



**To:** Governance Groups DTF: Curricular Visions Members (**updated 10/20/06** – Arun Chandra, Anne Fischel, George Freeman, Joye Hardiman, Emily Lardner, Laurie Meeker, Alice Nelson, Alan Parker, Susan Preciso, Sam Schragger, Alison Styring, Rebecca Sunderman, Tom Womeldorff)

**Copy:** All Faculty

**From:** Don Bantz and the Agenda Committee

**Subject:** Governance Groups DTF: Curricular Visions Charge

\* with Membership updated on October 20, 2006

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## **Governance Groups DTF**

The Governance Groups DTF will be charged annually to facilitate faculty discussions in governance groups. Each year, the DTF will receive a specific joint charge from the Agenda Committee and Provost outlining the work to be accomplished. In general, the DTF will be expected to maintain close contact with the Agenda Committee both to receive input from the Agenda Committee and to provide reports of the progress of the governance group discussions. Each year, the charge will focus on central issues facing the faculty which seem suited to discussions involving the whole faculty.

### **Charge for 2006-07: Curriculum Visions**

The governance group discussions of 2005-06 as well as several summer institutes in 2006 highlighted overall questions about what is meant by "public, interdisciplinary, liberal arts education" and about what obligations faculty have to offer curricula which provide this education. To continue these discussions, the Agenda Committee and Provost charge the 2006-07 Governance Groups DTF with the task of facilitating the discussion of four questions:

- (1) What curricula embody the principles of a public, interdisciplinary, liberal arts college as articulated in Evergreen's Strategic Plan?
- (2) What practices, responsibilities, and structures sustain the faculty as an academic community and facilitate the implementation of those curricula?
- (3) What adjustments are needed to bring current curricula, structures, responsibilities, and practices into alignment with the visions expressed in (1) and (2)?
- (4) What processes should be used to review and adjust college curricula, structures, responsibilities, and practices in the future?

The DTF is also charged with the task of summarizing and disseminating the content of these discussions, analyzing suggestions which arise from the discussions, and producing coherent proposals that substantially reflect the governance group discussions.

### **Context**

The DTF should take three sets of documents as forming a fundamental context for its work:

Evergreen's Strategic Plan, the summaries and notes of the 2005-06 governance group discussions, and the work of the Northwest Commission including especially the commission's concerns about demonstrating general education goals and objectives. The DTF should also draw upon the related work of recent and standing committees, working groups, and individuals.<sup>1</sup>

### **Expectations**

It is expected that the DTF will accomplish several tasks on its way to answering the questions given in the charge. These tasks include but are not limited to the following:

- Review with the faculty the summaries of prior Governance Group discussions and other issues that have led to this charge.
- Organize, with the help of the Agenda Committee, a discussion at the faculty retreat which assesses the principles expressed in Evergreen's Strategic Plan and initiates an investigation of how those principles are or can become embodied by the college's curricula.
- Determine what current curricula, structures, responsibilities, and practices are working well and articulate how they fit with Evergreen's Strategic Plan.
- Solicit potential alternative ways for faculty to form teams, plan programs, and devise curricular pathways that provide students with breadth and depth in their learning at beginning, intermediate, and advanced levels.
- Evaluate suggestions in light of Evergreen's Strategic Plan, various student perspectives, the availability of college resources, deans' desk assignments, and the nature of faculty work including the necessity for sufficient time to do planning, teaching, evaluation, advising, and governance.
- Consider how to keep the curriculum organized as it grows in scale and complexity.
- Gather information from various sources to inform the faculty discussions.

<sup>1</sup> Additional sources include but are not limited to the following:

- 2006 draft report of the First-Year Experience DTF
- 2006 draft report of the Diversity DTF
- 1998 Evergreen Self-Study
- 2004-05 growth proposals
- 1999-2000 Academic Growth Report
- 1994 Long-Range Curriculum DTF and the 2000 review of that DTF's report
- 1998 Reaccreditation Report, the response from the Northwest Commission on Colleges and Universities, and the 2003 Supplemental Report
- 2002 Report on General Education at Evergreen.
- 2005 and 2006 reflections on summer institutes by Rita Pougiales