

Appendix One

ACADEMIC IDENTITY
Rudy Martin and David Marr
November 1975¹⁰³

A college cannot permit itself to be defined wholly, or even primarily, by its procedures. Most of Evergreen's current self-definition has to do with process—e.g., coordinated study, contract study, internship, in short how we do things, not what we do. Such a bureaucratic definition may be attractive to many, but it proves calamitous to all sooner or later. Rather, a college should define itself first by its conception of knowledge, and only second by its approaches to learning. The view of knowledge that a college values is its center.

Evergreen should assert and defend the position that knowledge, now radically fragmented, should be reunified. The principle of specialization inherent in fragmented knowledge at its best gives a distorted view of the human condition; at its worst it coincides with the modern split between fact and value, yielding the monstrosity of “value-free” inquiry. Accepting this faulty premise leads one to seek knowledge via the conventional academic disciplines of history, psychology, biology, art, etc., studied in isolation from one another, and results in the disciplines becoming concerned primarily with themselves rather than with the nature of human experience. Colleges and universities legitimize the fragmentation even further by dividing and subdividing knowledge into more and more disciplines. They then direct students into fewer and fewer of them until only one remains and is “mastered,” at which point the undergraduate major is achieved or the Ph.D. is granted.

By refusing to accept the fragmentation of knowledge as legitimate, Evergreen can take the first step toward developing a holistic view of knowledge. Such a view would lead faculty and students alike to recognize the paradox that the better one knows a single discipline, the better one knows its limitations, and therefore the more one appreciates the necessity of knowing other disciplines. This does not mean that the biologist becomes a historian or the poet a physicist. What it does mean is that the more familiar each is with assumptions, methodologies and values of the other, the better a biologist, historian, physicist or poet he or she will become. Students, on the other hand, will have an advantage that their mentors didn't have—namely the opportunity to grasp the assumptions, methodologies, and values of several disciplines brought together to explore major issues of the human condition without having first to break through disciplinary prejudices. Students are ignorant by definition, to be sure, but it is just as true that the educator must himself be educated. And in the scheme outlined here, students and teachers meet on the ground of new equality—not the bullshit equality so frequently advocated around here, but one which recognizes the real condition of both groups ... This means then that Evergreen's mission is to make the exploration of the political, ethical, scientific, and aesthetic questions arising from attempts to reunify knowledge the heart of the education we offer.

¹⁰³ From David Marr and Rudy Martin, “M & M II: The Current Crisis,” November 1975, David Marr's files.

Appendix Two

THE FIVE FOCI OF EVERGREEN EDUCATION

While the Evergreen educational experience can be understood as different for every student and every faculty member, there are five consistent foci which will help to structure an interpretation of that experience. These five foci are drawn from our 1986 internal strategic planning documents and reflect the core of the academic

commitment of the college. They are interdisciplinary study, personal engagement in learning, cooperative learning, the connection of theoretical perspectives to practice, and teaching across significant differences. These foci should be understood as descriptions of our thinking about what constitutes a “high quality arts and sciences education.”¹⁰⁴ These foci capture most, but not all, of what we do at Evergreen. Further, many activities can be understood as contributing to more than one focus, thus they are not simple catalogs of activities, but lenses through which to view the variety of experiences which constitute the Evergreen curriculum. What follows is an overview of the nature and rationale for these foci; a later section of the chapter will discuss the curriculum through each of these lenses.

- a. **Interdisciplinary Study.** Evergreen has always identified itself and been identified with providing an interdisciplinary curriculum. The word interdisciplinary has been used to cover a multiplicity of practices. Three models of interdisciplinary study need to be defined. Many actual programs borrow elements of two or more of these models. The first involves those studies which move among or between several conventional academic disciplines; the fields of inquiry represented are those of conventional departments at other colleges. The second mode involves studies which draw upon several conventional academic disciplines combining their information and techniques in order to solve complex problems, to treat themes larger and more complex than those which lie within the competence of individual disciplines, or to mount projects which require the collaboration of disciplines. A third model of interdisciplinarity involves studies which go beyond conventional disciplines toward the opening of 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 of whatever kind has been central to Evergreen because it is seen to accomplish three major tasks. First, it provides an integrated understanding of the information presented so that students can begin to see how connections between various parts of their learning are made. Second, interdisciplinary work forces students to move beyond a simple model of truth or falsehood by making apparent the existence of divergent disciplinary truths about the same issue; students begin to contextualize their knowledge. Finally, we have stressed interdisciplinary work because it empowers our students by more accurately reflecting the way issues occur in the real world. Issues in the social and natural world are not often discretely separated and amenable to isolated analysis; instead they require an analysis that draws upon a variety of perspectives, especially if analysis is seen as a step toward responsible action.

It is important to note that interdisciplinary study is not the equivalent of team teaching or collaborative work. Team teaching may or may not involve a variety of different disciplines. Thus two faculty members in English teaching a joint program on Chaucer and Shakespeare do not constitute an interdisciplinary study.

¹⁰⁴ This phrase and the five foci are a part of an internal document called the “Report of the Values and Aspirations Sub-Committee” written as a part of a strategic planning effort at the college. It is important to understand that these five foci are in support of the highly undefined but central ideal of a “high quality arts and sciences education combining theory and practice.” While each of the foci are, of course, desirable in themselves they are not complete descriptors of the curriculum, nor taken together the equivalent of that more amorphous ideal. (Footnote from original document.)

Conversely, interdisciplinary work does not require team teaching. A single faculty member may draw upon training, materials, or background from a variety of disciplines to illuminate an issue or theme in his or her teaching.

- b. **Personal Engagement in Learning.** Personal engagement in learning designates a whole range of issues surrounding the relation of the student to his or her work at Evergreen. At the core of these issues is student empowerment by which 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 empowerment and self-consciousness about ends is enhanced by full-time (16-credit) study in one program, the lack of major requirements for graduation, and the realities of an evaluation system which requires students and faculty to judge and be judged on the basis of their unique experience and accomplishments. The intensity demanded by the structure of many Evergreen programs creates a situation where students feel responsibly engaged not simply in a dyadic relation with the teacher, but in a community of learners within the program. The reality of this community obscures distinctions between social life and school work and creates an arena within which students are compelled to engage in active creation, expression and development of their ideas both individually and collectively. The Evergreen faculty has worked extraordinarily hard to develop and maintain the structures that reinforce student engagement, because it is understood that such engagement is central to creative and socially responsible learning and action.
- c. **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 the opportunities provided within a student's career at Evergreen for working out theoretical understandings via applications. In its most direct form this focus encompasses such activities as internships and community projects or studies undertaken by groups of students within programs. When the world of practice is understood as that of research or artistic expression, Evergreen programs frequently combine the practice of a discipline with a study of its theory. At a more distant yet still relevant level, most programs of study raise seriously the question of implications of theory for social and political realities. Thus, a science program will include, as an integral part of its study of physics, a discussion of the development of scientific thought and its ethical and political ramifications. In an important sense interdisciplinary study itself often forces students to examine the consequence of various theoretical practices, (such as neo-classical economics and Marxist economics) for one another. This connection of theory to practice at multiple levels reflects Evergreen's fundamental commitment to a vision of education that emphasizes effective participation in citizenship. Engaging in a dialectic between theory and practice is understood as strengthening both theory and practice to provide students choices in understanding the world. Like interdisciplinary study, the linking of theory and practice helps students place their growing knowledge in a more complex and realistic context.
- d. **Collaborative/Cooperative Work.** A capacity for sharing and creating work within a context of respect for individuals and their diversity of perspectives, abilities and experiences, is a central motif in nearly all Evergreen studies. The emphasis on cooperation within the context of community is pervasive at the college. Cooperation is modeled for students in a rotating governance structure and by program teaching teams. It is supported in the classroom by the fact of narrative, non-competitive evaluations, and by the prevalence of seminars and discussions as central elements in most learning experiences. Beyond the seminar most programs require 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
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workshop learning structures which require small-group writing and discussion. Thus the community, the teaching structure, the classroom experiences and the evaluation process are all designed to support collaborative work.

The faculty's basic understanding is that cooperative and collaborative behavior is more conducive to the creation and acquisition of useful knowledge than is competition. We recognize that a significant proportion of what people learn in college is learned in the process of explaining, discussing and creating understandings with others. In most institutions this learning occurs in the dorms, beyond the ken of faculty support and intervention. By stressing cooperation, by supporting the idea that collaboration allows more complex and often more diverse lessons to be learned, Evergreen brings that effective learning within the context of teaching. Finally, Evergreen stresses collaboration because we are convinced that it more accurately reflects the world of personal life, work, and social action than does a model based on isolated competition. Training for isolation is training for ineffectiveness.

- e. **Teaching across Significant Differences.** Teaching across significant differences is a central theme of the college's commitment to helping prepare students to live in an increasingly diverse world. The college is committed to admissions, faculty hiring, and staffing policies which bring to the campus a wide diversity of people in terms of a variety of cultural, experiential and ethnic characteristics. The development of a capacity to recognize differences, to communicate and cooperate across them, and to respect their legitimacy is fundamental. In the past several years we have made important strides in communicating across gender differences. We have begun a process of rethinking our curriculum in terms of cultural diversity. We have made serious commitments to faculty hiring practices which increase our capacity to celebrate diversity. We have engaged in serious self study of several areas of the curriculum which relate to multicultural and international issues. Still, we are currently more diverse on some dimensions than others, more capable of

Appendix Three

GOALS OF THE LEARNING RESOURCE CENTER FOR 2001–2002 Prepared by Louis Nadelson, Director of the Quantitative Reasoning Center Sandra Yannone, Director of the Writing Center

Goals for the Learning Resource Centers

2001–2002:

1. Continue to assess and accommodate student learning needs.
2. Develop credit-bearing course for tutor training to be offered spring quarter.
3. Redesign LRC WebSite to make it a more viable resource for faculty, students, staff and others in the academic community.
4. Determine administrative support/learning specialist needs for Centers and make an appropriate hire.
5. Collaborate to develop summer faculty institute to address Writing and QR (Quantitative Reasoning) across the Curriculum needs in compliance with General Education initiative.
6. Develop a year-long calendar of LRC events.
7. Select, train and retain a cadre of tutors that are an asset to the Centers.
8. Combine the efforts of the Writing Center and QRC to promote and communicate the mission and function of the Learning Resource Centers campus-wide, through program visits, faculty meetings, and other faculty development activities.
9. Meet with faculty on a regular basis to develop trust and meaningful relationships to assure the success of the LRCs.

Long Term Goals of the LRCs

1. Insure adequate support and increase participation of select special populations including First Peoples, KEY, students with disabilities and ESL.
2. Expand tutoring services to assist graduate students with writing and QR projects.
3. Create on-site writing and QR tutoring services for Reservation Based Program.
4. Develop internship opportunities for MIT students to serve various Writing Center and QRC constituents.
5. Integration with other centers for collaboration including the Center for Improvement of Undergraduate Education, and the National Learning Communities Project.
6. Develop TESC presence as local, region and national leader in writing and quantitative reasoning integration and curriculum.
7. Pursue grant funding and resources to further support writing and quantitative reasoning innovation in the TESC curriculum, focusing on funding for faculty and program development.
8. Develop credit-bearing internship for tutoring.

Goals for the Quantitative Reasoning Center

2001–2002:

1. Assess the effectiveness of self-paced math and consider alternatives to increase the success of the program.
 2. Accumulate a library of resources such as labs and other resources for curriculum integration for students and faculty to support QR.
 3. Work with programs when possible to determine student needs and faculty approaches to QR in the curriculum.
 4. Assist in the teaching of QR curriculum when needed - including workshops and other approaches.
 5. Promote growth and curriculum development among the Math and Science faculty that are leaders in QR intensive courses.
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Long-Term Goals for the Quantitative Reasoning Center:

1. Work with PUCs, PUMs and Deans to determine needs and assure QR integration into Core and other programs.
2. Support of QR curriculum in the Reservation Based Program and the Tacoma campus.

Goals for the Writing Center

2001–2002:

1. Create a Writers' Guild to address creative writing interests of students and tutors.
2. Refine Writing Focus Option for 1–4 credits for eligible students.
3. Assess writing resource needs of every Core program by meeting with each Program Coordinator.
4. Continue to develop tutoring program in collaboration with Director of Prime Time Advising.
5. Support the Reservation Based Program and develop a model for QRC implementation.

Long Term Goals for the Writing Center

1. Develop faculty resource library with particular emphasis on Writing for Learning Communities in first year programs.
2. Expand Writers' Guild to include workshops on publishing, student reading series, and a literary print or on-line journal.
3. Work with library to integrate delivery of writing, tutoring and library research through the development of a joint workshop.
4. Create writing support services for the Tacoma campus.

Goals for the Directors

1. Continue our professional development through research, publication, and attending local, regional and national conferences.
2. Continue to develop as scholars pursuing a variety of interdisciplinary interests.

Appendix Four

SERVICES FOR STUDENTS AND FACULTY¹⁰⁵

Academic Advising

Kitty Parker, Director · LIB 1401 · (360) 867-6312

www.evergreen.edu/advising

Academic Advising provides academic advising and information. Check out our Web page and bulletin boards for program schedules and new programs, workshop dates and for help with internships, self-evaluations and study abroad. See an advisor on a drop-in basis or by appointment, which ever best suits your schedule. We have evening appointments for students who work days. We also have a satellite office in Housing. We can help you set up an internship, plan your academic pathway and answer all kinds of questions. Stop by!

Access Services for Students with Disabilities

Linda Pickering, Director · LIB 1407D · (360) 867-6348, TDD: 867-6834

www.evergreen.edu/access

Access Services for Students with Disabilities provides information about resources for testing, community referrals and other services regarding disabilities. Our mission is to ensure that students with disabilities have equal access to all of Evergreen's programs, activities and facilities. We can provide: coordination of services based on individual need; sign language interpreters; books on tape; note takers and academic accommodations; adaptive equipment; support to students in understanding their disability and gaining independence; disability awareness training for the campus community; and the impetus to reduce physical as well as attitudinal barriers. If you are a student who may need accommodation, it is to your advantage to contact this office as soon as possible after your acceptance to Evergreen. E-mail: pickeril@evergreen.edu.

Campus Children's Center

Sandi Shellabarger, Director · Bldg. 201 · (360) 867-6060

The Campus Children's Center offers affordable child care for Evergreen students with young children, staffed by a team of caring Early Childhood professionals and student-teacher aides. There is a waiting list, so sign up early. Also see us for employment opportunities. The Campus Children's Center is one of the largest employers of students on campus. There are no requirements for previous child care experience; we offer on-the-job training that is also good preparation for future life and understanding of early growth and development. The center also offers internships as well as volunteer and study opportunities related to your academic program.

Career Development Center

Wendy Freeman, Director · LIB 1407 · (360) 867-6193

www.evergreen.edu/user/sass/career

The Career Development Center offers direct services, resources and referrals including workshops, individual career counseling, job search groups, career exploration and planning, résumé writing and interviewing techniques. Come join us at the Annual Graduate School Fair in the fall and the Southwest Washington Career Fair in the spring. Resources in the center include Career Development's Web site, assessment inventories, alumni contacts, computerized career information systems, graduate school information, GRE and LSAT exam practice testing and a 6,000-volume career resource library. The job board and the Web site, updated daily, list available local, state, national and international positions.

¹⁰⁵ From the on-line version of the *Advising Handbook*, 2001-2002.

Center for Mediation Services

Lynne Stockwell, Director · LIB 3612 · (360) 867-6656
www.evergreen.edu/cms

The Center for Mediation Services offers support for problem solving and referral regarding specific campus policies in a confidential environment. We offer conciliation negotiations mediated by telephone, between individuals with the help of the impartial third-party conciliator, and in-person mediation between disputing parties. The center has a group of trained volunteers with the skills to help parties in conflict examine their individual needs, identify common interests and begin to craft a mutually beneficial written agreement. If an agreement can't be reached, choosing to mediate in no way reduces or eliminates the person's ability to pursue the dispute through another channel. Training is offered for members of the Evergreen community in phone conciliation and mediation skills.

Counseling and Health Centers

Elizabeth McHugh, Director · Counseling · SEM 4126 · (360) 867-6800
Health: SEM 2110, (360) 867-2000
www.evergreen.edu/health

The Counseling Center provides a safe, confidential and supportive environment to discuss concerns such as depression, anxiety, interpersonal relationship issues, stress management, substance abuse issues or any other area that might be of concern. We offer a variety of workshops and support groups throughout the year. There are two full-time, master-level mental health counselors available to provide therapy for students. There is also an Addictive Behaviors Specialist available to help students deal with any substance use concerns as well as general mental health issues. A part-time clinical psychologist provides case consultation as needed.

The Health Center offers a range of services including the diagnosis and treatment of acute medical problems like colds, flu and minor injuries, and management of chronic illnesses such as asthma and diabetes. We are able to meet reproductive health needs, offering female annual exams, a variety of birth control options and STD testing, treatment and prevention. A part-time M.D., two full-time certified Physician's Assistants, three part-time women's healthcare Nurse Practitioners and a Certified Medical Assistant staff the clinic. There is a small in-house laboratory for simple tests; other tests and X-rays are contracted out. Medications are prescribed out of a small on-site pharmacy. Referrals are made to outside specialists, emergency care and others as needed.

Enrollment Services

Steve Hunter, Associate Vice President for Enrollment Management · LIB 1221 · (360) 867-6310

Enrollment Services provides services related to admissions, financial aid, First Peoples' recruitment, part-time students outreach, registration and records, Federal Educational Right to Privacy Act, student employment, scholarships and counseling on academic warnings. We have a limited listing of scholarships funded by external organizations. We also answer questions about payment deadlines, registration dates and applications deadlines for admission, financial aid and graduation.

Evening/Weekend Student Services

Deborah Rohovit, Coordinator · LIB 1401 · (360) 867-6312
www.evergreen.edu/pts

Evening/Weekend Student Services provides advising on everything from courses to curricular pathways to —survival techniques. We also have information about internships, independent study, writing evaluations and

planning for graduation. Evening drop-in advising and appointments are available. Resources include helpful workshops designed especially for adult part-time students.

Financial Aid

Marla Skelley, Director · LIB 1218 · (360) 867-6205
www.evergreen.edu/finaid

Financial Aid offers information and assistance relating to your state, federal or institutional financial aid. We have financial aid forms and deadline dates. We also offer financial aid counseling. In addition, we administer an emergency loan program to assist students who have temporary need by providing short-term loans of up to \$400.

First Peoples' Advising Services

Holly Colbert, Director · LIB 1407 · (360) 867-6467
www.evergreen.edu/fpas

First Peoples' Advising Services offers academic and personal counseling, advocacy, advising, referrals and the First Peoples' Undergraduate Scholars Program to support you in achieving your academic goals. We coordinate other activities and celebrations such as Day of Absence/Day of Presence, Student of Color Anthology and First Peoples' Graduation, among others. We also offer various workshops from "How to Cook Kimchee" to "How to Apply for Scholarships and Financial Aid." We collaborate with the institution as well as give challenge and support to ensure that the campus continues to strive toward being a supportive environment for students of color.

Grievance Officer

Joe Tougas, Grievance Officer · LIB 3210 · (360) 867-6891

The grievance officer assists with initiating the student conduct code grievance process. The campus grievance officer is responsible for determining if violations of the Student Conduct Code have occurred, handling investigations in a thorough and timely manner, proposing corrective action on behalf of the college, if warranted, and for keeping all records specified in the grievance procedures. Copies of the Code are available in the Student Affairs office and on Evergreen's Web page at www.evergreen.edu under Policies and Procedures.

The grievance officer can be contacted through the Office of the Vice President for Student Affairs.

Housing Office

Mike Segawa, Director · Bldg. A, Room 301 · (360) 867-6132
www.evergreen.edu/housing

Campus Housing offers a variety of accommodations, including single and double studios, one-room, two-person apartments, four- and six-bedroom apartments and two-bedroom, four-person duplexes. Most units are equipped with cable TV and Internet access. In addition, recreational activities and educational workshops are offered by Housing throughout the year. Staff members are available 24 hours a day to serve residents. We are available to answer questions and make referrals during regular business hours.

International Programs and Services

Christine Ciancetta, Coordinator · LIB 1401 · (360) 867-6312
www.evergreen.edu/advising

International Programs and Services provides international student and study abroad advising. The coor-

dinator assists with all aspects of adjusting to life at Evergreen, from academic and immigration advising to personal issues surrounding culture shock and integration into the Evergreen community. She also provides information about opportunities to study abroad through workshops, individual advising and printed resources available in the study abroad library, the Web and the college library.

KEY Student Support Services

Niki Amarantides, Director · LIB 1407 · (360) 867-6464

www.evergreen.edu/key

KEY (Keep Enhancing Yourself) Student Support Services is a comprehensive support program providing academic advising, free tutoring, academic and study skills development, financial aid advising, career guidance, cultural enrichment, advocacy and referral. You are eligible for KEY if: 1) neither parent has a four-year college degree; 2) you have a documented physical or learning disability; or 3) you meet federal guidelines for low-income status.

Police Services

Steve Huntsberry, Chief · SEM 2150 · (360) 867-6140

www.evergreen.edu/police

Police Services investigates reported crimes and/or problems, collects and maintains property identification records to provide security and loss prevention, provides personal escorts, room and vehicle entries and other related assistance. The Police Services Office is open seven days a week, 24 hours a day. Parking operations are open during normal business hours.

Prime Time Advising

Jean Eberhardt, Academic Advisor · Dorm A-207 · 867-5112

www.evergreen.edu/advising

Prime Time Advising provides information on the curriculum and faculty, academic planning, self-evaluations, individual and internship contracts. We also provide writing assistance and academic support workshops.

We're

on the second floor of A-Dorm, open to the campus housing community 5–9 p.m., Sunday through Thursday, mid-September through mid-June.

Prior Learning from Experience (PLE)

Kate Crowe, Coordinator · LAB II 3255 · (360) 867-6415

Prior Learning from Experience gives adult students the opportunity to reflect upon work and other life experiences in order to assess and communicate experiential learning that could lead to Evergreen credit toward

a baccalaureate degree. PLE is highly individualized and requires consultation with the coordinator prior to enrollment.

Quantitative Reasoning Center

Louis Nadelson, Director · LIB 3402 · (360) 867-6557

The Quantitative Reasoning Center provides support in mathematics and quantitative reasoning at all levels across the curriculum. The Center provides individual help with math at a basic or advanced level, as well as math assistance for those who have been diagnosed with a learning difference or who believe themselves to have one. Services are offered by appointment, on a drop-in basis or through many of the college's academic programs.

Recreation and Athletics

Dave Weber, Director · CRC 210 · (360) 867-6770
www.evergreen.edu/recwellath

The Campus Recreation Center offers recreational activities and athletic equipment for the Evergreen community. Weight training, swimming, wilderness activities, rock climbing and many other recreational opportunities are available. Evergreen fields intercollegiate teams in men's and women's cross-country, soccer, basketball and swimming as well as women's volleyball. In addition to the availability of facilities for personal use we offer a wide array of Leisure Education classes ranging from sailing and skiing to printmaking and storytelling.

Registration and Records

Andrea Coker-Anderson, Registrar · LIB 1100 · (360) 867-6180
www.evergreen.edu/registration

Registration and Records facilitates the registration process for programs, courses and individual or internship contracts. See us for graduation application, transcripts, residency or VA status questions, verification of credit, leave of absence information, bachelor of science credit evaluation, student ID cards, loan deferment, student status letters, evaluation revision information, or to change your address or phone number.

Sexual Assault Prevention Office

Chandra Lindeman, Coordinator · SEM 4130 · (360) 867-5221

The Sexual Assault Prevention Office provides emotional support and assistance from professional staff and trained student advocates in making choices and seeking help for sexual assault survivors. We also provide resources and referrals, workshops, self-defense training, "Take Back the Night" marches, movies and speakers throughout the academic year, and advising to numerous student groups such as the Coalition Against Sexual Violence, the Women's Resource Center and the Men's Center. All services are free and completely confidential. Volunteer and internship positions are available.

Student Activities

Thomas Mercado, Director · CAB 320 · (360) 867-6220
www.evergreen.edu/activities

Student Activities helps students find out what's happening on campus. The office produces a weekly Master Calendar of upcoming events and other college related activities. Find out how you can get involved in one of the 50-plus active student groups or start a new one. We have a current listing of the active student groups and a schedule of their regular meeting times and office hours and can offer help in starting a new student group. Developing and/or enhancing practical skills, community organizing coalition building, volunteer recruitment and management, budget management and event planning are some of the invaluable skills you can learn through your involvement.

Student Affairs Office

Art Costantino, Vice President for Student Affairs · LIB 3236 · (360) 867-6296

**The Student Affairs Office provides information and referrals to Evergreen’s many student services—those of-
fices and programs that support student life outside of academic programs. The Office of the Vice President for
Student Affairs oversees Student and Academic Support Services, Enrollment Services, Housing, Recreation
and Athletics, and Police Services. The office also oversees the grievance and appeals process described in the
Student Conduct Code.**

Student and Academic Support Services

Phyllis Lane, Dean · LIB 1414 · (360) 867-6034

The dean has oversight and is responsible for Academic Advising, Access Services for Students with Disabili-
ties,
the Career Development Center, First Peoples’ Advising Services, the Health and Counseling Centers, KEY
Student Services, Student Activities and Upward Bound. This office also offers mediation services and coordi-
nates new student programs, such as fall, winter and spring orientation sessions. The dean provides referrals to
campus
and community resources and conducts an ongoing assessment of students’ needs, satisfaction and educa-
tional outcomes.

Student Employment Office

José Dominguez, Director · LIB 1115 · (360) 867-5520

The Student Employment Office is a resource for all student employment issues. We provide information for
student employment opportunities on and off campus. The Student Employment Office handles questions
regarding work-study awards (federal, state and Evergreen). We also have information about employment
opportunities for students who are not receiving financial aid. Visit the two large job boards near the Payroll
Office to find available student employment positions. There is a Job Bank bulletin board with temporary or
non-work study, part-time employment opportunities in the local community.

Appendix Five

SMALL GRANTS FOR GEN ED IMPLEMENTATION GUIDELINES

TO: College Faculty
SUBJECT: Grants for Academic Programs

I am pleased to announce a new small grants program to support academic programs that are effectively implementing the recommendations of the General Education DTF. We will fund 12 grants of up to \$3,000 each.

Purpose of the grants:

Grants will fund programs that are implementing the Gen Ed recommendations, providing opportunities for curricular diversity. Specifically, these grants will support activities designed to achieve a higher degree of effectiveness in the implementation of the recommendations. By adding quantitative reasoning, arts, science, and advising components into our programs, and by emphasizing writing across the curriculum, we are offering a more diverse curriculum that meets the needs of our students and responds to calls to bring our offerings in line with academic and occupational demands.

Timelines:

- Grant funds will be available for use in spring quarter, 2002.
- The deadline for submitting proposals to my office will be February 19, 2002.
- Awards will be announced in early March.

Basic Requirement: *Applications must specifically demonstrate that they incorporate one or several of the Gen Ed recommendations.*

Grant program specifications:

- A. Proposals should clearly demonstrate that faculty and students in a program are collaborating in the design and execution of a specific type of implementation. Proposals will be funded on the basis of offering a practical plan for the implementation of Gen Ed components.
- B. A proposal will consist of a two-page project description that addresses specific activities for implementing Gen Ed in a program or course, and a budget. The narrative must contain a justification for the proposed expenditures.
- C. Academic programs or courses that meet the basic requirement can be one-year (three quarters), two quarters, or a single quarter (spring 2002 only) programs.
- D. Grant funds are for spring quarter program expenses.

Examples of allowable expenses:

1. Bringing outside speakers, making field trips, producing small publications, writing summaries of best practices or a detailed description of program work over the spring quarter.
2. Conducting assessment activities (surveys), and preparing program legacies (such as a program portfolio) that can be published on the Web. Program initiatives to assess Gen Ed implementation will be extremely useful.

* *Grant funds cannot be used to purchase equipment, lab supplies or office supplies that are typically funded from operational program budgets.*

- A. Please attach fall, winter and spring program syllabi and covenants to your proposal, as applicable.
- B. Faculty teams or individual faculty members whose programs receive a grant must submit a one-page report on the effectiveness of the funded project during evaluation week, spring quarter.
- C. All proposals that meet the basic requirement will be reviewed by the academic deans.

Thank you for your interest in supporting our students.

Enrique Riveros-Schäfer
