

SCHOOL of CRITICAL INDIGENOUS & NATIVE STUDIES: NATIVE PATHWAYS PROGRAM (NPP)

SCHOOL of THE TACOMA PROGRAM (Marcia didn't want a title, per se)

SCHOOL of INTERDISCIPLINARY PROGRAMS

Rationale

Evergreen does not have resources or funding to create new schools. We propose to highlight and support the strengths of existing "schools" to ensure success, practice equity and inclusivity, and give long overdue visibility and acknowledgement to Evergreen's 3 foundational mainstays--The Tacoma Program (est. (1972), The Native Pathways Program (formerly the Reservation-Based Community-Determined program, est. 1989), and the Interdisciplinary Programs since the beginning (1971).

Faculty are concerned that students will be left behind or fall through the cracks because they do not see themselves within a "school;" and faculty do not want to be limited to "Schools." Schools that concentrate only on the Olympia campus may or may not foster a sense of community, but we know that NPP and Tacoma foster a sense of belonging within their cohorts and program/course offerings.

In order to center Equity, we propose to create the School of Critical Indigenous & Native Studies that houses ALL Native Pathways Program curriculum (upper division & lower division with imbedded Greener Foundations programs & affiliated courses (some "Oly" programs/paths may choose to affiliate with this school - The Peterson's Program, Kristina, Zoltan, ALEX and the El Camino Program).

NPP, as well as the Tacoma Program, emphasize place-based, regional, national, and global work, spanning North & South America, Africa, and New Zealand. NWCCU just approved both Tacoma and NPP to offer lower division admissions. Growth in these programs is imminent and requires our Evergreen community as a collective to support this critical work.

Both NPP and Tacoma already operate as a school within a college--from Outreach & Recruitment to Admissions & Academic Advising to Curriculum & Cohort Model Community Learning to Student Retention programs, relationships with key campus services/groups, track their own data and report, have consistent faculty assigned to their programs, and all the ensuing Administrative work. They have name recognition on campus and in the community at large. Partnerships with other community stakeholders have already begun and are flourishing, including Bridge programs with community colleges. Each of these programs has a clear, interdisciplinary path to graduation.

It is time to honor these programs as full, participating members of Evergreen rather than treating them as a second thought. It is past time to walk in integrity, practicing realized equity with and for NPP and the Tacoma Programs.



The School of Interdisciplinary Programs Olympia will provide a stable curriculum in a 12/4 or 16 credit model with Paths as the main structure. All Paths would provide HIP options, including an emphasis on capstones and internships. This School would be home to rotating faculty and programs but share the core curricular value of authentically interdisciplinary studies.

By identifying one of the Schools as Interdisciplinary Programs, the Evergreen Curriculum offerings would be more clear to students who want specific, singular courses and/or multidisciplinary courses or programs. This structure would reduce the confusion students express when developing their academic plan because they would be able to locate fields of study that fit their needs easier; and the Academic Advisors would be able to view the offerings and connections to a path toward graduation in a manner conducive to crafting an academic plan with students that is cohesive.

Students want a liberal arts education that allows them to explore across the five divisional areas. Interdisciplinary programs and courses that are truly interdisciplinary, as defined by students that I have engaged in talking circles with, are what students want--for example, if they want Interdisciplinary Programs, they want the disciplines to seamlessly connect, intersect, and overlap with each other, not separate courses placed together, taught separately, and called Interdisciplinary. These students want to explore a variety of subject areas and get a holistic learning experience. They often express that they

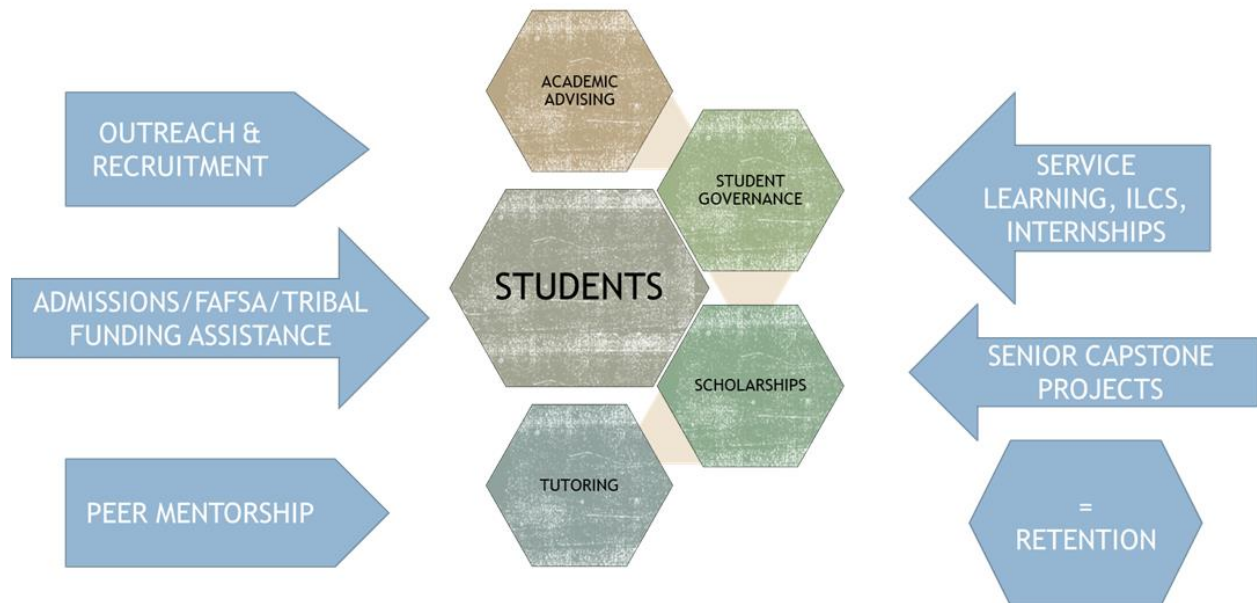
would like to take a 12 credit program and have the option of supplementing their main study with a course outside of their emphasis area. The “science students” state that they do not “get to take” many courses outside of their science areas in order to fulfill graduate requirements (note: transfer students would have even less of an opportunity to diversify their academic portfolio). The arts & humanities students state that there are very few offerings in natural science/environmental areas they would like to study. The Transcript Review backs up the difficulty students sense - it’s hard for science students to get arts & humanities credits, and vice versa. Creating multiple schools within the Olympia campus would only serve to make it harder for students to get the interdisciplinary experience that they want.

Full Service Model

All three schools should develop a full service model that provides the following:

(Image developed for NPP, expanded to include all schools)

FULL SERVICE MODEL



- Schools should also:
- Highlight faculty and students’ work and works-in-progress -- to the world, not just “in-house”
- Have Academic Fairs
- Offer in-person, hybrid, and online options. All modes should be available to students from other schools, but especially the online options should be open to everyone. There

may be 'core' courses that remain open to only students in each school, but electives should be shared. NPP already has a success hybrid online program.

- Maintain a transparent organizational framework and chart
- Offer cyclical and/or repeating curriculum in specified areas for students to create an academic plan
- Create certificates that provide career-connected skills.
- Coordinate with all other curricular programs to develop a master schedule for students to map out their studies
- Equality among faculty and adjunct faculty lines based on student fte

Inclusivity & Belonging

Both NPP and the Tacoma Program

- foster a connected community of learners by offering community events, student groups, peer-mentoring, tutoring, spaces designated for students (NPP's Culture Room, Tacoma's Lyceum Space), and include students in Outreach/Recruitment/Retention efforts
- Meet students where they are and work from a problem-solution framework
- Provide academic advising, academic statement workshops, scholarship workshops, career resource/planning, independent learning contracts, and internships
- Faculty, staff, and students work together in their respective communities to foster community service-learning and reciprocity
- Program newsletters and social media presence
- Organize and implement Orientation
- Organize and implement Graduation
- And, highlight Student and Alum successes
- Tacoma's new & awesome Community Lecture Series
- NPP presence & participation at Tribal Community events across the PNW and beyond

To increase belonging and student engagement, the School of Interdisciplinary Programs should develop working relationships and partnerships with the "Centers" at Evergreen. Centers would provide gathering areas, living-learning communities, and a sense of community. These centers have faculty buy-in already (climate justice, arts & design) and would provide a cross-divisional home for student and faculty, while not providing the administrative overhead a school would require or creating artificial divisional boundaries.

Organizational Structuring of the 3 Schools

Dean of the School

Director /Faculty - Curriculum, ILCs and Internships, Scheduling, Budget, Reporting, teaching as needed

Asst. Director/Faculty - liaise with Admissions, Financial Aid, Scholarships, Health & Wellness, Public Service Centers, and Marketing/comm, teaching as needed

Program Coordinator - Admin

Student Services Coordinator - Outreach, Recruitment, Retention, Student Activities Liaison

Student Ambassadors

F/T Faculty: teach, provide Advising to their designated students

Adjunct Faculty: teach, provide emerging advising to students

Evergreen Olympia would still provide some of the “Wrap Around” services as not indicated above