students. These are often cross-divisional (divisions being arts, humanities, science, and social science) and have lower faculty-to-student ratios. They usually provide ways for students to learn how to read carefully, write expository prose, think critically and gain an understanding of the resources the college offers.
    2. All-level programs admit a certain percentage of first-year students and admit all other levels of students. The guiding principle is that all students can contribute to the program work, and that they can learn from each other through structured collaborative work-not just the disciplinary content, but also ways of learning through the modeling more advanced students provide.
    3. Entry-level programs are designed to introduce students to the topics of study in a planning unit (our interdisciplinary version of departments).
    4. Advanced programs generally admit upper-division students and others who feel they can do the work.
    5. Half-time programs are offered in Evening and Weekend Studies, and are generally all level.

B. **Group contracts** are taught by only one faculty member and therefore often focus on narrower topics, and they are often interdisciplinary within a division (e.g., a theme involving history and literature and philosophy). Many people now refer to these as "programs."

C. **Internships and individual contracts** are opportunities for students to do advanced work on an individual basis. "Contracts" are negotiated between a faculty member and a student for one quarter (a longer time period if the student studies abroad). Internships allow students to work in an organization or business with or without an academic component. All faculty and staff who would like to teach in this mode must participate in a workshop with the curriculum dean before receiving a sponsor number (necessary for the contract form). If you are teaching in a program and have 20–25 students in your seminar, then you are not expected to sponsor contracts or internships, nonetheless some faculty enjoy working with advanced students in this way. There is a "contract pool" that full-time faculty may join for one or more quarters. If you choose this mode, you only sponsor contracts and do not teach in a program.

D. **Courses** are taught in Evening and Weekend Studies and in summer. Generally, adjunct faculty, staff and regular faculty assigned to Evening and Weekend Studies teach courses; other faculty are assigned to full-time programs or the "contract pool." Faculty assigned to this area of the college offer half-time interdisciplinary programs and a range of courses.

E. **Graduate programs:** Regular faculty can rotate into the masters' programs: master of public administration, master of environmental studies, master in teaching. These are two-year programs and some of the offerings in the MPA and MES programs are open to undergraduates if there is space.

F. **Extended Education:** We are in the planning stage at this time (spring 2003), with a pilot set of offerings prepared for July. If this concept is accepted, the college will begin offering courses needed by groups in the region for professional development or certification, such as teachers, counselors, managers.

III. Team-teaching

Team-teaching is part of the tradition established by the founding faculty. There are at least two ways of creating a team: generating ideas for programs with people you know or approaching people you may not know well or at all with a question, theme or problem you would like to work on.

The size of the college makes it hard to know the entire faculty, so it is important to chat with colleagues in your building, in faculty meetings, at retreats; and to engage in the work of DTFs. The latter will provide you with a collaborative setting that continues over time to solve a problem—much the same function of a faculty team.

Faculty contribution by Don Finkel: Coordinated Studies are designed not to teach subjects per se; they are designed to promote inquiry. They are an ideal teaching mode to help faculty get out from under the impossible burden of adequate coverage—because in a Coordinated Studies program there are, ideally, no subjects to be covered! Rather there is a question to be addressed or a problem to be investigated. Faculty will help students learn to use whatever methods are germane to investigating the problem and whatever background knowledge might be necessary, and this knowledge and these

methods may well derive from traditional academic disciplines (though they might well not) but the disciplines are useful only in this way, only as a means to an end, not as subjects-to-be-covered. (*Real Faculty Handbook,* 1997)

IV. Covenants and Syllabus Design

Writing a clear syllabus and covenant for your program or course will give you the foundation for a great teaching experience. At Evergreen we routinely provide students with two documents at the beginning of the quarter: a *syllabus* and a *covenant.* Working students, particularly, need detail and clarity of schedule, assignments and expectations so they can fit their studies into their busy lives.

A syllabus includes information on how to contact you, an elaboration of the program topic, theme or content focus, and a weekly schedule of classes, readings and assignments. Don't forget to schedule time for a faculty seminar and business meeting. Written into the schedule, these events give students a sense of your work. It is a good idea to include the learning expectations or objectives that you will be addressing in evaluating students.

Covenants are written agreements that clarify responsibilities and expectations for both students and faculty. If you are team teaching, writing a *faculty covenant* defines expectations agreed upon by team members and clarifies responsibilities that may be divided up—such as budgets or field trips. A *program/course covenant* clarifies expectations faculty and students have for each other. Topics typically included are listed below. Besides the covenant, there are two policies that govern teaching and learning at Evergreen: the Social Contract and the Student Conduct Code grievance and appeals process. Refer students to the online *Advising Handbook* (from the Academic Advising office) for information: www.evergreen.edu/studenthandbook/

Please remember to send a copy of your syllabus and covenant to Debbie Waldorf (full-time curriculum) or Caroline Tawes (Evening/Weekend Studies curriculum) at the beginning of the quarter.

Covenant Topics

1. **Learning Objectives:** Identify the concepts, skills, levels of understanding or expectations of accomplishment you will help student attain. For example, *Students will learn aesthetic theories relevant to photography, learn and apply technical skills in photography, and learn to critically evaluate their own and others' photographs.* Use verbs such as *identify, demonstrate, analyze, develop (understanding, competence)* and *collaborate.*

2. **Student Responsibilities:** These typically include attendance at all program activities (with notification of expected absences), preparation for class, respect for divergent opinions or experiences, timely submission of assignments, submitting original work and engagement in seminars, workshops or other collaborative work.

3. **Requirements for Credit:** Indicate whether partial credit is possible, and under what conditions. Remember that we do not refer to grades or percentages in our evaluations of students.

4. **Faculty Responsibilities:** Typically, we acknowledge that we are responsible for preparing program activities and assignments, attending regularly and on time, and assessing and returning student work in a timely fashion. If you are working with a team, you agree to divide the workload equitably in your faculty covenant. These also include commitments to evaluate students in similar fashion, to participate in faculty seminars and planning meetings, and to evaluate each other for your teaching portfolios.

5. **Civility:** Students and faculty agree to conduct themselves in a civil, respectful fashion. If a member of the program, whether student or faculty member, has a grievance against another, his/her first step is to discuss the problem with the specific individual, then, if the matter is unresolved, discuss it with her/his seminar leader. If the matter is still unresolved, discuss it with the faculty team, and finally your dean, who will consult with all concerned parties. More formal means of resolving problems are spelled out in the college grievance and appeal processes.

6. **Plagiarism:** Define plagiarism and explain that students risk losing credit if you find they have plagiarized. You can refer to the definition in the online *Advising Handbook.* This is particularly important to emphasize now that many students do their research on the World Wide Web and cutting and pasting is so efficient. Our Faculty Reference Librarians and Learning Resource Center Director Sandy Yannone are good sources of assistance regarding plagiarism questions.

Faculty seminar and business meeting: In an interdisciplinary team, it is important to make time to discuss the texts you will be using for seminars. Not only is this a good time to hear from the person who proposed the text, but you have time to seriously discuss the ways the text interrelates with the program themes. This time with colleagues is a treasured time that will help you in your own learning and discovery processes. It also helps prepare you for the seminar with your students.

The business meeting may not need to occur each week, but it is useful to discuss budgets, speakers, field trips, changes to the schedule and problems with students. Keeping it separate from the faculty seminar is important.

V. Writing Across the Curriculum

Since the beginning of the college, the faculty have supported the notion that a liberal arts graduate must be able to write competently. We teach writing across the curriculum, in part by giving writing assignments in all programs. These can be expository essays, creative pieces, journal writing, research or scientific papers, etc. Sandra L. Yannone, Director of the Writing Center, has written the following piece to help faculty think about teaching writing:
The Essentials to Teaching Writing Well at Evergreen or *How to Get a Ph.D. in Composition Theory Without Setting Foot in an English Department*

I often consult with faculty teams to assist them with shaping and honing the types of assignments and ways for students to produce their best work while completing these assignments. I'm impressed with the importance faculty place on writing, and yet I understand that for many, teaching students to write well remains a constant challenge. And why not? Prior to coming to The Evergreen State College, many faculty have never received instruction on how to teach writing in their chosen fields.

However, you possess valuable experiences with writing through your rich academic and professional career. The foundation for teaching writing well rests within your past writing experiences, and as much as I believe every person can learn to write, I believe you are capable of teaching writing.

Writing is a learning process and so is the teaching of writing. I've been teaching composition for almost fifteen years, and I'm still learning because each writing assignment and each writer bring an infinite number of approaches.

The following represent my best practices, particularly for teaching writing on a faculty team:

A. During the planning stage

1. **Talk with your team about successes and challenges you've had with teaching writing.** What assumptions do you bring to this part of teaching? What strengths? Sharing these truly will help clarify the types of writing you might ask students to do based on your experience with writing. You also can encourage each other to overcome any fears or frustrations you have when teaching writing since one of your frustrations may be a colleague's strength. However, you won't know unless you talk!
2. **Share writing with each other.** How do each of you approach your own writing? Talk about your individual writing process. Be overt about establishing what each of you defines as good writing. Where do you differ? How can you use this knowledge to reach some consensus on how you will approach assignments for your program? What's realistic for the types of students you think you are teaching this quarter?
3. **Determine the types of writing you might assign and the purpose for the writing.** Write paper assignments carefully. Often faculty assign one kind of writing that won't produce the intended results for the writing. I can be a good resource to help you with these decisions.
4. **Create a syllabus that scaffolds the writing process.** Students will produce better writing if they are encouraged to brainstorm, draft, revise, edit and proofread in discrete pieces. They also are much less likely to have the opportunity to plagiarize. If your students will work weekly with tutors in the Writing Center, you should offer a suggestion for a goal for each session and place this in your syllabus.

B. During the Program

1. **Begin each quarter with a writing assessment.** I always ask students to write a letter to me about their history as readers and writers. What are their fears and frustrations with writing? What challenges them? What thrills them? What are the best conditions for them to produce their best writing? What was the worst experience they had with a teacher around writing? What was the best? I'm very clear with students that knowing this information will help me understand each individual writer. It can also help your team develop realistic goals for improvement for each individual writer.

2. **Create a community standard or rubric for assessing writing.** With great success, I've gone into programs and facilitated a conversation between faculty and students about what are the expectations for a particular writing assignment. Again, you and your students are breaking down assumptions you bring to the program. The list you generate becomes the criteria you use to assess drafts and evaluate final writing products.

3. **Have a conversation about plagiarism with your program.** The Writing Center offers a workshop on how to avoid plagiarism. If students are doing research, show them how to document sources using the style you prefer in your profession.

4. **Encourage your students to meet with a Writing Center tutor early and often.** The tutors have received training on how to tutor all phases of the writing process. They have embraced fully the value of breaking the writing process down and can help students plan their writing to produce stronger writing.

5. **Use program peer review and student self-assessment.** Employing these tools, you can increase students' ability to critique their own and others' writing and cut down on the time you need to read papers and comment. The Writing Center offers a workshop on how to peer review effectively, and I have included a self-assessment tool, "the Author's Note," that I have used with great results over the years.

6. **Have a least one face-to-face conference with your students to discuss their writing.** You'll be amazed how much information you can share with students about their writing in a 15-minute conference. While it's time consuming, you will save the time you'd take to write on their papers. In addition, you will have a real-time interaction.

7. **Read a paper and assess it as a faculty team to see how each member applies the rubric before you read your seminar's papers on your own.** Consider the types of comments you make on student papers. Early in my teaching career I was fortunate to read an article by composition theorist Nancy Sommers about how students process written feedback on their papers. Her article revolutionized the way I comment on papers and allowed me to cut my time in half. Also consult the handouts on higher- and lower-order concerns.

8. **Ask students to produce a portfolio of all their writings at the end of the quarter including all draft work, final versions, self-assessments.** Review the entirety of their work to see progress over time before you write their narrative evaluations. Encourage students to review their portfolio before they write their self-evaluation. When students can produce all their work product, I feel more confident that students have not plagiarized.

9. **Marvel at the wonderful ideas your students have shared with you!**

VI. Field Trips

The *Faculty Handbook* has the policies covering field trips. Section A has the field trip policies and procedures, Section B has planning tips.

A. Field Trip Policies and Procedures

Field trips are part of many students' education programs. They provide opportunities for connecting theory and practice, and for experiencing the physical and social realities that are the subject matter of Evergreen programs. As a part of our educational program, we must take steps to foster field trip safety while at the same time recognizing that there are inherent risks in many

activities and significant levels of personal responsibility that each student must assume for him/herself.

Travel: As our travel policy makes clear (Sections 8.100 and 8.200 of the *Faculty Handbook*), it is the Academic Program's responsibility to offer travel to students on field trips through the use of motor-pool vehicles and authorized drivers.

Overseas Studies: If programs involve overseas travel or field studies, faculty must work within the guidelines specified in Section 7.400 of the *Faculty Handbook* and students must complete, sign and submit a *Study Abroad Waiver, Release and Indemnity Agreement and Study Abroad Emergency Contact Information form* prior to commencing travel. See Appendix A.

Field Trip Safety: The degree of concern about safety in the field will vary widely with the extent of inherent danger involved in the activity and with the students' familiarity with the conditions and environment they are confronting.

Students should understand their responsibility for safety-related concerns on field trips. In particular students should:
• understand the objectives and limits of the field trip
• make any medical, physical or emotional concerns known to instructors
• share information affecting safety with their parties or team members

Faculty should consider what safety related actions or limits might be appropriate for particular field trips. When it is clear that a program activity will involve inherent and unavoidable risks, e.g., mountain climbing, cycling, rafting, sailing, Challenge Program, or wilderness hiking, students must read carefully and sign a *Field Trips Release* waiver form and a *Medical History* form acknowledging the fact that the program may involve special risks (see Appendix B). In cases where the risk of injury or accident is especially high, faculty must consult with—and obtain approval from—the Academics Risk Liability Committee, giving them adequate lead-time to make recommendations. For all other field trips of a more routine nature, faculty are urged to have students fill out and sign the usual *Field Trip Waiver* form.

To summarize, use the *Field Trip Waiver* form for field trips, and a *Medical History* form for outdoor activity field trips; and the *Study Abroad Waiver, Release and Indemnity Agreement and Study Abroad Emergency Contact Information* form for all travel abroad.

If someone shows up without a signed health or liability release form, the Faculty Trip Leader will not allow him/her to participate in the activity. **It is the trip leader's responsibility to ensure that each participant fills out the appropriate forms in a complete manner.**

In planning field trips and evaluating the risk (and consequent need to obtain one or both kinds of signed waivers from students), faculty might consider the following items:

1. Judge the experience level of the students against the conditions that it appears will be encountered if the field trip is undertaken.

2. Identify the objective of the field trip and provide any necessary basic instructions, maps, and information about destination and rendezvous times so that students can plan and make safety decisions in situations that they will confront.

3. Suggest basic safety equipment to student field trip participants and remind students that they should have this equipment before they are allowed to take part in the field trip.

4. Provide basic instruction, if necessary, for specialized equipment provided by Evergreen.

5. Encourage students to use the resources of Evergreen's Wilderness Center for equipment training and general safety orientation and the McLane Fire Department for first aid training.

6. Provide a level of direction or guidance on a field trip appropriate to the risk involved in the field trip. For example, an experience involving climbing or river kayaking might indicate the party should stay together at all times, a hike or snorkeling on a reef might be handled with a buddy system, and an exercise like plant identification in a valley could probably be done individually.

7. Consider a means to account for location of students on a field trip when this could be a significant concern.

8. Consider guiding the group's activity based on observation of the capability of the less able participants on the field trip.

Safety on any field trip is a shared concern of students and faculty. The faculty will make clear the parameters of the activity and provide opportunity for students to make informed judgments about their personal levels of comfort and safety. Where serious safety issues are involved, the faculty and students should put the physical welfare of the students before completion of the specific learning objective of the activity. Faculty are responsible for assessing the "degree of safety in the field" and to "consider what safety related actions or limits might be appropriate for particular field trips." In fall 2002, the Academic Risk Assessment Committee convened and is ongoing. One of its primary tasks is to assist faculty in making informed decision about field trip risks/activities.

B. Cell Phones

We now have six cell phones available for check out at Lab Stores and strongly advise you to carry at least one cell phone on your field trips.

C. First Aid

The college vans are equipped with basic first aid training kits. Faculty should verify the location and contents of the first aid kit prior to the field trip. Basic first aid/CPR training is imperative. The college will pay for the costs of this training; it may be obtained though the McLane Fire Department. Contact Robyn Herring, ext. 6111, or Jeannie Chandler, ext. 6402, to arrange this training. Our Human Resource Services Department sponsors quarterly training sessions.

D. Advanced Medical Aid Training

Faculty taking students on field trips to remote locations—or with more substantive risks—may need more advanced training. Wilderness First Responder (WFR) training is now provided by the college to faculty who take students on recreational or wilderness-based activities. This course is the industry standard for people who lead folks into the wilderness. This eight-day course provides a three-year certification. Contact Academic Dean Don Bantz, ext. 6777, if you are interested in this training. We intend to offer the WFR training program on-site during summer school, 2003.

As a result of the WFR training, faculty and the Science Instructional Technicians (SITs) put together an extensive first aid kit for Evergreen field trips. Personnel with current WFR certification may check out advanced first aid kits from Lab Stores. The SITs check and replenish these aid kits each time they are used.

E. Notification

Prior to leaving on field trips, please remember to leave a contact number where you can be reached while you are on the field trip, a class list and an itinerary with the program secretary, with a copy to Police Services.

Motor Vehicle Travel: Motor vehicle travel constitutes the greatest risk of accident in most field trips. Statistically, more people are injured in outdoor program vehicles than in any other single accident category. Added to the normal risks associated with today's highway travel is the fact that our activities necessitate the use of large vehicles on narrow, winding and poorly surfaced back roads. Accordingly, all operation and maintenance of program vehicles will be in compliance with existing laws, The Evergreen State College Motor Pool Policies and Procedures, and the precautions outlined herein.

Safety Policy:
- only Evergreen employees—or students who have passed the Motor Pool Van proficiency driving test—may drive
- all vehicle operators must be licensed
- operators must comply with existing laws of the state
- operators must have passed the Motor Pool test
- **vans never exceed 55 mph**
- when backing up, it is the driver's duty to ensure that a spotter is behind the van watching for obstacles; if an accident occurs while backing up, the driver will be held accountable (this is due to the fact that most accidents occur while backing)
- van use is restricted to Evergreen Field Trip business

Considerations:
- all passengers should remain seated and wear seat belts while the vehicle is in motion; ensuring seat belt use is the duty of the driver
- after using the vehicle, it is the responsibility of the Trip Leader to see that all trash is thrown away

- scuffling or horseplay while riding in any vehicle is prohibited
- report any vehicle problems as required by Motor Pool
- hitchhikers shall not be picked up
- drinking alcoholic beverages or using drugs is prohibited at all times
- when driving in the desert, check tire pressure often for overheating—release extra pressure as appropriate

F.   Accident Reports

Evergreen's Illness and Injury Report is appended or is accessible online at www.evergreen.edu/facilities/workunits/environmental health safety/accidentreport.pdf.

Fill out an Injury and Illness Accident Report form whenever:
- a medical problem has a significant effect on a participant's experience. This can be either illness or injury
- a student or employee receives medical attention from someone other than the trip leader
- an incident reveals a potential safety problem that we may need to address

G.   Emergency Administrative Procedures

The Faculty Trip Leader is responsible for notifying the provost's office and/or Police Services of any emergency or potential emergency—serious injury, extensive property damage, death, etc. The trip leader is responsible for reporting the incident as soon as possible to the local sheriff. He or she should be prepared with a brief, factual statement of what happened; avoiding speculations until a complete investigation is undertaken. Refer further questions from the media to the sheriff's department.

The College Relations spokesperson will be responsible for (1) gathering all the pertinent facts and preparing a statement, (2) calling the appropriate officers of The Evergreen State College and informing them of the emergency and (3) coordination/dissemination all of the incoming information to Evergreen officials and other appropriate sources. No one, including the spokesperson, will release any information identifying responsibility for an accident without first consulting legal counsel.

Refer to Appendix B for the *Field Trip Procedures* and *Liability Release* forms, and Appendix C for the *Field Trip Planning Tips.*

VII.   Research & Human Subjects Review

Many faculty include a research project in their programs as an essential component of the work. The end result could be an oral presentation, a poster session or a large paper. The key is organizing your syllabus so that students understand the research tools available to them. Reference librarians can teach workshops on research within the library, and you will need to provide resources on the citation system you want students to use (available in the Writing Center or on the Internet).

If you want students to survey or interview a group of people, please inform yourself about our Human Subjects Review (HSR) process. Our policy is that any time a researcher is gathering information or opinions from people (human subjects) for a study, that researcher needs to complete a HSR application. Students creating a documentary may also need to submit an application. Some science projects will require an application if they involve invasive procedures. The application is available online on the deans' Web site (www.evergreen.edu/deans/home.htm) and outside Amy Betz's office in the deans' area. You can write an application to cover your class for a quarter if there are numerous small projects, but we generally recommend that students learn about this process and complete it themselves as part of their learning.

VIII. Teaching Resources

These are a few of the resource centers available to you. Some areas provide workshops, others, like the Longhouse, have their own activities that may coordinate well with your program activities.

- Computer Center workshops, Julian Pietras, assistant director, Academic Computing
- Library tours and Library research workshops, faculty librarians
- Longhouse Activities, Laura Grabhorn, assistant director
- Media workshops, Wyatt Cates, Media Services manager
- Photography workshops, Steve Davis, Martin Kane, Hugh Lentz
- Qualitative Reasoning Center, Allen Mauney, interim director
- Performance Space (Communications Building), Chris Yates
- Writing Center, Sandra Yannone, director

IX. Secretarial Support to Your Program

Each program is assigned a program secretary and each secretary helps an average of 40–60 faculty members. Needless to say, these folks cannot be personal secretaries. Each program secretary office has ways of operating so that they can do everyone's work. For example, they may ask that you request copies needed for your program two days in advance. Their major task each quarter is to put the evaluations you write of students onto the proper forms and keep records of those evaluations and contracts for each faculty member. For that reason, it is best to e-mail your evaluations of students to your program secretary. Check with your secretary for preferences in how this is done.

X. Nuts and Bolts

A. Desk Copies & Textbooks

As a member of the faculty, you are entitled to desk copies of texts you'll use in your class. Some publishers also provide free inspection copies to assist you in determining if a particular book is suitable for your courses. You'll also need to order textbooks for your students through Wendy Sorrell (sorrellw@evergreen.edu) in the Bookstore as early as possible. Please see the Academic

Calendar at http://www.evergreen.edu/campuscalendar/ataglance.htm for textbook ordering deadlines. Order your desk copy through Penny Hinojosa (hinojosp@evergreen.edu). Wendy and Penny can take your orders in person or via e-mail. They must have the complete title, author, publisher, ISBN number, the number of texts you'll need and the title of your course or program. Late textbook orders result in huge mailing costs, so please be aware of the textbook order deadlines for each quarter. Please let Wendy know if you do not plan to have a textbook for your class.

B. Signature Authorization

If your class requires that students obtain a faculty signature before registering, they can get a signature form from Registration and Records for you to sign, or, if they plan to register via the Web, they can contact you to authorize their registration electronically.

C. Placing Items on Library Reserve

To place items on reserve in the library, take the items to the circulation desk and fill out a pink reserve information slip. Please allow 24 hours for processing except for the first two weeks of each quarter, when processing may take longer. Items on open reserve may be checked out overnight. Personal items may be put on closed reserve and do not circulate outside the library. Contact Wendy Ortiz, ext. 6580, in the Library if you have questions.

Some faculty place articles, etc. in the bookstore for students to purchase rather than putting these items on reserve in the library. Please keep in mind that students do not always purchase these items and any copies not sold at the end of each quarter are charged back to the program.

D. Classroom Space

You submit a space request in the spring and needs across the curriculum are then weighed, often months prior to the new quarter. Changes can be requested through Space Scheduling, ext. 6314, for daytime use, or through Caroline Tawes, ext. 6864, for Evening and Weekend faculty.

E. Special Classroom Needs

Sometimes you may want to show a video or have other lighting, sound or media support needs. If you are planning on these happening in the Communications Building, you must contact Jacinta McKoy, ext. 6074. For all other spaces, Media Services, ext. 6270, can help you with many of these functions. For instance, the new presentation and video equipment in the Lecture Halls and in the Library classrooms (1308, 1316, 1612) with audio and visual capabilities will require a brief proficiency lesson, so you must schedule this with Media Services before you are given a key to the equipment. If you'd like to just check out equipment, such as a projector or a TV/VCR combo, go to Media Loan in Library 2302. You will need faculty identification to check out equipment.

F. Office Space, Mailboxes, E-mail and Voice Mail

All full-time program faculty have their own offices equipped with a telephone and computer. Most of our adjunct faculty will share an office in Library 3223. There are computers, telephones

and desks in this room. You will have keys to this room and the mailroom next door, Library 3220. All faculty with an office on the third floor of the Library will have a mailbox in Library 3220.

All faculty should contact the Computer Support Center, ext. 6627, to set up an e-mail account. If you have a home e-mail account you would rather use, the Support Center can arrange for your Evergreen e-mail account to forward to your home account. Let them know if you want them to set this up.

G. Budgets

Faculty teaching in full-time or half-time programs prepare a budget in the spring prior to the year of their program. Final budget allocation for these programs occurs in the office of Academic Budget Dean Don Bantz. If you are teaching in a course, we allocate $50 per course per quarter. Please note that all requests of staff that require a course budget number must be pre-approved by Caroline Tawes, ext. 6864. To keep costs down, explore sharing speakers or films with other academic programs or with student organizations. Consider using a Web page, PowerPoint or overhead projectors or materials on reserve in the library to reduce your use of paper and photocopy charges.

Please also remember that summer school courses and programs have their own budgets.

H. Films

There are a couple of ways to order films for your course or program. First, you might want to check with our own Sound and Image collection in the Library. You can contact Jane Fisher at ext. 6090 for more information. You can rent films from off-campus through places such as Hollywood Video, but you'll need to use your own membership, pay the fee, and submit your receipt to your program secretary for reimbursement.

XI. Student Registration Information

Faculty may access program information through our electronic student system, Banner. Information available to faculty includes up-to-date program lists at any time, information about students in your program, and up-to-date waiting lists. In addition, faculty program coordinators are able to give "signatures" on the Web-for programs with a signature requirement or to override restrictions on your program (to allow a sophomore to register for an upper-division program, for example).

To use the Web you'll need an identification number and a PIN, and you'll need to complete online FERPA training—(the Federal Educational Right to Privacy Act, that guarantees student confidentiality). From then on, you'll have access to enrollment information for each academic program you teach.

To access Web for Faculty:
You must complete the on-line FERPA training. Use the FERPA Agreement form link under Registration Instructions on the Evergreen Gateway page. If you are unable to do this on the Web, contact Andrea Coker-Anderson at (360) 867-6091 for the paper version. When FERPA training is completed, you will be given your new ID and PIN and can use the instructions on the Web site. Your program secretary will also have instructions.

As a faculty member, you have been assigned an Identification Number (ID) and a PIN. The ID begins with the capital letter A and includes an eight-digit number. Your PIN is your date of birth (mmddyy) or the last six digits of your ID. You will be asked to change your PIN immediately. Enter a six-digit number that you will remember!

If you cannot access successfully or forget your PIN, contact one of the following:
Registration & Records   (360) 867-6180
Academic Advising   (360) 867-6312

XII.   Writing Student Evaluations

A.   Evaluating Students

This part of your teaching is crucial both in terms of your methods for evaluating students and your timeliness in doing so. Each quarter we write evaluations of students and share them with the student in an evaluation conference. If the student is continuing in your program, you still write an evaluation, but not on the official form.

Throughout the quarter you should provide opportunities for students to understand how well they are doing in your class. We are concerned not with comparing students on a curve, but observing their individual development. That is why we write narrative evaluations rather than simply assigning grades. You might chat informally with students, give pop quizzes, a midterm or a major assignment. You may, as a result of your assessment, have a student who averages 95 percent on all assignments. Rather than only stating that fact, however, the narrative evaluation gives you an opportunity to identify new learning, particular skills, strengths or abilities, and challenges the student should work on to do even better.

By Evergreen policy, you must inform students in writing if, in the fifth week of class, you believe they may lose credit because they are not doing adequate work. Clearly, some students will do fine until week nine or ten, and then fail to complete crucial assignments. In that case, you will give no credit (equivalent to failing) or partial credit (you may reduce the number of credits a student receives). Please realize that when you give partial credit because a student has not completed some requirements, you may not address what the student did not do in the evaluation. The Student Evaluation form is a record of student achievement, so only discuss what the student learned.

It is important to keep good records of attendance, seminar participation, papers and other assignments completed. Some faculty use a grid of some sort or create electronic files on each

student. Once you have all the data you need, you should reflect on the learning objectives you had for your course or program. Ideally, these will be listed in the syllabus or covenant so they are not a surprise to students at evaluation time.

We require that all students write a self-evaluation. These self-evaluations can be printed on transcript forms and be submitted to the Registrar's Office as part of the students' transcript, or they can be in-house. Many faculty request that students provide their self-evaluations prior to evaluation week as they provide evidence you may need as you write their evaluations. Your covenant should be clear about whether you require that the self-evaluation be made part of the students' transcripts.

Faculty teaching in full- or half-time programs are expected to have individual, face-to-face evaluation conferences with each of their students at the end of each quarter. Students should bring their evaluation of you to this conference, or they can submit them to the program secretary, who will hold them until you complete your evaluations of them. Please note that you cannot require a student to submit his or her faculty evaluation prior to submission of your evaluation of the student.

Please keep your narrative evaluations of students very brief. Full-time faculty are expected to write less than one page per quarter for full-time work. Therefore, four-credit course evaluations should be about one paragraph in length. The best approach is to identify and address learning objectives rather than all the activities and aspects of your course or program. What, for example, are the three most important concepts students should have learned? How can you tell that this student reached a clear understanding of them? Usually a project, paper or presentation illustrates that learning.

B. Submitting Student Evaluations

You should give evaluations of your students to your program secretary on disk or via e-mail (the most certain mode). Usually they prefer that you label each evaluation separately with the student's last name. Please check on their preferences. They all ask that you submit all evaluations for a program at the same time rather than sending in a few at a time. They have an enormous responsibility of record keeping and they are constantly interrupted during evaluation week and afterwards, so respecting their preferences will help avoid mistakes. If several faculty need to collaborate on a student's evaluation, one person should be responsible for compiling the narrative for the secretary.

Here are some notes on writing an evaluation:

Faculty Evaluation of Student Achievement
There are three types of information about the student's work included on the official form:
    Course/Program Description
    Evaluation of Student Work
    Suggested Course Equivalencies

Description: Write a short (usually one or two paragraphs) description mentioning primary learning objectives (concepts, principles, skills, etc.).

Evaluation: As briefly as possible, describe the student's progress in meeting the learning objectives you mentioned above. You will not have space to address all of the work the student accomplished. Consider referring to some of the work as exemplifying the student's learning. When you write student evaluations, a good rule of thumb is to begin with a general descriptive statement of the student. For example, *Gail exceeded all requirements of this course and showed particular strength in facilitating collaborative working groups.* Or, *Glen met sufficient requirements for credit in this course, and showed, by her seminar participation and writing, that she is grappling with fundamentals of critical thinking.* Next, address the learning objectives in your course or program, using seminar, or project work, or an essay only as an example. *Ivan demonstrated a very solid understanding of the ways in which historians approach their work in his articulate oral history project.* Finally, consider indicating where you would place the student in terms of academic levels: *Jerry is well prepared for advanced work in linguistics.* Or, *Kerry needs more work in fundamental cellular principles before doing intermediate work in biology.*

Suggested Course Equivalencies: List equivalencies normally used in traditional colleges and universities (e.g., 4-qtr. hrs. 19th-century American History). College catalogues can be found in the reference section of the library if you need inspiration. Please do not use general categories such as social science or psychology. Instead, try to be specific, and break the credit down if necessary. Because credit equivalencies are a primary tool for discerning what subject areas we teach, please give credit for quantitative reasoning or art if students work in this area. Giving one credit per quarter in a subject area is quite acceptable if that is, in your judgment, equivalent to the learning that took place.

C. Incompletes

Some students do not complete their work. You have three choices at the end of the quarter: give reduced credit in their evaluation, give no credit (there is a form in your program secretary's office) or give an incomplete. You may allow up to one year for the student to complete their work, but shorter deadlines are usually more useful for you and the student. Remember that you are responsible for remembering that deadline!

D. Deadlines

You must submit evaluations to your program secretary within two weeks after the end of the quarter or you risk having your paycheck held! Submitting late evaluations may also affect your status as a faculty member in good standing. If you are not in good standing, you may be denied your professional travel, sponsored research award, sabbatical award or summer teaching opportunity.

XIII.   Advising Students

There are at least three types of advising you should expect to do: **academic advising** based on a reflective piece the student writes about his or her academic plan; **getting-started advising,** a short interview you conduct early on to learn the students' goals and potential stumbling blocks; **worrisome behavior advising** when you notice the student is missing lots of class, falling behind, having trouble or causing trouble in seminar.

A.   **Academic Advising** is important to do in winter quarter in order to help students create their own paths through our curriculum. Students should write a reflective piece on what they've learned and where they hope to go next based on the Six Expectations of an Evergreen Graduate. You can then help them decide what areas might be important to explore.

B.   **Getting Started or the 10-minute Interview** is a practice faculty member Susan Fiksdal uses. She asks three major sets of questions. First, what are your areas of strength in your academic work and what are the areas of weakness? Second, what are your specific goals in this program? Third, is there anything going on in your life I should know about that may affect your academic work? This is an essential question. Students may be struggling with alcoholism, the death of a close friend, their mother's ongoing radiation treatments for cancer. These were all responses she received when she asked this question for the first time in her core program in 1995. She was stunned by how many students had serious issues to deal with. She finds this is a good time to mention the counseling center and the regular drop-in hours. She also finds that this brief discussion creates an important interpersonal context for her interactions with the students.

C.   **Worrisome Behavior Advising:** If you keep good records of your students, including attendance, you will notice changes in their behavior early on. Taking some time to talk privately with a student before or after class can make a huge difference in the collaborative work in your program. The counseling center can help students with small problems like getting organized and big ones like drug use.

XIV.   Resolving Conflict

There may be times when you need to resolve a conflict and you need some help in doing so. Your program covenant should cover most situations, and the Social Contract (www.evergreen.edu/social.htm) is useful as an overall policy. There is also a Student Conduct Code–Grievance and Appeals Process. Generally speaking, if you have conflict with a student that you cannot resolve, we recommend a meeting with the student and the rest of the faculty program team. If the problem is still unresolved, the faculty member and student go to the academic dean. The dean will attempt mediation or direct you to the proper place for mediation. The dean can also help with conflicts within a team.

We have a conflict resolution officer for the faculty, a grievance officer for the students, and a mediation center, as well.

Conflict Resolution Process Matrix
On-campus resources for individuals in conflict

NOTE: The Center for Mediation is a resource for any of the conflicts described below. If a conflict may involve discrimination or sexual harassment, the President's Special Assistant for Civil Rights can provide assistance.

By ↓ About →	Student	Student Employee	Faculty	Classified Staff	Exempt Staff
Student	Faculty Grievance Officer Housing Staff	Student's supervisor Grievance Officer	Academic Dean	Supervisor	Supervisor
Student Employee	Supervisor Grievance Officer	Supervisor Grievance Officer	Supervisor Student Employment Coordinator	Supervisor Student Employment Coordinator	Supervisor Student Employment Coordinator
Faculty	Grievance Officer Academic Dean	Student's supervisor Grievance Officer	Academic Dean Faculty Grievance Process	Supervisor	Supervisor
Classified Staff	Grievance Officer	Student's supervisor Grievance Officer	Academic Dean	Union Representative Supervisor	Union Representative
Exempt Staff	Grievance Officer	Student's supervisor Grievance Officer	Academic Dean	Union Representative Supervisor	Supervisor
Community Member	Grievance Officer	Student's supervisor Grievance Officer	Academic Dean	Supervisor	Supervisor

Police Services: Questions of law or safety
Special Assistant for Civil Rights: Questions of civil rights, discrimination, harassment
First People's Advising: Variety of support for students of color
Employee Assistance Program: Off-campus, confidential problem-solving assistance
Access Services: Questions regarding ADA
Human Resource Services: Questions related to employment

This is not an exhaustive list. It is intended to identify starting places. If we missed a resource, please let us know

XV. The Faculty Portfolio

Each faculty member maintains a faculty portfolio. It is best to keep it updated yearly because we use it as a major part of your evaluation. Regular faculty are evaluated every year until they are converted to continuing status. Visitors are evaluated every year. Adjunct faculty are evaluated on a three-year cycle.

The portfolio should contain you program syllabus and covenant, other program materials that may seem relevant, your self-evaluation, evaluations of your colleagues and theirs of you; your evaluations of students; students' self-evaluations; student evaluations of your teaching. More information is in the *Faculty Handbook.*

There are a number of ways to organize the portfolio. Some faculty punch innumerable holes and place their work in three-ring binders. This is clearly wonderful, but time-consuming. Others place their work in clearly labeled file folders, and then in boxes.

XVI. Faculty Development Opportunities

Summer Institutes, Sponsored Research, Sabbaticals: Summer institutes are two-to-four-day opportunities to discuss a topic, plan your program, or learn something new. The faculty proposes them each spring, and you get $125/day for participating in one. If you lead an institute, you are paid $150/day.

Sponsored Research awards provide summer salary to work on research or creative projects. The process for awarding these is very competitive because there is never enough money to award to all that apply. The guidelines for applying appear in November for the following summer.

Sabbaticals are usually for one to two quarters, and they are given first to those who have the most accumulated quarters of teaching. A list of all faculty comes out every November with an explanation of how to apply. More information can be found in the *Faculty Handbook.*

XVII. Governance

The most salient feature of our governance at Evergreen is its ephemeral quality. We have Disappearing Task Forces (DTFs) instead of standing committees. We have deans who rotate from the faculty into the deanery and then back to the faculty. Another feature is that we include representatives from the whole community on most DTFs: students, staff and faculty. In addition, we reserve governance times so that everyone is free to attend these DTF meetings. They are Mondays, 3–5 p.m., and Wednesdays, 3–5 p.m. No classes should be scheduled during those times.

A DTF is currently studying our governance structure, but for now the expectation is that all faculty do governance. Besides attending faculty meetings, there are many DTFs and study groups on which

to serve. Leadership opportunities include chairing a DTF; serving on the Agenda Committee (setting the agenda for the faculty meeting and making minor decisions); serving as Planning Unit Coordinator (PUC); serving as legislative liaison on the Council of Faculty Representatives; chairing the faculty; serving as academic dean.

Jin Darney writes in the *Faculty Handbook,* 1997: Each fall around week 5, the faculty take time out to reflect on the curriculum and teaching, and to spend time together, and to begin planning the curriculum for a year and a half hence. The retreat allows us time and space to think about future teaching programs/partners and about the direction that one's planning group is going, and to enjoy each other. A number of tales (and horror stories) make the rounds about retreats in the "old days." These days, though, retreats happen at places with indoor plumbing and heat, and with meals provided. You may also hear that the retreat doesn't matter and that you can easily skip it. DO NOT BELIEVE THIS. The retreat serves as one of the few events holding faculty together as a group. For that reason as well as others, it's worth attending.

XVIII.   More Written Resources

Brian Price, First-Year Experience Dean, has gathered a number of articles and useful materials relevant for Core programs. Faculty member Susan Fiksdal has written two manuscripts on seminars at Evergreen. The Washington Center for Undergraduate Information, one of our public service centers, has a resource room with papers and information on interdisciplinary teaching, collaborative teaching and learning and much more. Finally, the academic deans have a Web page with valuable contributions from faculty member Thad Curtz: www.evergreen.edu/deans/teachandlearn.htm.

XIX. Glossary of Terms

Certificate Evaluation Program Certain non-college training sequences (such as military or police training) and certificate programs may generate credit under the American Council of Education criteria. Contact Admissions, ext. 6170.

Course 2, 4, or 6 quarter-hour offering, usually with a disciplinary focus.

DTF Disappearing Task Force. A group of faculty, staff and/or students that comes together to study problems, make recommendations, then disappear. We have very few standing committees at Evergreen.

Governance Contributions to the work of the college beyond our regular teaching assignments. This includes, but is not limited to, participation on DTFs, serving on Faculty Hiring Committees, reading PLE documents or scholarship applications.

Governance Hours Governance hours are on Monday, 3–5 p.m., and Wednesday, 1–5 p.m. We try not to schedule classes during these hours so students and faculty are free to participate in committees and task forces.

Exam Program Credit can be awarded for Advanced Placement Exams, College Level Exam Programs (CLEP), Proficiency Exam Programs (PEP) with appropriate scores. Students should contact Registration and Records, ext. 6180.

FERPA The Federal Educational Right to Privacy Act that guarantees student confidentiality.

Human Subjects Review All students, staff and faculty conducting research at the college that involves the participation of humans as subjects must ensure participation is voluntary and that risks are minimal. A faculty member assigned to this committee reviews applications. Applications are available outside Amy Betz's office, L2217.

Incompletes A temporary agreement and report to track disposition of credit. These are usually used when a student fails to complete work and the faculty member is willing to give them a specific extension of time to complete that work. Adjunct faculty cannot issue Incompletes without prior approval of their dean.

Individual Learning Contract Student-proposed plan of study. The student and faculty sponsor draw up a contract outlining work to be completed and evaluation criteria. Final copies are typed on college forms and become the student's registration document. All adjunct faculty must first get their dean's approval before sponsoring Individual Learning Contracts, and they must attend a contract-writing workshop led by Curriculum Dean Tom Womeldorff.

Internships	Students work in designed internships with public agencies, community organizations or businesses under the guidance of a field supervisor. The academic sponsor is an Evergreen faculty member. These agreements must be finalized on college Internship Agreements and include consultation with an Academic Advising counselor. Adjunct faculty must get dean's approval to sponsor these.
LRC	Learning Resource Center, Library 3407, is the location of the Writing Center and Quantitative Reasoning Center. Both Centers provide individual and program tutoring in all aspects of writing and mathematical processes. Faculty also are encouraged to use the Centers' professional resources to integrate these skills into their curricula.
Planning Unit	An interdisciplinary group of Evergreen faculty, all of whom are interested in a specific set of disciplines or issues, who meet to plan the curriculum. There are currently six planning units: Culture, Text and Language; Environmental Studies; Expressive Arts; Scientific Inquiry; Society, Behavior, Politics and Change. Academic offerings are listed under these groups. The sixth is Evening and Weekend Studies.
PLE	Prior Learning from Experience. A program that awards academic credit for significant life experiences by use of portfolios and faculty review. There is more information at www.evergreen.edu/priorlearning/
Program	Eight to 16 quarter hour interdisciplinary offering that is usually team-taught. Knowledge and skills from different disciplines are unified around a common theme. Programs can be one, two, or three quarters in duration.
PUCs	Planning Unit Coordinators. Each of the five planning units has at least one faculty member who serves as the coordinator of the group.
QRC	The Quantitative Reasoning Center is the campus hub for peer tutoring and consulting in quantitative reasoning in programs and contracts. The Center also works with faculty to develop initiatives to encourage the integration of quantitative reasoning in the curriculum. The director is being hired. Call the Center directly at ext. 5547.
Seminar	One of the central experiences of an Evergreen education. The purpose of seminars is to give students the opportunity to discuss a text, film or common experience assigned in a particular program or course. Faculty roles vary by preference and need, but are all some form of facilitation. Seminars at Evergreen are student-centered.

Social Contract   A document that articulates the social ethics and expectations of working together at Evergreen. A copy is on our Web page: www.evergreen.edu/social.htm or in the catalog.

Special Students   Students who are not yet admitted to the college may enroll in courses or programs for up to eight credits per quarter. No student may enroll for fewer than eight credits in a half-time program.

Writing Center   The hub for peer tutoring and consulting on all writing in programs and contracts. The Center also works with faculty to develop initiatives to encourage Writing across the Curriculum. The director is Sandra Yannone and her office is Library 3407B, ext. 6382

XX. Appendices

A.   Study Abroad Emergency Contact Information

B.   Field Trip Procedures & Liability Release

C.   Field Trip Planning Tips