

Summer Institutes 2018

Washington Center/Learning & Teaching Commons Institutes

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- 2. Team Planning For Student Success**
Conveners: Sonja Wiedenhaupt and Joye Hardiman
July 24-26, SEM2 E1107
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June 25-26, SEM2 E2105
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- 4. Institutional Racism's Legacy**
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July 9, 11 & 12, SEM2 C2107
- 5. Social Climate In Learning Spaces**
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- 6. Disseminating Decolonizing Pedagogies**
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- 7. The Next 50 Years At Evergreen: Fundraising For The College's Future**
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Convener: Ellen Shortt Sanchez
July 30, SEM2 A3109
- 9. Popular Education Laboratory (At Our Tacoma Site)**
Convener: Anthony Zaragoza
August 1 & 3, Rm. 105
- 10. Infusing & Supporting Entrepreneurship Throughout The Curriculum**
Convener: Dion Gouws & Scott Morgan
August 2, SEM2 A3107
- 11. Crafting Privilege, Power & Difference Workshops**
Conveners: Prita Lal & Alice Nelson
August 13, 14 & 23, SEM2 E3107
- 12. Veterans' Experiences: From JBLM To The Classroom**
Conveners: Thomas R Kelley with Veteran Specialists & Students

August 22-23, SEM2 D2107

13. Cross-Path Arts & Humanities: Developing Common Visions For Student Learning

Conveners: Miranda Mellis & Stacey Davis

September 4-5, SEM2 A3107

14. Unifying Statistics At Evergreen With R & Excel

Conveners: Richard Weiss & Wen Wang

September 4, SEM2 A3109

15. Re-Envisioning the Bachelor of Science Degree: An Enrollment/Retention Initiative

Conveners: Paula Schofield, Carri LeRoy, Alison Styring & Clarissa Dirks

September 5, PURCE HALL CLASSROOM 6

16. Native American Integration Into Curriculum Planning & Implementation

Conveners: Kristina Ackley, Tina Kuckkahn-Miller, Eric Trevan & Yvonne Peterson

September 6, Longhouse 1007 A

17. Our Common Read: Civic Engagement & Social Trust

Conveners: Trevor Speller & Eirik Steinhoff

July 16, 9-12 OR September 7, 1-4, SEM2 A2109

Washington Center/Learning & Teaching Commons Institutes

1. New Faculty Teams & First Year/Lower Division Programs

Conveners: Therese Saliba, Trevor Speller, Sonja Wiedenhaupt, and Erica Hernandez-Scott

June 18-21, SEM2 E1105

New Faculty and their teams, and Faculty teaching in First Year/Lower Division programs in 2018-19, are invited to join a four-day planning institute to build inclusive excellence and student success into your curriculum and pedagogy. By week's end, your team will have a solid outline for your program, and drafts of key assignments and workshops. We will be working with:

- Backwards planning to design disciplinary and interdisciplinary assignments, with appropriate scaffolding, tied to program themes and questions
- Frameworks for getting to know students' strengths, building the learning community, and teaching practices of democratic participation
- Learning who our students are, and using early assessments to inform your proactive program planning and to connect students with additional support
- For First Year programs, innovative methods for incorporating the our first-year learning goals into your program planning, and connecting with staff and resources across the college.

In addition to a common seminar and/or workshop each day, you will have time to work with your teaching partner and opportunities to see how other faculty teams are planning to engage students.

2. Team Planning For Student Success

Conveners: Sonja Wiedenhaupt and Joye Hardiman

July 24-26, SEM2 E1107

Faculty who aren't new to the college (including term, continuing, and adjuncts) are invited to join a three-day planning institute to build inclusive excellence and student success into your curriculum and pedagogy. By week's end, your team will have a solid outline for your program, and drafts of key assignments and workshops. We will be working with:

- Backwards planning to design disciplinary and interdisciplinary assignments, with appropriate scaffolding, tied to program themes and questions
- Frameworks for both getting to know students' strengths, building the learning community, and teaching practices of democratic participation
- Learning who our students are, and using early assessments to inform both your proactive program planning and moves to connect students with additional support

In addition to a common seminar and/or workshop each day, you will have time to work with your teaching partner and opportunities to see how other faculty teams are planning to engage students.

3. Exploring the Scholarship of Teaching and Learning (SoTL) with an Equity Mindset 2nd Annual Scholarship of Teaching and Learning National Institute, Rainbow Lodge, North Bend
August 6-10

Evergreen faculty are invited to participate in a national institute on the scholarship of teaching and learning with an equity mindset. The aim of this institute is to enhance educators' capacity to understand and improve student learning opportunities within their teaching contexts by:

- Using critically conscious, self aware, and collaborative practices of inquiry;
- Challenging inequities while recognizing the community cultural wealth of all students; and
- Engaging in systematic scholarly investigation and analysis of learning (sotl).

Creating a more equitable learning environment is no small task, but it can be achieved in small steps that have large and lasting consequences, often using the scholarship of teaching and learning as a vehicle. This Institute brings together the idea of inquiry as stance, with concepts of how we build more equitable teaching environments and how we develop better understanding of the learning landscape.

The institute is designed to help you:

- Learn how to use an equity framework;
- Build the capacity to conduct classroom inquiry;
- Prepare to engage in the scholarship of teaching and learning;
- Come to a better understanding of your students and their cultural assets;
- Work collaboratively to build a community of practice;
- Develop and refine an inquiry project to pursue in your classroom practice; and
- Engage with resource faculty who will support your journey.

This residential institute provides participants with a carefully coordinated mix of plenaries, workshops, and focused work time for developing an inquiry that examines, improves, and supports what happens in the classroom. Experienced educators will facilitate small and large group sessions and work directly with participants as resources for development of the inquiry projects.

As a step towards creating a culture of equity minded inquiry and intentional action at Evergreen, faculty participating in this institute will walk away with a plan for an inquiry around a promising or puzzling practice. The purpose of this inquiry is not to figure out best practices, but rather to critically reflect on and use an equity framework to refine a practice in the company of colleagues. Evergreen faculty will have an opportunity do classroom investigations in the fall quarter as part of a community of practice. They will then share what they have learned, both about their inquiry and their practice, with the campus as a whole in the winter quarter.

The institute is being held at Rainbow Lodge, in North Bend, from August 6-10. Applications are welcome, but space is limited. The cost of attending the institute will be covered by the Deans & Provost Offices, and will not come out of your professional development funds. Lodging and food will be provided, although you are welcome to commute if that works better for your schedule. There will not be a daily stipend for attending this institute. When you follow the link to register for this institute, it will open the Washington Center registration form in a Word document. If you are interested in attending please save, fill out, and email the completed form to washcenter@evergreen.edu.

4. Inclusive Excellence

Conveners: Chassity Holliman-Douglass with Resource Faculty
August 15-17, SEM2 E1107

Inclusive Excellence is a comprehensive, systematic approach that requires a close attentiveness to the student experience itself, including the impact and influence that identities such as race and ethnicity, gender expression, socioeconomic background, physical ability, sexual orientation, first-generation status, and others have on the student learning experience. Inclusive Excellence calls for a vital transformation of our institution by embedding and institutionalizing equitable and inclusive practices in every effort, aspect, and level of our college. (Williams et.al, 2005)

The Summer 2018 Inclusive Excellence Institute is designed to equip faculty with some of the cultural and social justice competencies necessary to function at their best in their classroom practices so that the college can provide the highest quality of education and care to all students and insure student success, retention and completion.

The vision for the institute is to build a community engaged in learning and strategy developments that address inclusion and access, with particular focus on equity and those acts that promote critical self and systems analysis and reflection on learning and teaching environments. Institute resource faculty will be experts from First Peoples, TRIO, Access Services, the Undocumented Student Taskforce, Veteran Affairs, Native Pathways, the Latinx Standing Committee, and the Trans and Queer Center.

Other Summer Institutes

1. Greener Stories: Evergreen's Oral History Project

Convener: Sam Schrage

June 22, SEM2 E2107 (plus research days)

Evergreen has embarked on a multiyear project to record valuable memories of retired faculty, staff and administrators. The aim is to document stories and reflections about the college from a wide, diverse array of people: how they experienced, contributed to, and have been affected by work and life, challenges and change at this unique institution during the time they were here. This institute, funded by a generous donation to The Evergreen State College Foundation, is designed for faculty and staff interested in doing in-depth interviews this summer with one or two persons they admire.

The institute will begin with a day of orientation to the project: choice of one's narrator; methods of life history interviewing; key topics, events, issues, and controversies in Evergreen's history; and use of audio equipment. The rest of the institute consists of independent research conducted over four or more days during the summer: archival study, a pre-interview followed by two or more recorded interviews, and review of draft transcripts. The convener will offer guidance as needed throughout the process. These interviews will become part of the Library Archives, providing a vital resource for Evergreen's 50th-year celebration and future generations.

2. Designing A Student-Centered Interdisciplinary Curriculum

Conveners: Krishna Chowdary and Elizabeth Williamson

June 25-26 , SEM2 E2105

We invite you to a conversation about how we can collectively build a curriculum focused on student success. In this institute we will tackle several related questions that fall into roughly two categories:

1) Student outcomes. What happens when we think of curriculum as a series of student experiences that occur across time and space? What language do we currently use to describe the anticipated outcomes of those experiences? How are we already using learning objectives to describe those outcomes and how could we improve the transparency of what we communicate to students about those objectives?

2) Interdisciplinarity. As we move toward implementing paths of study, how can we sustain a vibrant curriculum that includes both recurring and emergent programs? How might we lift up and clearly articulate for students the value of interdisciplinary work? What are some of the different ways we currently use the terms "liberal education" and "interdisciplinary" and how can we collectively clarify our use of these words? With those discussions as context we will also have a conversation about the evolving structures relating to the path groups, and changes in process for developing

the curriculum at the college. Given those changes, how do we maintain the level of interdisciplinarity that is our hallmark?

Agendas for each day will involve significant time for small group discussion, plus sharing back at the end of each morning/afternoon in the form of visualization and visioning. Activities will focus on honing broad goals for the curriculum rather than the pedagogy of individual courses and programs.

3. Study Abroad

Convener: Sean Williams
June 27, SEM2 A2109

This one-day institute is a chance for experienced study abroad practitioners and those new to the idea to join together and explore the opportunities of the life-changing experiences that study abroad represents for our students. Because an Evergreen study abroad experience is like no other, it allows every student the chance to put theory into practice with solid advance preparation, on-the-ground organization in the location of study, and interdisciplinary opportunities of exploration.

The institute will begin with the more experienced faculty sharing their experiences and best practices for successful student work abroad, continue with new faculty discussing possible study abroad locations and ideas, and end with the supported development of a concrete study abroad proposal by faculty who have never taken students abroad before. As a part of our work on understanding the many ways that students encounter study abroad, we will include work on issues of equity, access, and safety. We will also explore the idea of developing a pathway in Global Studies/International Studies.

4. Institutional Racism's Legacy

Conveners: Michael Vavrus & Grace Huerta
July 9, 11 & 12, SEM2 C2107

This 3-day institute provides an opportunity for us to deepen our understanding of meanings and manifestations of institutional racism, both historically and into our current moment. Ibram X. Kendi National Book Award-winning *Stamped from the Beginning: The Definitive History of Racist Ideas in America* serves as our primary text for chapter analysis, seminar discussion, and reflection. This book will be provided to participants who don't yet have it. Supplemental historical and contemporary materials and media related to Kendi's text and to institutional racism are also included. Faculty can anticipate leaving this institute with insights as to how racism – consciously and unconsciously – can be expressed through an institution's policies and individual practices.

Ultimately, this institute is intended to open dialogue and reflection on how we might apply this learning to our own college and, more specifically, to our own pedagogy and interactions with students and colleagues. Besides addressing the 2017 Memorandum of Understanding regarding institutional racism, this institute contributes to our collective expectation for our graduates to "participate collaboratively and responsibly in our diverse society" by faculty promotion of student knowledge, skills, and dispositions that enable "learning across significant differences."

5. Social Climate In Learning Spaces

Convener: Joli Sandoz
July 17, SEM2 A2109

Climate setting and on-going maintenance of learning space atmosphere conducive to learning are responsibilities all course/program participants share. What materials do you use to spark discussion of expectations regarding classroom ambience, and of related topics of conflicts, implicit bias, calling out, and calling in? What's your response to microaggressions and microinvalidations regarding your social identity or those of other course/program members? How and when do you intervene in "hot" conversations and tensions? We will share our experiences and knowledge while discussing several short articles and DiAngelo's and Sensoy's longer piece for students, "Leaning In: A Student's Guide to Engaging Constructively with Social Justice Content" (*Radical Pedagogy* 2014). Student learning related to two of Evergreen's Six Expectations is particularly relevant to institute content: 2) Participate collaboratively and responsibly in our diverse society, and 3) Communicate creatively and effectively.

6. Disseminating Decolonizing Pedagogies

Conveners: Grace Huerta, Maria Isabel Morales, Alice Nelson, and Catalina Ocampo

July 18, SEM2 D1107

A group of faculty, MiT students, and staff will attend the Xicanx Teaching and Organizing Summer Institute (XITO) in Tucson, AZ in July to learn about the decolonizing and rehumanizing theories and methodologies behind the successes of the former Tucson Mexican American Studies Program. This intensive professional development opportunity will provide new tools and pedagogical strategies that can deepen our commitment to equity and inclusion at Evergreen.

This 1-day institute will allow us to reflect on the lessons gleaned from the XITO Institute, share lessons and methodologies with others, and reflect on the best applications for those methodologies for the Evergreen community. We will begin to envision, design, and plan opportunities to share our knowledge more extensively, while bringing in other staff and faculty on campus who are interested in working closely with us. Possible ways of sharing the knowledge that we develop include another longer, more in-depth Summer Institute in 2019 and workshop and lecture opportunities throughout the 2018-9 academic year. We hope that this long-term plan will allow us to most effectively disseminate and apply the skills and pedagogical strategies that, through XITO's work, led to the success of K-12 youth of color and communities of color in Arizona.

7. The Next 50 Years At Evergreen: Fundraising For The College's Future

Conveners: Greg Mullins, Amanda Walker, Paul Rudnick, John McLain and Abby Kelso

July 19, SEM2 A2105

Faculty and staff who are excited about the college's future and want to help inform the most significant fundraising campaign ever launched at Evergreen won't want to miss this summer institute.

Evergreen is currently in the planning phase for the first-ever comprehensive fundraising campaign in honor of the College's 50th anniversary. Advancement staff, campus partners, and volunteer board members of The Evergreen State College Foundation have been building the foundation for the campaign over the last five years. Over the next six months, we will be developing fundraising priorities and conducting feasibility testing to determine which priorities are viable with Evergreen's current and prospective donor community.

Sign up for this institute to learn more about comprehensive fundraising campaigns, provide early input, and help shape how the community will be engaged in the campaign planning work in Fall 2018. At this institute, participants will:

- Learn about comprehensive fundraising campaigns including the stages of a campaign, with a special focus on the early stage of feasibility testing and campaign priority-setting.
- Provide input to help shape Evergreen's first comprehensive fundraising campaign in honor of the college's 50th anniversary.
- Develop a framework for engaging faculty and staff in the campaign preparation study during Fall 2018

8. Integrating Community Based Learning: Curricular Strategies & Social Justice Walking Tour

Convener: Ellen Shortt Sanchez

July 30, SEM2 A3109

Come together to work on Community Based Learning with our public service center and CCBLA Advisory Committee. Spend the morning with faculty who work closely with local community partners to design meaningful student learning and action in the community. We will share best practices at Evergreen for including community work in your academic program. Many local organizations were born from student work! Hear about some of the history and celebrate Evergreen's long standing contributions to our community through curricular commitments.

In the afternoon we will connect with community partners by taking a Social Justice tour in Olympia. New or relatively new faculty from any planning unit who would like to learn about various community

organizations and how to engage students in our community are very welcome to join us. Our walking tour will include a range of social justice organizations with walking distance in downtown Olympia. The objectives of the institute are to build community among faculty participants and community partners, focus on Community Based Learning in the curriculum responds to emergent conditions, learn more about the local community, and consider the benefits of engaging opportunities for our students.

9. Popular Education Laboratory (At Our Tacoma Site)

Convener: Anthony Zaragoza

Aug 1 & 3, Rm. 105

We've all got teaching tricks up our sleeves. But we don't all teach/work together or experience our various teaching "tricks." This two-day summer institute is designed for participants to share some of their best activities or techniques. During the first day we will share and discuss methods of presenting complex materials in clear, concise, and relatable ways. We'll look at PowerPoint, Prezi and other high-tech as well as low-tech presentation tools to help students understand thick and layered concepts, processes, and relationships that simplify but aren't simplistic. During the second day we will share and discuss interactive methods to better understand course content. We'll experiment with strategy games, role plays, laboratories of various kinds, and anything else that emphasizes shared classroom, field work, and other experiences. This institute hopes to be interdisciplinary and draw from good pedagogical work from across the curriculum.

10. Infusing & Supporting Entrepreneurship Throughout The Curriculum

Convener: Dion Gouws & Scott Morgan

August 2, SEM2 A3107

This workshop and discussion will focus on how to stimulate students from all disciplines to think entrepreneurially, in terms of both academic preparation and gainful employment in their future endeavors. Due to shifts in technology and the economy, our students face very different choices in terms of how they will be employed. Climbing the corporate ladder is a fast-diminishing option. To be successful our students have to prepare themselves in training for the future; they may become self-employed, start a new business, or become a player in the vast GIG Economy.

Our alumni data show that a large number of Evergreen grads who have started a business or are self-employed never completed a business program at the College, but have an entrepreneurial orientation. The best strategy to engage similar current and potential students is to support inter-area programs that combine entrepreneurship with art, science, computer science, agriculture, etc. (Geri, 2018)

Finland, a country where education is ranked among the top in the world, offers inter disciplinary teaching and has infused entrepreneurship throughout its curriculum. They define Entrepreneurship as the "individual's ability to translate ideas into action. It encompasses creativity, innovation and risk-taking, as well as the ability to plan and direct action towards the achievement of goals. These qualities support everyday life in education, at work, in leisure activities and in other societal activities. These qualities are needed in entrepreneurship, but they also enhance workers' awareness of their work and help them seize opportunities." Drawing on this definition of Entrepreneurship, we will explore how we can use our interdisciplinary advantage to prepare students entrepreneurially.

11. Crafting Privilege, Power & Difference Workshops

Conveners: Prita Lal & Alice Nelson

August 13, 14 & 23, SEM2 E3107

Have you wanted to include workshops on issues of privilege, power, and difference in your program, but feel you need support to do so? Or have you already implemented such workshops, but seek to expand your pedagogical practices through reflective collaboration with colleagues? This summer institute aims to bring together faculty and staff with a range of experiences, in order to build our collective capacity for developing Privilege, Power, and Difference (PPD) curricula and practices in our classrooms and within our campus community.

The intention of the PPD workshops, in the context of single- and multi-quarter academic programs, is to connect the modes and themes of the program to an overarching process of developing multicultural and anti-racist/anti-oppression awareness. PPD workshops provide an interactive, participatory space for students to deepen their understanding of how unearned advantage and unearned disadvantage are woven into the structure of social relations (and academic disciplines), and so shape our learning communities. By learning more about Ideological, Institutional, Interpersonal, Internalized forms of oppression, implicit bias, and racial identity development, by sharing their own experiences, and by centering inclusive content from their fields of study, students deepen their learning and build trust over time. This, in turn, allows for more meaningful community building and contributes to our living into our stated values of becoming a more inclusive and equitable college campus.

We envision this three-day institute as a collaborative work space, in which we first share resources and aspirations and then actually develop curricula for our upcoming programs.

Day 1 will provide space for faculty and staff to share curricula, strategies, and resources that they have used that pertain to PPD and that they have found effective. We will also participate in a few activities so that the group can experience important elements of a PPD curriculum.

Day 2 will be a collaborate space for faculty and staff to develop workshops for their upcoming programs or areas. Faculty without experience teaching issues relating to PPD are welcome to participate; faculty who have been teaching around these issues are equally welcome to come and refine ideas. We hope to generate productive dialogue across these groups. Day 3 will reconvene us, after 10 days to work further on specific plans, so that faculty and staff can share their work and discuss next steps on how to implement such workshops in their respective programs.

12. Veterans' Experiences: From JBLM To The Classroom

Conveners: Thomas R Kelley with Veteran Specialists & Students

August 22-23, SEM2 D2107

The purpose of this two-day institute will be to familiarize faculty with the issues that veterans bring with them to the classroom and how these conditions affect their abilities to perform in an academic setting.

Day one begins with a tour of JBLM, led by veterans who attend Evergreen, to highlight the various facilities that serve veterans on the base. Additionally, faculty will have the opportunity to talk with active duty members about their choice to join the military and their ambitions after the military, as well as staff members who serve veterans on JBLM. Transportation to and from the base, as well as lunch on the base, will be provided.

Day two will be a seminar event held at Evergreen, where specialist from the Veterans Administration, Washington Department of Veteran Affairs and Evergreen will discuss how the military conditions civilians to serve in the military and how this militarization affects the person's perception of life and the difficulties of returning to civilian life after the military. Specialist will also talk about Traumatic Brain Injury (TBI) as well as Post Traumatic Stress Disorder (PTSD). There will be suggestions as to how to recognize these issues when they appear in the classroom and strategies on how to deal with them as a faculty member. There will be a question and answer session following the presentation, to cover any questions that did not arise during the presentations. Lunch will also be provided.

13. Cross-Path Arts & Humanities: Developing Common Visions For Student Learning

Conveners: Miranda Mellis & Stacey Davis

September 4-5, SEM2 A3107

This institute will allow members of pathways in the broad area of Arts and Humanities (including, for example, Social Inquiry and the Humanities; Gender Studies; Visual Arts; Expressive Arts; Latinx Studies; Literary Studies and any other pathway that feels it falls under the Arts and Humanities umbrella) to explore and articulate the common expectations and aspirations we share across these pathways for student learning at the various stages of college education. Working together, a comprehensive arts/humanities/social sciences grouping will have a better overview of interdisciplinary work and of potential curricular overlaps than we do as isolated pathways, especially in regards to helping students acquire and articulate depth, breadth and synthesis of learning, but also in relation to each of the other

six expectations. As part of our work, the institute will explore the feasibility of forming a multiple-pathway coalition as well as beginning to outline common expectations/learning goals and language

Our goals:

- To develop common expectations across the paths for student learning and skill outcomes, so there is transparency and common understandings about how students can meet the six expectations
- To develop such transparent, common language explicitly to facilitate both student learning and student abilities to navigate the curriculum both inter- and intra-pathway
- To discuss how these paths can develop common agreements/strategies and language about equity and inclusion frameworks in the classroom, to provide some consistency of concept and expectation across our curricular offerings
- To analyze each curricular path of study's relationship to "neighboring" paths, and our broader interdisciplinary commitments, including First Year Experience, and potentially to develop common understandings of the nature and scope of senior cap-stone experiences
- To discuss what might be entailed in creating empowered, effective, supported 'middle-tier' leadership positions, and what curriculum-related purposes such positions could serve

Structure of the Institute:

Day 1: Cross-pathways discussions, action plans, development of a common understanding of scope and framing of work ahead

Day 2: Half day with individual paths of study to develop and adapt the common language and goals to path-specific curriculum. Then return to cross-pathways discussion to refine common language and vision; discussion of possible umbrella organizational structure and of the types of middle-tier leadership that would further this work

14. Unifying statistics at Evergreen with R and Excel

Conveners: Richard Weiss & Wen Wang
September 4, SEM2 A3109

The goals for this institute:

- 1) Strengthen the teaching of quantitative reasoning across the curriculum.
- 2) Identify statistics courses and programs that would prepare students for programs that require high school algebra, e.g. INS, CSF, M and M. This is an explicit equity and retention issue. Having math skills is important for success in many fields, and this should increase the number of opportunities.
- 3) Bring together faculty who teach statistics in order to create a more coherent and visible curriculum.
- 4) Provide faculty development for those who would like to use it more in their programs and research, and
- 5) Explore how R could be coordinated and supported on campus, reducing the barriers to both students and faculty.
- 6) Provide faculty with sample exercises to use in their programs.

Based on last year's summer institute, we would like to discuss how each of us approaches the teaching of statistics, and present a set of exercises that we could potentially adapt for our classes.

15. Re-envisioning the Bachelor of Science Degree: An Enrollment/Retention Initiative

Conveners: Paula Schofield, Carri LeRoy, Alison Styring & Clarissa Dirks
September 5, SEM2 A2109

The enrollment recovery initiative team has recommended the implementation of our proposal to Re-envision the BS degree. The goal of this proposal is to improve the retention and success of these students at the college and in the science curriculum, and build a BS degree program that will attract

new students to the college. By strengthening the BS degree, we will increase both access and rigor, leading to increased curricular transparency and predictability, greater student success, as well as increasing student readiness for future work in STEM fields. To successfully roll this out in Fall 2019, we need it mostly configured by the end of Winter 2019. To prepare for the likely start of this project during the 2018/19 academic year, we first need input from ES, SI and other faculty on a number of details in the proposal, which is the aim of this one-day institute.

16. Native American Integration Into Curriculum Planning & Implementation

Conveners: Kristina Ackley, Tina Kuckahn-Miller, Eric Trevan & Yvonne Peterson

September 6, Longhouse 1007 A

As the founder of Evergreen's Native Studies Program in 1972, Mary Ellen Hillaire's teaching philosophies continue to inform the work of the Native Programs today. Hillaire believed that there are three primary sources of knowledge that impact Native students: 1) The knowledge that comes through one's own personal authority 2) The knowledge that comes from one's tribal community 3) Knowledge that can be obtained within an academic setting. When these three sources of knowledge are brought together in a balanced way, the student receives the best possible education. Hillaire established the foundational principle that Native Studies is not a place to study Native people; rather, it creates the space to study the world from a Native perspective. The Native Programs at Evergreen have grown over time to encompass undergraduate and graduate-level programs, in addition to the work of the Longhouse to promote indigenous arts and cultures.

We will work in particular to prepare students to meet three of the Six Expectations of an Evergreen graduate:

- Participate collaboratively and responsibly in our diverse society
- Demonstrate integrative, independent and critical thinking
- As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning

We take equity pedagogy, interdisciplinary, and helping students move from theory to practice as important frameworks in developing this institute. We seek to work broadly with faculty in developing interdivisional programs and pedagogies that build on the strengths of Indigenous peoples and nations. We will share some of the student support work that we are doing that is vital to the recruitment and retention of Native students.

17. Our Common Read

Conveners: Trevor Speller & Eirik Steinhoff

July 16, 9am-12pm OR September 7, 1-4pm, SEM2 A2109

Two half-day institutes will be offered on this year's "common read" focusing on the theme of "Civic Engagement in an Election Year." In lieu of a book, the committee settled on two short pieces: "[Turning Strangers into Political Friends](#)," by the Harvard political theorist Danielle Allen, along with [a podcast from the "Freakonomics" series by Stephen Dubner entitled "Trust Me."](#) Both speak to civic engagement, social trust, and the value of education. We felt that having two pieces would allow students to engage a range of perspectives in a variety of media. In this institute, faculty will engage in seminar discussion of these pieces and design or discuss the 0-week syllabus and its implementation, with the aim of providing an exciting and informative start for our new students, both first-years and transfers.