Assignment #3:

Modeling Schools

Due August 27, 2020

Overview: Our previous assignments were to examine a range of other institutions, and to develop a set of design criteria for establishing schools for the Evergreen State University.

The goal of this assignment is to develop various models for schools. In teams, our committee will develop models for schools, or refine already extant models. We will use the design criteria that we collectively established in the last assignment (see Appendix A). We should also pay close attention to the project charter (see Appendix A) and faculty resolution from spring quarter.

Once this assignment is complete, we should have 6-8 models for schools. We will verify those models meet the design criteria, and then share them out with the college community in various forums, including Path and CAT meetings, and the faculty meeting. Feedback from those forums will allow us to narrow the number of models so that we can consider two or three as a faculty body.

Groups: Your group should comprise at least three members from the Schools Development Team. You can sign up using the Google Docs tool on the Canvas site, which also includes a list of everyone on the Schools Development Team. You may wish to refine one of the existing models that were developed in spring quarter, or develop a new model.

Deadline: You can submit your model via email in a Word or PDF document to Larry Geri and Trevor Speller by August 27, 2020 (geril@evergreen.edu; spellert@evergreen.edu).

Your Task

We will need a consistent format for the models so that we can collectively assess them. Please use the format below.

Your group should develop or refine a model for schools at Evergreen State University that:

- Is designed and/or supported by at least three unique members of our Schools Development Team
- Meets our design criteria (appended)

- Meets the needs of the project charter and the resolution passed by the faculty in spring 2020
- Describes the model in 1 – 3 pp., plus graphic
- Addresses the rationale and vision for the school
- Has a phrase, tagline, or catchword that helps describe the concept of the model
- Includes a short abstract or "elevator pitch" that can describe the model and its rationale to outsiders in less than one minute (i.e. potential students, faculty, staff, alumni, parents, legislators, funders)
- Can be easily translated into a 5-minute digital slide presentation, if required
- Includes a separate graphic, that easily fits on a slide or page, that helps to show how the schools are laid out
- Is presented in Word or PDF format, and submitted to Larry and Trevor via email by August 27, 2020

Guiding Questions

As you are working on your model, consider the following elements and questions:

1. Provide details on specific elements of the model, including the number of schools proposed, proposed names for the schools, how they would incorporate Paths of Study, and the interrelationships between the schools.
2. Document how the model would meet our Design Criteria.
3. How would the schools in this model support students from the time of entry to post-graduate success?
4. How would the schools help accomplish the goals stated by the Wraparound Advising group?
5. Imagine a transfer student comes in, how do they engage with the school?
6. How can schools help students make decisions?
7. How will the schools facilitate students completing Capstone and Certificates?
8. How does the design of the proposal impact equity and inclusion in the college's systems and structures?
9. What is the school's "tag line"?
10. Provide an organizational chart illustrating the structure of the proposed schools model.
11. Will new degree program options be incorporated in the model (e.g., BFA)?
12. What Interdisciplinary or undergraduate/graduate program collaborations would be supported by the model?

Decision Making

Once we have all the potential models in hand, we will use the following questions to help guide the selection process:

- Does the proposed model meet our design criteria?
- Will the proposed model meet the needs of the New Academic Directions initiative (including the project charter and faculty resolution)?
- Does the proposed model have community support?
- Can the proposed model be implemented?

We will conduct Schools Team meetings, Path and CAT meetings, an implementation team review for cost and other factors, and an all-campus review to refine our list of 6-8 models. We will then bring 2-3 models before the faculty for a vote in fall quarter.

We are excited about the possibilities!

Best -

Trevor and Larry

Appendix A

The Evergreen State College

Schools Development Team

Schools Design Process and Design Criteria   8 17 20

From the Project Charter: Project Purpose

Design two to three different models for organizing the Evergreen curriculum into "schools" to be approved by faculty in fall 2020.

The overall purpose of the New Academic Directions initiative is to redesign Evergreen's curriculum and co-curriculum, with the following criteria:

- The redesign is on a large scale, that would attract hundreds of students that are not currently choosing Evergreen
- Able to be supported through new revenue streams (donors, grants, legislative appropriations)
- Has evidence of strong market relevance
- Builds on assets we already possess
- Aligns with existing mission
- Significantly enhances our reputation
- Allows us to tell a compelling story
- Can be implemented within the next three years
- Considers the need to develop new structures or modes of delivery

Objectives (in business terms)

•   Design with an eye to the criteria of the New Academic Directions initiative, as outlined in Project Purpose.

•   Design models which increase access and understanding of the curriculum for students

•   Design with equity and inclusion for students, faculty and staff as a main value

•   Design with a vision for career and post-secondary opportunities for students as a main value

•   Create broad faculty engagement and enthusiasm for schools development process, and deep engagement of Schools team in developing the models

•   Provide a preliminary review of models for implementation team by Sep 1/ 20

<u>Deliverables</u>

1.   Two to three models for organizing the Evergreen curriculum into "schools." These should be written up in detail and address the various elements outlined in the Scope section.

2.   Plan and be ready for presentations for various audiences (e.g. faculty meeting, senior leadership group, Board of Trustees, etc.)

3.   Develop explanatory materials (e.g. One-pager/ visual representations of each model; Taglines; elevator pitches, etc.)

Schools Design Criteria.   Schools must:

- Foster a sense of belonging. Schools will establish a cohort and sense of community among their respective students. Sense of belonging and community will be determined by regularly collected qualitative data.
- Provide identifiable areas of study. The names of schools and affiliated centers, programs, and courses will be accessible to a wide outside audience.
- Schools will provide relevant, coherent curriculum related to the advertised areas of study with clear paths to graduation.
- Center equity. Schools will articulate concrete ways of centering equity on campus.
- Allow for students to transfer between schools. The curriculum and educational structures will be flexible enough to allow students to switch into or out of designated schools.
- Offer students opportunities to engage in high impact practices. This includes but is not limited to offering to all students capstones, certificates, internships, co-curricular activities and research opportunities.
- Provide students with multiple modes of access to credit-bearing opportunities: in-person, on-line, hybrid, full- and part-time.
- Provide clear and accessible ways to access academic advising. Additionally, academic advising will have a clear understanding of how students can navigate curricular Paths as well as provide students with robust connections to career and graduate opportunities.
- Schools will interface with Paths.
- Be welcoming for students at all academic levels. This includes transfer-direct students, first time/first year students, college completers, working adults, current Greeners, and so on.
- Schools should articulate an administrative structure for faculty that supports delivery of this curriculum.
- Align with Evergreen's existing mission, the Five Foci and Six Expectations.