

Proposed Amendments for New Academic Directions (as of Tuesday, June 2, 10 am)

Our goal in compiling these amendments is to provide full transparency of proposed changes that we received. We included anything that felt like “proposal-like” language. Note that some of these amendments pertain to language about the “three schools” that we propose removing through the first amendment below. We don’t expect that all of these amendments will be proposed in the faculty meeting, but we want to provide the language in a single document (with reference numbers) so that participants can consider these amendments in advance of the meeting and have proposed language readily available if they want to introduce an amendment. We are not including the names of individuals or groups who offered these amendments in this document; individuals or groups can self-identify if they introduce an amendment. Finally, we apologize if we did not capture an amendment that you submitted or if we did not capture the final iteration of an amendment that you submitted. We received amendments in various ways and, in some cases, multiple updated versions of an amendment over the course of the past week.

Proposed amendments for Component 1: Identity & Organization

1

The Planning Team of the Coordinating Group has proposed the following modified language in response to feedback at the Week 9 faculty meeting and afterward.

I. Identity & Organization

We change our name from The Evergreen State College to Evergreen State University to reflect the complexity of our institutional mission and structures. Evergreen State University will comprise an undergraduate college with Interdisciplinary Schools (built from existing and emergent Paths) and a School of Graduate and Professional Studies. We will launch these interdisciplinary schools in Fall 2021 and evaluate this structure at the conclusion of the 2023-2024 academic year.

The Interdisciplinary Undergraduate Schools (“schools” is a working term) will help students better understand the curriculum; will provide an organizational hub for wrap-around advising; and will better allow for various features of the curriculum, including certificates, capstones, and first year programs. Existing Paths (and emerging or new paths) will be grouped to form the ~~three~~ Schools based on interdisciplinary clusters that are meaningful to students.

The School of Graduate and Professional Studies will improve visibility of existing graduate programs and promote coordination of recruitment, admissions, and student support across graduate programs. The School would also facilitate articulation of graduate and undergraduate curriculum, expansion of dual degree programs, and development of new graduate programs and certificates.

II. Student Experience: Advising and Assessment

We develop and implement a support system for students that includes close **advising** and coaching throughout their experience at Evergreen, a **revised transcript** that includes a clear indication of certificates and capstones completed, and **e-portfolios** enabling students to construct an iterative, digital record of their learning.

III. Curricular Cohesion

We pursue more strategic curriculum design by developing and implementing the following features: **first year programs, levels of study, capstones, certificates, and integrated curriculum** (integration across full-time, part-time, daytime, evening, weekend, and low-residency/online offerings) with consideration of all locations.

2

I would like to suggest that the first of the three votes proposed in the most recent revision be broken into two sections. The first part below is comprised of the first two sentences of the revision. Part 2 is different. I hope you will consider this idea of a confirming vote of the faculty on the new structure 6 months from now. It gives faculty more time to come up with something that will work and more voice in its initial implementation. It is still a speedy timeline and won't leave a bad taste in our mouths that rushing to approve something at the end of the academic year often does...

I. Identity & Organization

Part 1

We change our name from The Evergreen State College to Evergreen State University to reflect the complexity of our institutional mission and structures. Evergreen State University will be comprised of an undergraduate college with Interdisciplinary Schools and a School of Graduate and Professional Studies.

Part 2

The names and structures of the Interdisciplinary Schools for undergraduates will be developed during the summer and fall of 2020, and approved through a vote of the faculty at the end of fall 2020. The new structure will commence in academic year 2021-2022. This new structure will be evaluated during the summer of 2024.

The Interdisciplinary Undergraduate Schools ("schools" is a working term) will help students better understand the curriculum; will provide an organizational hub for wrap-around advising; and will better allow for various features of the curriculum, including certificates, capstones, and first year programs. Existing Paths (and emerging or new paths) will be grouped to form the new Schools based on interdisciplinary clusters that are meaningful to students.

3

The Five Interdisciplinary Undergraduate Schools are modeled on the current Bachelor of Science degree program. Students may seek a degree through one of the schools or choose the current option of earning a Bachelor of Liberal Arts by taking programs and courses affiliated

with any combination of the schools, earn 180 credits, and write an Academic Statement without any additional degree requirements. (See Big Bets website for further information: <https://sites.evergreen.edu/bigbets/big-bets-proposal-amendments/> .)

4

"We change our name from The Evergreen State College to Evergreen State University to reflect the complexity of our institutional mission and structures. Evergreen State University will be comprised of an undergraduate college with Interdisciplinary Schools and a Center for Climate and Resilience, and a School of Graduate and Professional Studies. For three years, from 2021-2022 to 2023-2024, we will pilot three interdisciplinary schools. This pilot stage will be evaluated at the conclusion of the 2023-2024 academic year.

The three Interdisciplinary Undergraduate Schools ("schools" is a working term) will help students better understand the curriculum; will provide an organizational hub for wrap-around advising; and will better allow for various features of the curriculum, including certificates, capstones, and first year programs. Existing Paths (and emerging or new paths) will be grouped to form the three Schools based on interdisciplinary clusters that are meaningful to students. The Center for Climate and Resilience will be a hub for coordinating climate-related paths and programs across the three schools. Pending external funding, this Center will support broad collaboration across the college and community partners through conferences, lecture series, or other events."

5

If there is a majority vote to change the name of our institution to Evergreen State University, 'The Evergreen State College' may remain as a name or part of an expanded name of the Undergraduate College, to be determined in future deliberations over the Summer and beyond, alongside deliberations over the names of Schools and other units.

6

There must also be a "school" – if that's the chosen structure – that is created, named, designed, and articulated by the leadership of s'g'w'ig'ialtx'w' "House of Welcome" Longhouse Education and Cultural Center, the Native American and Indigenous Studies Path, and the Native Pathways Program.

7

Evergreen-Tacoma Amendment, New Academic Directions Model (June 1, 2020)

Evergreen-Tacoma would like to offer the following as an amendment to The New Academic Directions Model. This amendment gives Tacoma a chance to offer our vision of what our campus is and could be in conjunction with the New Directions concept.

As proposed, the New Directions Model puts Evergreen-Tacoma into a school with Olympia-based paths and Native Pathways. We very much appreciate the company, but fear that this placement will miss the breadth of what we offer at our crucial urban location, as well as our autonomy. We are not only an academic program but also a physical location (building) serving a particular geographic area and population, predominantly poor and working class people, especially poor and working class students of color. We are a good model of what the schools can be and should continue to be our own independent school.

We, therefore, propose that we be considered an additional independent Interdisciplinary Undergraduate School. Our school should be based in 1) deepening student skills in an urban context (Written & Verbal Communication, Cultural Competency & Critical Equity, Critical Thinking & Problem Solving, and Interpersonal, Relational & Teamwork Skills for success a diverse workforce, among others); 2) a coordinated studies academic program that offers a culturally relevant education and pedagogy, designed particularly for a diverse population of adult learners; 3) offering an intellectual hub for the Hilltop community and along the 15 corridor that forges and develops relationships with a variety of community organizations; 4) deepening our students' skills and our relationships in the community by strongly encouraging internships throughout our curriculum; 5) providing our own skills support and coordinated services in a student support center that including a writing lab, mental health counseling and assistance for media, quantitative reasoning and computation, etc. 6) enhancing our work as a transformational justice campus that acts as a highway from incarceration to education.

8

Here is my latest version of this vision; names are placeholders, but also serve a purpose:

1. The College of Interdisciplinary Arts and Sciences
2. The Institute of Climate Resilience and Transformative Justice [updated 5/27]
3. The Center for Urgent Studies (Pandemic Academy) [updated 5/27]

Each zone would partner with a public service center(s) and/or a grad program. Each would have a curriculum composed of constellations of courses and programs. Threaded across could be a meshwork of credentials and certificates. Students and faculty wouldn't "choose" which one to belong to because they serve different functions. (See Big Bets website for further information: <https://sites.evergreen.edu/bigbets/big-bets-proposal-amendments/>)

Proposed amendments for Component 2: Student Experience: Advising & Assessment

We did not receive any amendments specific to this component.

Proposed amendments for Component 3: Curricular Cohesion

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III. Curricular Cohesion We pursue more strategic curriculum design by developing and implementing the following features: first year programs, levels of study, capstones, certificates, and integrated curriculum (integration across full-time, part-time, daytime, evening, weekend, and low-residency/online offerings) with consideration of all locations. Curricular cohesion in collaboration with local institutions also will be explored, especially strategic curricular innovation with local community colleges to serve more students, strengthen academic pathways, build on community connections, and increase access to diverse, interconnected higher education experiences from Running Start to graduate programs, from certificates to undergraduate completion.