

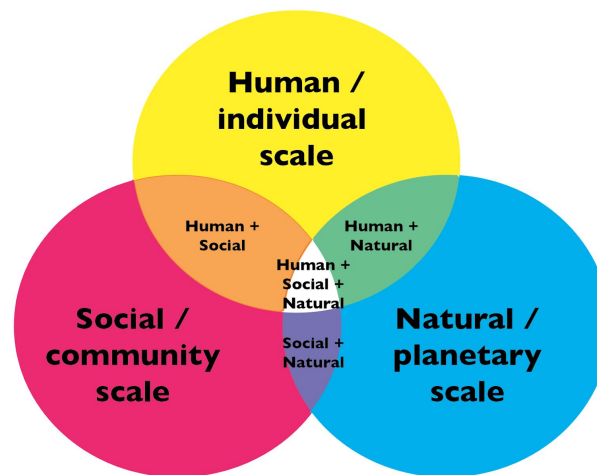
# INTERDIVISIONAL “COLOR SCHOOLS” PROTOTYPE

## *Schools Development Team #1*

**Kristina Ackley, Krishna Chowdary, Savvina Chowdhury, Stacey Davis, Zoltán Grossman**

An integrated approach for the New Academic Directions would be to organize three interdisciplinary undergraduate schools, with clearly identified interdivisional zones between them, and skills Toolboxes within them. This model allows space in our curricular structure for **both** interdisciplinary team-taught coordinated studies as well as for courses focused on teaching specific skills.

**A key organizing principle for the Schools is interdivisionality.** The scales of the human being, society, and the planet are deeply interrelated, with the human being nested inside society, which is in turn nested within the natural world. These interrelationships are reflected in overlapping (interdisciplinary and interdivisional) bodies of knowledge.



When these interrelationships have been broken, the results are exhibited on a *human scale* in health and mental health crises, on a *social scale* in homelessness, gun violence, and racial injustices, and on a *planetary scale* in the climate crisis and environmental degradation. On the other hand, these crises offer a sense of urgency in making healthy changes that need to be made anyway. These crises are an opportunity to build better strategies for the future of people, communities, and the planet.

Many of our students are drawn by our mission values, such as “social justice and environmental stewardship,” and “learning across significant differences.” They want jobs and careers, and prefer ones that can make a difference. If anything, that trend is only increasing in our multiple crises of climate change, the pandemic, a global recession, and racial injustice. Over the past three years, thousands of young people in our region have participated in the student climate Sunrise Movement, educational reform gatherings, March for Our Lives, pandemic mutual aid projects, and Black Lives Matter rallies. Our students have conscientious values for a more sustainable and egalitarian future (including many conservative students). Justice and resilience has become mainstream thinking in 2020.

**A second organizing principle of the Schools is “resilience,”** or the “capacity to withstand stress and recover quickly from difficulties,” which is only possible through transforming current structures and moving toward a society of justice and regeneration. A resilience theme can put a positive face on an Evergreen education, focused on constructing healthier and more hopeful models for thriving in the future. It can also communicate that developing inner strengths can help individuals and communities face the many changes and challenges ahead. Evergreen could be described as literally the best place in the country to “think in an emergency,” because is uniquely situated to develop justice and resilience strategies, for

transformation and regeneration at the different scales of human beings (to heal from harm and live a healthier life), communities (to revitalize cultures, and transform society through social justice), and the planet (to reverse environmental and climate crises, and regenerate life).

Many of our students are drawn to resilience-related fields such as psychology, community health, sustainability, food systems, social and transformative justice, cooperatives and alternate economics, art and cultural studies, environmental/climate studies, and more. All of these fields are essentially about transforming things that have been damaged, and rather than simply returning to “normal,” re-envisioning and building more positive models for the future. Many of these fields are on the cutting edge, particularly in our ideally situated region of the Pacific Northwest.

The Schools can highlight some of our existing strengths in:

- \* Human expression and wellness, such as art, humanities, media, health, and psychology (visualize veterans’ art programs).
- \* Social and cultural resilience, such as in Native and Latinx programs, social and economic justice programs, food justice, climate justice, business entrepreneurship, CCBLA, Gateways, and other community-based engagement (visualize the Tribal Canoe Journeys).
- \* Natural sustainability, such as the natural sciences, climate studies, sustainable planning, and ecological regeneration (visualize salmon habitat restoration).

**A third principle in this Schools model is that it is student-facing, and makes the curriculum more visible, but does not require fundamental changes in faculty pedagogy or planning structures.** The structure involves three interdisciplinary and interdivisional undergraduate schools, with identifiable areas of study. Although faculty and students could identify with a School if they wish, they would not be “stuck” within a single School.

The Schools would be clusters of *programs*, with interdivisionality made more visible through color coding. Paths of Study would remain as the key faculty planning groups, and they could choose to cluster within Schools for larger cross-Path planning purposes, as today they can cluster in CATs. Faculty could keep teaching programs at different levels, with a mix of credits, and the campuses (Tacoma, Olympia, Native Pathways, and Evergreen Everywhere) would retain their distinctiveness and autonomy.

Part of the disconnect in the conversations about Evergreen’s organization is that some of our work is thematic/content-oriented (such as environmental stewardship or cultural studies), whereas other work is skills/tools-oriented (such as quantitative or media skills). We propose making Evergreen’s uniqueness more visible in the thematic schools, but also visualize a more seamless integration of skills-based programs by incorporating “toolboxes” within each school.

Students are drawn to technical skills (media, arts, computer sciences, etc.) that can contribute to their thematic interests and to gaining employment. Many adult learners, in particular, are concerned about acquiring workforce skills, and are looking for conventional sources for skills credentials. **We propose a model that both emphasizes Evergreen’s unique interdisciplinarity, as well as providing lower-credit skills-based options within a clear and accessible structure of Schools.**

## STRUCTURAL ISSUES

1. **The Schools would be clusters of programs**, not silos or departments, and make the categorization of programs more visible to students. Schools will provide relevant, coherent curriculum related to the advertised Paths of Study; school names and organization would be clearer to students than simple lists of offerings. Our School names are simply initial proposals. The Schools could form a hub for students' academic community, with symposiums, speaker series, social events, joint projects, student lounges, etc., to foster a sense of belonging (more on this later in #6). Students would be able to switch their identification with Schools based on their self-determined educational trajectories, goals and learning objectives.
2. **Interdivisional programs could be cross-listed in different Schools**, in clearly identified and color-coded "interdivisional zones," to make interdivisional overlapping areas highly visible and elevated for transfer and current students (see Venn diagram on page 7). Interdivisionality would be based on the principle of a color wheel. For example, a program such as *Climate Justice* could be cross-listed in a "purple" zone between a "red" social resilience School and a "blue" natural resilience School. *Shaped by the Sea, Shaped by the Hand: Marine Biology and 3D Art* could be listed in the "green" zone, where the Arts and Sciences overlap. Using this model for identifying programs, students and faculty could situate themselves in rich areas of mixture and intersectionality, rather than having to choose between binaries. Faculty teams would make their color decision based on their program's credit equivalencies and fields of study, *not* simply the team's Path memberships.
3. **Schools could provide planning structure for delivery of curriculum.** Paths of Study would continue to function as they do today. They could be clustered within Schools for planning purposes, so that Schools could become larger versions of CATs (or "SuperCATs"). Paths could decide to cluster within a School (just as some today decide to cluster in CATs), and that decision can change. The Schools could help coordination among faculty in curriculum planning for interdisciplinary programs, but also for recurring lower-credit, skills-based programs. This model envisions the integration of EWS and Daytime programs within each School (see also #4). Faculty would *not* have to join a Path to identify a program with a School or interdivisional zone. Paths could still develop appropriate curricular progression and offer clear pathways to advanced level work. Faculty could continue teaching programs as they wish, whether 16-credit programs, hybrid programs, or stand-alone courses.
4. **Flexible Skills "Toolboxes"** would be housed within each School, to provide skills credentials / certificates and other night and weekend options, no matter what students' thematic interest. Students may be studying health in one school, but go to another School to pick up quantitative skills, writing skills, language skills, GIS, media development, etc.. Students may be studying environmental restoration in one School, but go to another School for cross-cultural credentials, or be studying public health in one School and go to another for statistics.
5. **High-impact practices:** Through its web presence, each School would highlight high-impact practices offered by Paths in the School. This includes but is not limited to offering to all student capstones, certificates, internships, field studies, study-abroad trips, co-curricular activities and research opportunities. Path web pages would highlight possible connections to internship opportunities, related careers and graduate programs. Path webpages would feature showcase rotating student work on capstone projects, internship work, conference participation

etc. to promote student motivation and engagement and hence retention (see more detailed examples of capstone projects in the table below).

6. **Wrap-around advising:** Each School would have a dedicated group of advisors who would work with students to help navigate their way through the curriculum. The vision here is one of collaborative teams of Staff-Faculty, assigned to each School, to advise and support students through their educational journey as well as fostering a sense of community and belonging. Advising teams comprised of staff and faculty would work with cohorts of students to aid in selecting programs, writing academic statements, writing recommendations for graduate schools, as well as supporting students attain certificates and make workforce connections. Advising staff-faculty teams would work within the context of each program/Pathway to support students with specific needs: setting up accommodations for students with learning disabilities (e.g. note-taking, procuring audio-books etc.), tutors for students for whom English is not their first language, holding workshops on time management skills etc. Students in their junior-senior years might join staff-faculty advising teams as peer advisors, mentoring new and transfer students as they navigate their way through campus. Student-Staff-Faculty teams would facilitate monthly “fireside chats” to facilitate community building within and across Schools.

7. **Centering equity work in each School,** advising teams comprised of students, staff and faculty would work to identify areas of concern within the context of each Path and overall School. Equity may be strengthened through this process of tailoring actions to the specificities of each School and Path of Study. Teams would work to address issues through common readings, workshops, symposiums etc. We could envision the advising work done by teams in #6 overlapping with equity-driven campus activities. An annual campus-wide symposium, such as the Equity Symposium, would be institutionally supported by the Evergreen State University. Teams would propose Summer Institutes to facilitate professional development in designing equitable and inclusive campus spaces and classroom activities. Some of these equity-based initiatives are already a part of our campus practices and we envision that they would be shored up with institutional support and backing to promote widespread participation across Schools. Increased clarity and transparency in the curriculum, and more even opportunities for advanced level work across Schools, in themselves encourage equity processes.

### **Support, Autonomy, and Resources for the four Evergreen Campuses** (Olympia, Tacoma, Native Pathways, and Evergreen Everywhere)

The integrated curriculum in this prototype presents programs clustered around coherent areas of knowledge and skills. It encourages collaboration among faculty that will serve students well in achieving the specific skills needed in their chosen field and value the interdisciplinary coordinated studies model. The interdivisional emphasis, and intersections between the three schools, make permeable the traditional boundaries between disciplines.

In order to achieve more holistic curriculum planning, we would hope that all four campuses (Olympia, Tacoma, Native Pathways, and Evergreen Everywhere) would choose to participate in the relevant knowledge clusters presented in the three schools. Because there are different needs for each campus (based on different numbers of regular and adjunct faculty, students served, etc.), the Schools prototype affirms continued autonomy for each campus. Any of the four campuses of Evergreen should be able to

access the resources that a coordinated undergraduate curriculum needs, and those resources that are specific to the needs of each campus.

For example, Evergreen Everywhere (made more visible with remote teaching in the pandemic) is a “campus” for programs and courses that are delivered online, remotely, and/or low-residency. Given the needs of our students, it is likely that programs and courses delivered this way will continue to grow, and will be included across all three Schools in this prototype. Rather than have programs and courses plan in silos in Paths and/or Schools, we would encourage planning, resources, and support specific to the Evergreen Everywhere campus in order to strengthen the curriculum as a whole.

**Elevator pitch.** The Color Schools are three interdisciplinary undergraduate schools organized around interrelated scales: human (arts, humanities, and wellness), social (community, society, and justice), and planetary (sciences, environment, and design). The Schools are clusters of programs, as determined by faculty teams, and the particular names are secondary. The model includes color-coded interdivisional zones that elevate areas of mixture, such as climate justice or sustainable architecture, shown in the catalog and infusing university culture. The Paths of Study remain intact, to guide curriculum pathways, and the Schools could function as enlarged CATs for Path planning purposes. Each School has flexible Skills Toolboxes which any students can access to acquire credentials and skills, whatever their thematic interest. Each School has its own wrap-around advising, high-impact processes, and equity strategies, tailored to fit its different needs.

## **COLOR SCHOOLS**

- **SCHOOL OF THE ARTS, HUMANITIES, AND WELLNESS**

*Degrees:* B.A., B.F.A.

*Programs:* Arts, humanities, media, psychology, health

*Toolboxes for all students:* visual arts, media analysis and technical skills, design, literary arts, writing, language skills, etc.

- **SCHOOL OF COMMUNITY, SOCIETY, AND JUSTICE**

*Degrees:* B.A., B.S.

*Programs:* Social justice, political economy, sociology, Native Studies, Latinx Studies, social entrepreneurship, business, social work, climate justice, food justice, global studies, gender studies, education.

*Toolboxes for all students:* cross-cultural skills, community-based engagement, economic analysis, business accounting, etc.

- **SCHOOL OF SCIENCES, ENVIRONMENT, AND DESIGN**

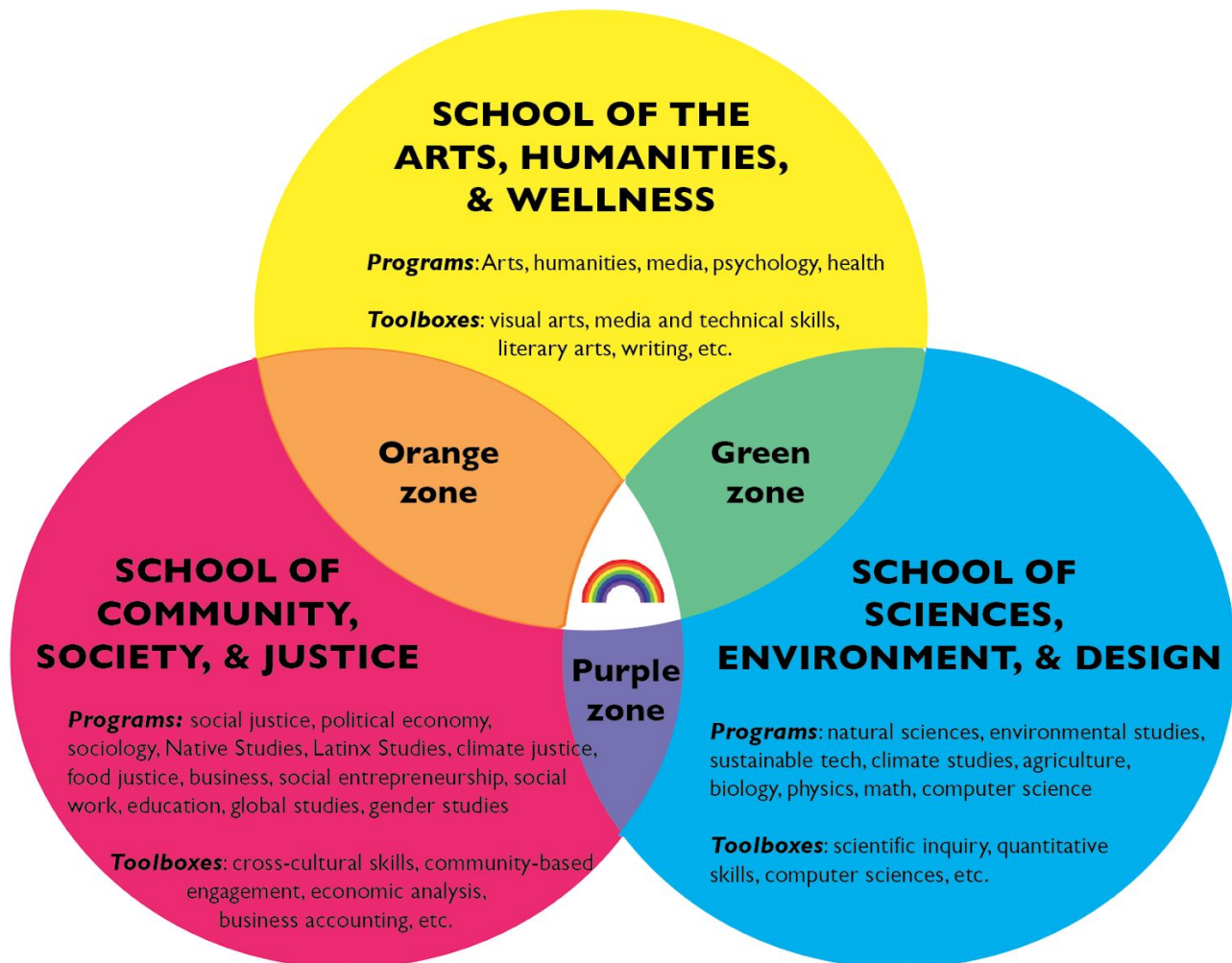
*Degrees:* B.S.

*Programs:* Environmental sciences, natural sciences, sustainable technology, botany, agriculture, climate studies, biology, marine biology, geology, physics, math, computer science

*Toolboxes for all students:* scientific inquiry, quantitative skills, computer sciences, etc.

**Interdivisional Zones.** The three Schools would be identified by primary colors (yellow, red, and blue), but interdivisional programs could also be cross-listed in four combined-color zones, reflecting overlapping or blended areas. We offer the color wheel not just figuratively to explain the model, but literally to be incorporated into the catalog, to offer curricular clarity to students. The colors could also become part of our university culture, to offer identity to students (“my passions are art and social justice, so I’m most interested in orange programs”) and to faculty (“let’s teach a purple program together”). See grid on page 8 for samples of Schools programs, and the grid on page 9 for samples of interdivisional zone programs (selected from the 19-20 catalog).

- **Orange zone programs (human + social):**  
Black women’s literature, class disparities in health, etc.
- **Green zone programs (human + natural):**  
Painting the natural world, sustainable architectural design, etc.
- **Purple zone programs (social + natural):**  
Climate justice, sustainable community agriculture, etc.
- **Rainbow zone programs cross-listed in all three schools (human + social + natural):**  
Tribal medicinal plants, LGBTQ+ technoscience fiction, etc. (color could be “brown,” but Stacey suggested “rainbow.”).



## COLOR SCHOOLS

<b>School of the Arts, Humanities, and Wellness</b>  <i>Programs:</i> Arts, humanities, media, psychology, health	<b>School of Community, Society, and Justice</b>  <i>Programs:</i> Social justice, political economy, sociology, Native Studies, Latinx Studies, climate justice, food justice, business, social entrepreneurship, social work, education, global studies, gender studies	<b>School of Sciences, Environment, and Design</b>  <i>Programs:</i> Natural sciences, Environmental studies, sustainable tech, climate studies, agriculture, biology, physics, math, computer science
<b>Sample Programs</b> ( <i>examples from the 19-20 catalog</i> ):	<b>Sample Programs</b> ( <i>examples from the 19-20 catalog</i> ):	<b>Sample Programs</b> ( <i>examples from the 19-20 catalog</i> ):
Music and Mythology	Political Economy and Social Movements	Marine Environments
French Language, Arts, and Culture: Dark Romantics	State & Local Government: Community, Communication, and Change	Matter and Motion
Art in Fine Metals and Fibers	First Peoples Multicultural Scholars Program	Island Ecology and Evolution
Madness and Creativity	Contending Visions of U.S. Foreign Policy in the Twenty-First Century	The Chemistry of Living Systems
Personality and Social Psychology: Who Do You Think You Are?	Student-Originated Studies: Taking Action in Our Communities (CCBLA)	General Biology: Cells, Populations, and Ecosystems
The Graphic Novel	Crime and Punishment	Computer Science Foundations
Abject Art	Gateways for Incarcerated Youth	Farm to Table



## INTERDIVISIONAL ZONES

<b>Orange Zone</b>	<b>Green Zone</b>	<b>Purple Zone</b>	<b>Rainbow Zone</b>
Arts, Humanities, Wellness + Community, Society, Justice	Arts, Humanities, Wellness + Sciences, Environment, Design	Community, Society, Justice + Sciences, Environment, Design	Arts, Humanities, Wellness + Community, Society, Justice + Sciences, Environment, Design
Place, Memory, Narrative: Northwest Coast Native Art and Literature	Written in Stone: Art and Geology	From the Earth: The History, Stories, and Social Justice of Farming in the U.S.	Highway 101 Revisited: History, Literature, Music, and Ecology
Arts of Urgency: Latin American Film and Literature	Animating the Sea: Motion, Light and Eyes	South Asia: Climate and Society	Comparative Eurasian Foodways: Agriculture and Culture in the Early Mediterranean
Native Pathways Program: Speaking from the Heart: What Stories Mean (Olympia)	Clones and Mutants: Genetics and Photography	Flaming Eggplant Cafe: Cooperative Food Business Management	Cycle Makers and Cycle Breakers: Transitional Studies (Tacoma)
Diversity and Dissent in Education and the Media	Computing and Music	Plants and People	Experimental Responses: Climate Change, Science and Art
Medicine is a Social Science: Disease, Health and Health Care	From the Ground Up: Writing Natural History	Land, Water, and the Public Interest	Irrepressible Bodies: Hope, Health, and Resilience in a Turbulent World
Psychology and Social Justice: Making Change Happen	Science and Psychology of Wordbuilding	Climate Justice	Pandemic Academy
Reading and Writing LGBTQ Narratives of Resistance and Resilience	Introduction to Scientific Illustration	Social Science Approaches to Solving Environmental Problems	Color Grows in the Garden

## TOOLBOXES, CENTERS, AND CAPSTONES

School of the Arts, Humanities, and Wellness	School of Community, Society, and Justice	School of Sciences, Environment, and Design
<p><b>Toolboxes for all students:</b></p> <p>visual arts, media and design skills, literary arts, health, language skills</p>	<p><b>Toolboxes for all students:</b></p> <p>cross-cultural skills, community-based engagement, economics, accounting for co-ops</p>	<p><b>Toolboxes for all students:</b></p> <p>scientific inquiry, quantitative skills, computer sciences, farming skills</p>
<p><b>Centers:</b></p> <p>Center for Interdisciplinary Art and Design (<i>proposed</i>)</p>	<p><b>Centers:</b></p> <p>CCBLA, Gateways, Center for Entrepreneurial Leadership and Transformational Change (<i>proposed</i>)</p>	<p><b>Centers:</b></p> <p>Center for Climate Action and Sustainability (<i>proposed</i>)</p>
<p><b>Capstones:</b></p> <p>Multi-media projects, films, art installations, performances, independent research projects, research projects with faculty, participation in regional/national conferences, internships, community-based volunteer work.</p> <p>E.g. Writing, directing, and filming a public-service announcement that will be aired on public-access television.</p>	<p><b>Capstones:</b></p> <p>Independent research projects, research projects with faculty, participation in regional/national conferences, internships, community-based volunteer work.</p> <p>E.g. Learning how to respectfully engage in work with Indigenous communities</p> <p>E.g. Interning at a nonprofit organization or a legislator's office to learn more about strategies and policies intended to address social issues, such as immigrant rights, or homelessness</p>	<p><b>Capstones:</b></p> <p>Research projects with faculty, independent research projects, participation in regional/national conferences, internships, community-based volunteer work.</p> <p>E.g. Conducting a scientific study over several months or a year to determine the ecological or environmental impact of changes to a local habitat</p> <p>E.g. Designing and building a product, computer program, app, or robot to address a specific need, such as assisting the disabled.</p>