

New Directions for Evergreen Feasibility Study:

Interdisciplinary Arts and Design Updated 10 1 20

I. Executive Summary: Provide an executive summary of the proposed academic program to include a description of the program design, objectives, supporting data, available resources, evaluation, long-term implications, and how it incorporates inclusive excellence. (Length should be 2-3 pages)

II. General Information [DUE 7/24 BY: Curriculum Workgroup (attempt only highlighted items); COMPLETED BY: Feasibility/Implementation Team]

1. **Institution Name:** The Evergreen State College
2. **Date of Proposal:** July 28, 2020 with revisions September 2020
3. **Degree and Program Name:** Center for Interdisciplinary Arts and Design (not a degree or program)
4. **CIP Code and Title:**
5. **Proposed Date of Implementation:**
6. **Primary Contact:** Julie and Julia (for now?)
7. **Authors:** Julia Heineccius, Julie Levin Russo, Joli Sandoz, Arlen Speights, Ashley Williams

III. Program Overview [DUE 7/24 BY: Curriculum Workgroup]

Provide a description of the proposed initiative/curriculum and its goals in the context of the Evergreen State College mission.

“design your education, change the world”

Evergreen’s unique approach to individualized, student-centered curriculum lends itself perfectly to a forward-thinking interdisciplinary design program that emphasizes the unique interests and needs of individual students and the work those individuals can and will do in the world. There are endless numbers of ways to be an interdisciplinary designer – and countless complex problems demanding educated and engaged attention that integrates perspectives, ideas, and tools from a variety of knowledges.

Richard Buchanan defined design thinking in a widely influential article as the “new liberal art of technological culture,” connecting this insight with John Dewey’s sense of technology as “an art of experimental thinking” (8). Buchanan’s expansive view of design takes in four “places of invention” (9-10) that closely parallel our vision of IAD curriculum; he labeled these:

- “symbolic and visual communication” (examples are graphic design, photography, and web design)
- “material objects” (creation of objects, coupled with inquiry into human relationship to “form and visual appearance”)
- “activities and organized services” (strategic planning, design of experience -- such as the experience of playing a game), and
- “complex systems or environments for living, working, playing, and learning.”

Defining design thinking and its applications so broadly allows us to connect IAD to any number of curricular and co-curricular initiatives across Evergreen’s campuses – for example, the Climate Justice proposal in exploring Buchanan’s recognition of “the role of design in sustaining, developing, and integrating human beings into broader ecological and cultural environments, shaping these environments when desirable and possible or adapting to them when necessary” (10). (“Wicked Problems in Design Thinking,” *Design Issues*, Vol. 8, No. 2 (1992): 5-21.)

Evergreen’s Integrated Arts and Design (IAD) curriculum and the associated Center weave design thinking and skills with learning from other disciplines, with particular focus on environmental stewardship and social justice. Students experience a rigorous interdisciplinary engagement with design across visual art, media (image/video/sound), and technology intersecting with their studies of the sciences, humanities, performing arts, cultural studies, Indigenous arts and studies, and beyond in team-taught 8-16 credit programs. 2- and 4-credit IAD courses offer opportunities to learn in one or more of the IAD sub-disciplines. Students pursue project-based learning and certificates that cultivate collaborative, problem-solving, systems-based, and entrepreneurial mindsets, while developing technical skills in both physical and digital modes and knowledge of social justice theory and its practical application. In addition to centering social equity, two distinguishing characteristics of the IAD curriculum and Center are dynamic theory-to-practice and student-centered pedagogy, and an energy and focus that joins other parts of the university in invigorating socially-conscious STEAM (Science, Technology, Engineering, Art, and Math) thinking across the entire curriculum.



Liberatory Design



Liberatory Design was created by Tania Anaissie, Victor Cary, David Clifford, Tom Malarkey and Susie Wise during a collaboration in 2016/17 with the National Equity Project and The K12 Lab at the Stanford d.school.



Equity centered configuration of the design thinking model from “[K12 Lab Liberatory Design Deck](#)” by David H. Clifford, 2017 (Stanford).

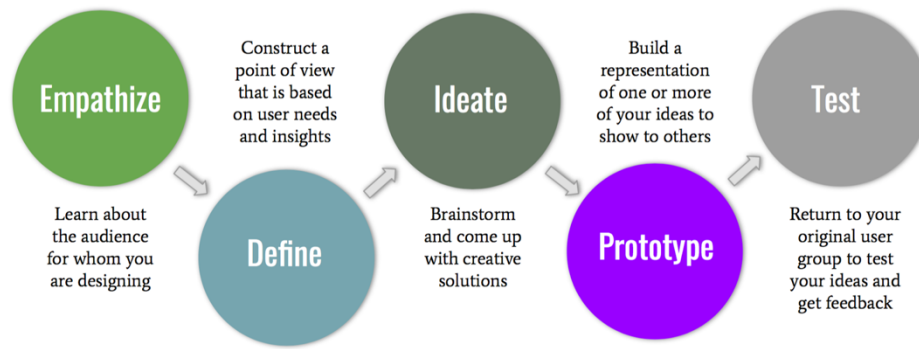


Figure 1. The illustration shows the principal steps in the design process from the design thinking perspective (Chen and Alladi, 2013).

Reconstruction of the design thinking model cited in Moreno, Leonardo & Rogel, Erika. (2018). "Transdisciplinary Design: Tamed complexity through new collaboration." [Strategic Design Research Journal](#). 1. 42-50.

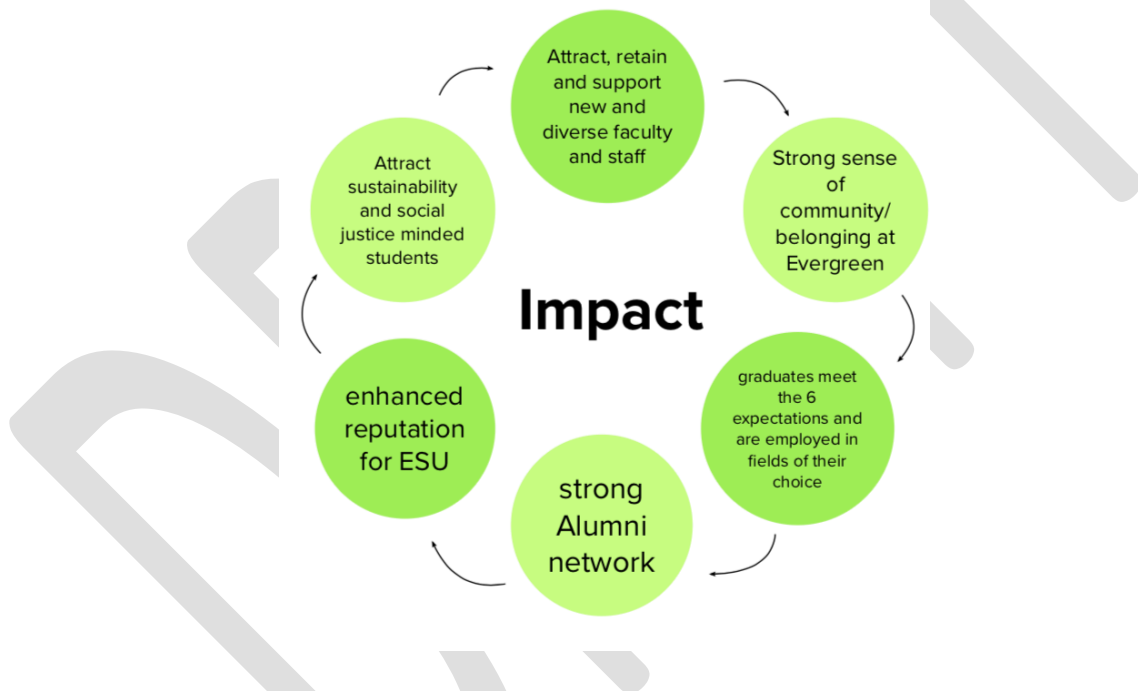
The heart of IAD – the Center – will be an integrated suite of Evergreen facilities focused on designing and making that serve curricular and co-curricular needs across the college. Its 3D Design Computer Lab (an update of an existing computer lab) offers teaching capacity for 3D modeling, animation, virtual reality, augmented reality, and game design software. Its Physical Design Lab (an expansion of our existing Physical Computing Center) will allow students to experiment with 3D printers, laser-cutters, robotics, motion capture, circuit design, wearable computing, hardware hacking, and more. The Physical Design Lab will be connected through a robust staff and student-intern network to existing material- and media-specific spaces on campus such as the 3D visual art studios (wood, fine metal, large metal, ceramics, costuming) and media labs for video, photography, audio, and animation. The CIAD would be able to partner and closely link with additional spaces and programs like the Indigenous Arts Campus and the Evergreen Gallery to sustain and enhance their vibrant curricular and community visions.

The CIAD will incorporate administrative offices and a community lounge that’s an inviting place for students to socialize, seek peer support, develop projects, and make connections within and beyond Evergreen. As physical space(s), the Center will support the Interdisciplinary Arts and Design curriculum, promote teaching and projects related to design across the college, and interface with other centers and resources like the Center for Community Based Learning and Action, the Center for Entrepreneurial Leadership and Transformational Change, The Center for Creative and Applied Media, the Longhouse Indigenous Arts Campus, First Peoples Multicultural Advising, and graduate programs. An important part of the CIAD’s mission is to provide access to design, technology, media, and arts resources for low-income and underrepresented students who will benefit from the use of on-campus facilities and equipment. However, the labs will also be valuable places to test out and create live or video demos of low-barrier DIY design methods that place-bound or low-residency students could carry out at home.

The Center for Interdisciplinary Arts and Design will:

- Develop highly skilled, broadly educated, systems-focused and socially conscious artists and designers who will increase in key career fields the numbers of women, BIPOC, LGBTQ+ individuals, and other groups currently underrepresented.

- Meet rising demand for technically savvy designers with interdisciplinary training across arts, theory, and social change.
- Attract degree seeking students who are interested in a range of growing design-related career fields such as Applied Arts, Visual Communications, Product Design, UI/UX Design, and Data Visualization (“Market Analysis of Interdisciplinary Design Programs,” Hanover).
- Attract “new majority” students who are seeking a range of educational models, including experiential learning, certificates of competencies, online and hybrid options, and part-time and evening/weekend offerings.
- Attract sustainability and social justice minded students.
- Foster a strong sense of community and belonging at Evergreen State University.
- Attract, retain, and support new and diverse staff and faculty supported in engaging in interdisciplinary inquiry, and ready to model for and educate diverse new designers.
- Extend Evergreen’s reach and impact beyond SW Washington.
- Enhance the state and national reputation of Evergreen State University.



IV. Program Design [DUE 7/24 BY: Curriculum Workgroup]

1. Provide details on specific proposed curricular content, including the number and type of offerings, learning outcomes for students, number and type of faculty required (e.g, “regular” converted/tenure track faculty, adjuncts/visitors, “professors of the practice,” etc.), and assumptions about the student/faculty ratio.

Interdisciplinary Arts and Design at Evergreen will mobilize our existing strengths:

- We foreground interdisciplinary and interdivisional learning which is well suited to a design thinking approach.

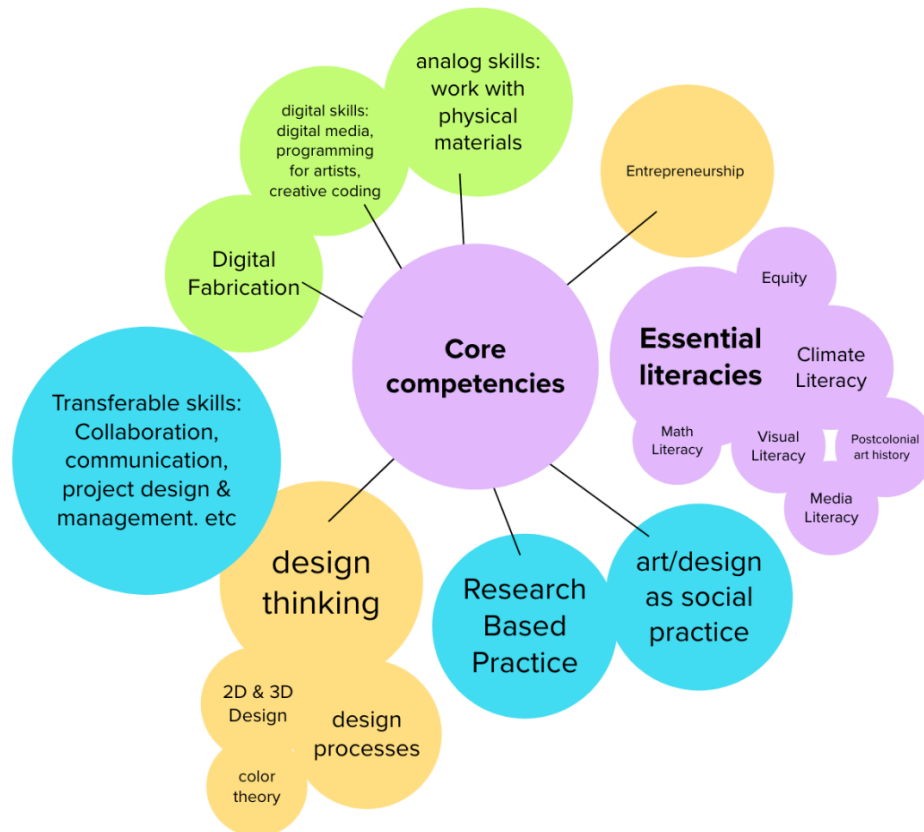
- Design and design thinking already figures into our curriculum and pedagogy in (for example) visual, media, and literary arts; indigenous studies; community studies; environmental and sustainability studies education; computer science and technology; and beyond.
- Narrative evaluations focus on qualitative assessment of the quality of student work, which is well suited to a design thinking approach.
- We have expertise in innovative curriculum and pedagogy (one example is frequent collaborations between sciences and the arts in full-time programs).
- We emphasize theory to practice, experiential learning, and community-based work.
- We already teach a variety of technical skills in arts, technology, and media. For an institution of our size and composition, we have excellent facilities and equipment tied to these skills.
- We have broad experience in online learning/teaching across staff and faculty (post COVID-19).
- Our institutional mission emphasizes social justice and environmental stewardship, themes that will set our design program apart.

Curricular Values of Interdisciplinary Art and Design at Evergreen:

- Designing any experience, object, or outcome should start with deep knowledge of communities, individuals, and the structures that currently affect them.
- Theory cannot exist without practice and practice cannot exist without theory. Hands-on learning experiences in labs and studios are essential to the development of critical and creative thinking and problem-solving skills.
- Collaborative and interdisciplinary approaches to design are necessary to build socially equitable, environmentally resilient, and culturally vibrant communities.

Learning Outcomes for Students:

- Design Thinking: mobilize design methodologies to solve problems
- Essential Literacies: mastery of key competencies including visual, media, and quantitative skills and of key knowledges including decolonized design history/theory, climate justice, social justice
- Analog Skills: create using physical materials
- Digital Skills: create using computers, software, and media tools
- Research and Ideation Skills: conceptualize and fully develop an original project
- Executive Skills: ability to manage a project from start to finish; collaborate and communicate productively with others
- Equity and Social Practice: design in collaboration with people and communities; tackle inequitable structures through design



Number and Type of Offerings

The CIAD will (eventually) sponsor a first-year interdisciplinary design cohort that shares a full-time curriculum focused on design thinking as a methodology across fields and across preparatory academic skills. As the Center grows, the cohort may include a residential live-work learning community option.

Examples of 2- or 4-credit online courses that could be offered to first-year (even running start) or newly enrolled transfer students interested in design at Evergreen include:

- "Designing Your Education": preparing for future capstone, ILC, or internship work; courses, programs and extra-curricular connections that lead to those goals; academic statement work incorporating the Six Expectations. This could integrate with wraparound advising and might be a collaboration/mentoring opportunity for MIT grad students. (Note: this is ideally an offering across the whole college, not specific to the CIAD.)
- "Design Thinking": what is design; the breadth and possibilities of design application; research for design, design process; jobs and employers overview and skills needed to work in various sectors.

A two-faculty, 16 credit foundation program focused on interdisciplinary design will be offered every year, with varying thematic emphases, to provide a scaffolded opportunity for advancing from introductory to intermediate work. This program will be built on a 12+4 credit model; the 4-credit electives could be taken independently by students not enrolled in the program.

An advanced-level capstone SOS will be offered every year to support students in developing an independent project that applies design to a social or community challenge.

Staff and faculty will sponsor in-house Evergreen Interdisciplinary Design Internships that place students with relevant campus divisions – such as Marketing and the Web Team – thus providing both rich academic experiences and ongoing professional development. Evergreen’s current Media Services Internship provides a model based in collaboration between media faculty and media staff to offer a full-time academic program. Student worker positions will also be available in the Center for Interdisciplinary Arts and Design labs and offices, plus positions as teaching aides, project assistants, and peer advisors. (Internship initiatives would need to be designed for equitable engagement and access. Internship cohorts would be supported by full-time faculty, attentive to workload considerations and appropriate compensation for staff field supervisors.)

Under the leadership of the Director, the CIAD will work to develop robust and regular opportunities for external internships within the large array of arts, media, technology, and gaming companies, galleries, non-profits, studios, and education programs active regionally and nationally. Including community and activist organizations will provide opportunities for social justice-oriented internship experiences.

EXAMPLE PATHWAYS

First-time, first-year student:

YR 1: DESIGN THINKING. Full-time interdivisional work with an IAD cohort in a 2-faculty program (or programs) that includes at least 1 faculty in areas of art, media, design, programming, etc. This faculty might collaborate with others across the curriculum, including the sciences, sustainability and climate justice, Community Culture Justice, performing or literary arts, etc. Students would gain a broad understanding of the cultural forces that shaped new ideas that have led to good design. This curriculum would include embedded 2-credit modules such as “Greener Foundations,” “Designing Your Education,” “Design Thinking,” and/or “Art Lecture Series.”

YR 2: CoLAB and COMMUNITY (Interdisciplinary Design Foundations). The second-year interdisciplinary program structure would holistically coordinate flexible credit offerings that provide opportunities to gain skills and certificates, paired with 12-credit or 8-credit core modules that focus on collaborative (and broadly entrepreneurial) design projects in varying areas of interest.

Alternatively, students at the sophomore or junior level with a particular specialization in mind might enter Path foundation programs such as Studio Projects, Mediaworks, Computer Science Foundations, or Changemaker Lab (entrepreneurship).

YR 3: THEORY to PRACTICE. Students have worked toward readiness for an Evergreen or External Internship, ideally paid, and undertake this internship during their third year.

Students may also continue full- or part-time work. With wrap-around advising and audits of student transcripts at the end of YR 2, this would be the year students engage in coursework that further hones their writing and research skills. Students whose interests and plans do not lead them toward internships, or who already have comparable experience, will continue to focus their work on skill and design knowledge development.

YR 4: PRACTICE to THEORY. Students will engage in an individual or collaborative capstone involving research and focused work in a specific area of design as applied to a social or community challenge. An undergraduate thesis or presentation/exhibition and the development of a professional portfolio would be part of the project facilitated during this year. Distinct upper division credit would be awarded (a step toward eventual inauguration of a BFA degree).

Transfer student (degree completion / industry switcher):

Unless they have comparable up-to-date transferable credits in areas of design/art/media/ computing, full-time transfer students would be encouraged to enter CoLAB and Community the Interdisciplinary Design foundation program (see YR 2 above for a description). The flexible options for YR 3 and capstone opportunities for YR 4 will be equally oriented to transfer and returning students.

Transfer students would have the option to work toward their degree through certificates and/or part-time offerings if entering into the full-time curriculum sequence isn't a good fit. Wraparound advising, including close collaboration with an Advisor who specializes in IAD and related offerings in arts/media/technology, will help transfer students to find their place in the curriculum. There is no one-size-fits-all path for transfer students, but modular opportunities in design learning can meet students' varied needs and goals.

Number and Type of Faculty

Position descriptions should specify that all hires in this area have proven experience and competencies in social justice design and equitable teaching practices. To invest in this exciting initiative and its long-term growth and stability, the goal should be that all faculty positions are tenure track. A list of priority hires appears below in the phased implementation plan.

In addition to faculty positions, we recommend the following hires:

Director

The IAD Program/Center Director should have an interdisciplinary research or creative practice focused in design/art for social justice. The Director will teach part-time at Evergreen as part of their onboarding and have ongoing opportunities to teach electives in the curriculum in their area of expertise.

Visiting Artist/Practitioners

Three visiting positions would ground a yearly set of classes, interdisciplinary lectures, exhibitions, and cross-program events. These three positions would intersect with a community-focused yearly theme determined by the Center (see <https://sfai.org/residency/thematic-residencies/> for examples). Scholar/practitioner in residence positions and themes would be opportunities for collaboration with varied Paths and areas of the curriculum, including particularly strong intersections between the arts and Computer Science, Native and Indigenous Programs, El Camino, and PEGSEJ.

- Scholar in Residence in Design Ethics, Sustainability, Accessibility, Critical Design
- Artist/Designer in Residence (would co-teach capstone in IAD)
- Curator in Residence (2-year contract to invigorate the Evergreen Gallery, would also teach in curatorial studies / museum studies)

Instructional and Student Support Staff

We cannot expand either the number of programs/courses utilizing existing or new equipment and facilities, or the modes of instructional delivery into 24/7 part-time and hybrid/online offerings, without investing in corresponding staff support. In addition to adjusting our current staff complement to compensate for recent budget cuts, we recommend:

- 1x Technician to repair equipment and maintain labs
- 1x Design Lab manager
- 1x Academic Advisor linked to the CIAD curriculum (aligned with the broader wraparound advising initiative)
- 1x Internship Coordinator (aligned with enhanced support for internships across the college)
- 1x Center/Program assistant director
- 1x Center/Program secretary

Faculty/Student Ratio

Our assumption is that any IAD curriculum would operate at 25:1, since it is unclear whether there are any mechanisms to operate at a ratio under 25:1. The optimal (and typical in benchmark programs) faculty-student ratio is 1:15, and the curriculum could operate at a maximum of 1:20. Programs and courses with intensive hands-on elements involving training and practice on advanced equipment require more time and attention per student. It would be difficult to achieve the space, resources, and staff capacity to effectively teach interdisciplinary design practice at a 1:25 ratio. By increasing our target faculty numbers slightly, the lower ratio would also boost the number of specializations and certificates we can offer.

2. How would the program intersect with current or proposed curricular structures, including Paths of Study?

Programs in CIAD will intersect with existing curriculum across the Paths of Study, emergent Schools, and STEAM oriented themes. Interdivisional programs associated with the Center will connect across and build on successful offerings that have combined, for example, environmental science and studio art, chemistry and dance, or programming and fiber arts.

The curriculum will empower students to make interdivisional connections across courses and program modules that are wide ranging and responsive to individualized interests. The program advisor will provide guidance and comprehensive information to help students navigate across other Paths and Centers to achieve their goals.

Possible sustained connections include gallery/museum studies coordinated with Native American & Indigenous Studies; 3D modeling programs with Math, Physics & Computer Science; design journalism, tech writing, and worldbuilding with Literary Arts; data visualization with Climate Justice; game design with Culture, Text, Language and World Societies, for example.

3. What would be the primary methods of instructional delivery? This could include on-campus, low-residency/hybrid, distance, competency-based approaches. When would they be offered (as part of the Oly-Day program? Evenings and weekends? Both?)

Evergreen's innovation in flexible team-taught interdivisional programs is uniquely suited to give students the collaborative, hands-on, and community-based opportunities that are essential for becoming designers whose work is centered in sustainability and social justice.

CIAD will provide learning opportunities in modes ranging from in-person and hands-on instruction in world class studios, to asynchronous online offerings that provide maximum flexibility to accommodate student needs. Curriculum will range from coordinated interdisciplinary full-time programs to single-focus courses, delivered in 16/12/8/4/2 credit units across day, evening, and weekend hours. Smaller credit offerings may be modular, integrated as component parts of 8/12/16 credit programs while also available to more students as stand-alone courses.

Using the 3-quarter structure to create a curriculum balanced between interdisciplinary cohort work and repeating 4-credit courses will provide the benefits of a traditional Evergreen coordinated studies education while increasing predictability, student choice, and entry points for transfer and part-time students. One possible model: emphasizing seats in 16-credit programs during Fall quarter; building a higher proportion of smaller credit courses to address pre-requisites and specific skills in Winter; and then returning in Spring to more program seats that prioritize project-based work, including collaborative and community-based learning.

While considering the complex factors related to providing f2f, hybrid, and online curricular offerings in design-related practices, the goal is parallel f2f and online/hybrid/low-residency options for all key learning areas and objectives. Equitable access to the curriculum for online/low-residency students will depend on Evergreen's ability to provide those students access to capable technological tools, including computers, equipment, software, and materials.

Focused approaches to online delivery of curriculum in arts theory and history, and digital design and coding, can serve as models for building capacity in online delivery. Curriculum tied to material practices, specific facilities and equipment, intensive interdivisional work, or collaborative and community-based projects will require development to achieve robust opportunities beyond f2f instruction.

We envision a student-centered, universally designed CIAD curriculum offered across day, evening and weekend time slots that will provide entry points to FTFY students and to students who represent population categories to whom Evergreen plans to extend outreach, including career starters, career accelerators, and industry switchers ([source](#)). CIAD curriculum will be built on examples of Oly-Day and EWS successes in supporting students' schedule constraints and need for flexible, variable credit and flipped schedule offerings.

4. What certificates would be offered as an element of this program? How would they support our workforce development and professional development plans? (Provide currently available details).

Evergreen is well positioned to provide opportunities for students to do certificate work that highlights design thinking and logic, working between specialized technical design methodologies and program languages, experimenting with diverse materials to design sustainable objects and inclusive environments, and developing skills in entrepreneurship and creative project management.

We would also prioritize designing hybrid certificates that could be concurrently offered to currently incarcerated students, who would earn credit that could be applied towards future degree attainment.

The model for certificates will be aligned with the college-wide certificate initiative. The award of certificates will rest on designated credits in specific topic areas which may be accredited technical skills or competencies that we define. These may be earned in courses or program modules offered repeatedly or as part of coordinated studies programs. When students have earned the required number of credits in the specified area, the relevant certificate will be awarded. Certificates are elements of the curriculum with instruction and supervision by faculty (staff are not adjudicators or primary instructors for certificates).

Some ideas of certificates that we could offer now or soon:

Upon consultation with faculty, and with some additional faculty support, certificates in the following areas could potentially be offered by 2021-22:

- Adobe CC Suite (graphic design, audio, moving image, animation)
- Audio Engineering and Production
- Digital Music Production
- Podcasting and Radio
- Web Design: Front End/UX/UI/Full Stack (with additional faculty support)
- Tabletop Game Design: Board games / Role-playing / Story games (with additional faculty support)
- Studio Photography and Print Production
- Entrepreneurial Product Design, Production, and Marketing

5. What specific student population(s) would be served through this initiative? For undergraduate-focused initiatives, how would both lower division and transfer students be able to complete the program?

The center will welcome and support population groups that are underrepresented in design fields—particularly people marginalized by racism and/or sexism—and it will emphasize a robust interdisciplinary curriculum within the liberal arts, with a focus on social justice and on equitable and inclusive pedagogy.

The center will coordinate with the division of Inclusive Excellence and Student Success to develop a plan for educator development regarding equitable pedagogy in Interdisciplinary Arts and Design, including benchmarks and accountability in the Center’s curriculum and teaching. This collaboration with IESS will also support the retention of diverse staff and faculty within the CIAD.

The CIAD will provide specific pathways for transfer students coming to Evergreen as juniors with associate degrees, in addition to established advising structures for transfer students with fewer credits and for returning students seeking targeted competencies.

Competencies in concentrated skill areas will be coordinated in program and stand-alone offerings, to provide pathways to skill development that appeal to employers and students, within an overall liberal arts context.

The CIAD will coordinate student workforce integration into the curriculum as learning opportunities that provide valuable work experience. Facilitating both internal and external internship placements is a major focus of the CIAD, as described elsewhere in this document.

We envision that advising will be a critical part of a successful Integrated Arts and Design that serves a range of lower division and transfer student needs. A program advisor will coordinate with Evergreen-wide advising, and with faculty to facilitate curriculum development that supports and inspires students' manifest goals and curiosities.

- 6. Organizational chart illustrating the administrative structure of the program (if applicable) N/A**
- 7. Physical location(s) of course offerings; describe any locations off main campus. N/A**
- 8. Admission standards and criteria, if relevant. N/A**
- 9. Degree Program Options, if applicable. N/A**
- 10. Description of how academic work in related fields may apply to this program.**

- The CIAD curriculum and facilities will be developed in consultation with the current Physical Computing Center, a making space that provides access to 3D printers, microcontroller and circuit prototyping, coding workshops, and virtual reality development. The facility functions as a classroom/workshop space in addition to being open to interested students and community members; internships in the PCC provide experience in connecting technical design expertise with public and student learning.
- IAD may link with the Center for Entrepreneurial Leadership and Transformational Change and existing programs like Changemaker Lab and Business of Art.
- IAD is poised to develop mutually beneficial collaborations with Native American and Indigenous Programs and the Longhouse Indigenous Arts Campus (partnerships are under discussion).
- The IAD curriculum will enhance both the Visual Arts and Media Arts curricular paths, bringing more connectivity between these fields. Existing offerings in both the Visual Arts and Media Arts will be a part of the design nexus.
- The IAD curriculum will enhance the emerging Interdisciplinary Computer Science program/path, as the Center for Interdisciplinary Arts and Design fosters both technology and arts learning.
- The IAD curriculum could connect with and enhance other areas of the arts at Evergreen: book arts (included with the Literary Arts path) and performing arts.
- The IAD curriculum could integrate with the Artist Lecture Series and other co-curricular opportunities.
- The IAD curriculum will lead to increased use and support of existing Evergreen labs and facilities including: the wood shop, the ceramics studio, the fine metals and large metals studios, the multimedia lab and edit suites, the Center for Creative and Applied Media, Photoland, the audio and

music technology labs, the Evergreen gallery, the Evergreen archives, the experimental theater, the print studio, and the Longhouse 3D, wood carving, and fiber arts studios.

- The internship program will integrate with the Academic Computing and Media Services internship programs to bolster in-house internship opportunities on campus.
- This Interdisciplinary Arts and Design proposal might intersect generatively with other curriculum initiatives currently evolving, including Climate Justice and Workforce Development.

11. Interdisciplinary or undergraduate/graduate program collaborations (if applicable) N/A

- a. Advising and Support
- b. Undergraduate Curriculum

V. Equity and Inclusion. [DUE 7/24 BY: Curriculum Workgroup]

1. How does the design of the proposal impact equity and inclusion in the college's systems and structures?

We anticipate that IAD's emphasis on social justice and on equitable, inclusive, and culturally-relevant curriculum will attract a significant number of students from historically underserved groups and from non-traditional population segments such as working mid-career adults.

Capturing resources and coordinating support for these students must be part of providing an equitable education; as the diagram below from Evergreen's office of Inclusive Excellence and Student Success (IESS) indicates, "leveraging resources" is a change lever toward learning and development and toward addressing needs related to diversity, equity, and inclusion within the curriculum and co-curriculum.

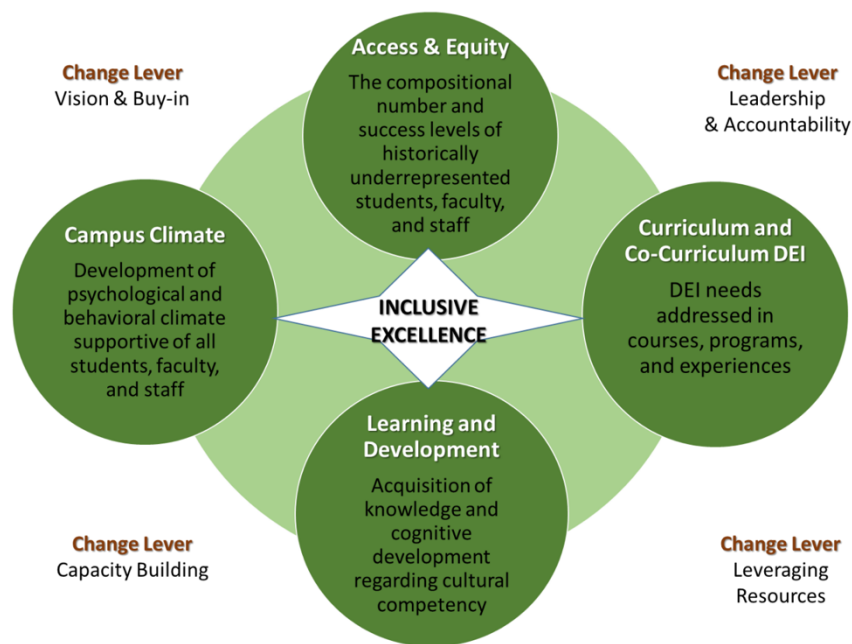
The other IESS-identified change lever is "leadership and accountability"; equity-committed leadership within and around IAD is a must. Our sense is that development opportunities for all IAD educators (including student TAs and tutors, staff, and faculty) would play a valuable part in establishing momentum toward a student experience of deeply equitable and inclusive education.

Partnering with First Peoples, The Longhouse Education and Cultural Center, and Student Activities, and working with IESS on 5-year and ongoing equity assessments, would be ideal. Robust wrap-around advising for IAD students would also promote equity and inclusion.

Recruiting faculty and visiting faculty to teach in areas such as critical making, liberatory design, community-oriented design, decolonial design, transdisciplinary design, native and indigenous arts, and social practice art would be a draw for underrepresented or minoritized students who are seeking culturally relevant curriculum. Offering robust opportunities in programs and courses that are hybrid/online or part-time would make Evergreen's design education more accessible to and inclusive of non-traditional students. (Some but not all of these areas and modalities are available now at Evergreen.) Certificates also promise to meet the needs of students (particularly those from underserved or non-traditional groups) for skills and credentials that are directly applicable to career development.

Interdisciplinary design might inform our understanding of the design of Evergreen itself. Students don't typically enter our institution with the knowledge and skills necessary to navigate it. Simultaneously, other design they regularly interact with as end users promotes increasing expectations for a fluid and

intuitive educational experience. The IAD approach integrates opportunities for students to learn about the design of Evergreen and to experience and design their education as an interactive and empowered process.



Credit: <https://www.evergreen.edu/equity>

VI. Provide a three-year implementation plan for the proposal. [Draft of this section DUE 7/24 BY: Curriculum Workgroup. COMPLETED BY: Feasibility/Implementation Team]

Evergreen students can already study the [Hanover-recommended](#) combination of computer science, media, and art, but we haven't marketed these as a package applicable to preparation for careers in design or as a path to design thinking. Some tech skills suggested by the Hanover study (e.g. web design, graphic design, physical computing) have been offered recently as EWS or summer courses, and these offerings could be expanded and/or integrated into coordinated studies. A phased hiring plan to increase faculty and staff numbers in IAD would be a prerequisite to ensure the school could offer repeating curriculum that centers both technical, experiential, and transferable skills, and the authentically interdisciplinary academic programming that would set the Evergreen IAD program apart from other models.

This implementation plan focuses on surfacing and supporting existing strengths in our curriculum and securing donor money to extend our current resources. Phase 1 is the 3-year implementation plan, but we have also included subsequent stages of the vision.

PHASE 1- Interdisciplinary Art and Design Program launch: 20-21 – 22-23

This phase is based on current conditions, but requires a commitment to rehire existing faculty lines to compensate for recent and imminent retirements:

- Animation
- Film/Video (community media, documentary)
- 3D Art (e.g. sculpture, ceramics, metalsmithing, woodworking, furniture design, architecture)
- 2D Art (e.g. painting, drawing, printmaking, photography, graphic design)
- Computing (e.g. web design, UI/UX design, VR/AR design, digital fabrication, physical computing, robotics)
- Art Entrepreneurship
- Game Design

These fields overlap with many of the growth areas identified by Hanover Research. Position descriptions and hires in many of these fields could serve multiple curricular needs; for example any visual arts hires could be done jointly with Native and Indigenous Programs, and an animation hire could span arts and computing.

To support career-oriented skills-based learning and opportunities for part time study, it would be extremely beneficial to create several regular half-time faculty positions to stabilize offerings currently taught by adjuncts and enhance the implementation and sustainability of certificates.

The following startup initiatives could be supported by donor, grant, or state funding:

- Hire a Director for the Center for Interdisciplinary Art and Design to steward its development.
- Stabilize staff positions and budgets for the following facilities, which have been substantially impacted by cuts.
- Refresh existing Evergreen facilities under the CIAD rebranding to support design curriculum (many of these spaces would benefit from equipment maintenance and upgrades to keep them functional and up to date):
 - The Center for Creative and Applied Media (the TV Studio, the Audio Lab, the Sound Effects Studio, Production Control Room)
 - The Physical Computing Center
 - The Computer Center Adobe CC Mac Lab
 - The Multimedia Lab and Video Edit Suites
 - Audio (Music Technology Labs, Multitrack Studios, Mix Benches)
 - Animation Labs (2D, 3D, and Rotoscope)
 - Experimental Theater
 - Visual Arts Studios, including:
 - The Large Metals Studio
 - The Printmaking Studio and Letterpress & Book Arts Studios
 - The Ceramics Studio
 - The Fine Metals Studio
 - The Neon Studio
 - The Indigenous Arts Campus, including:
 - The Fiber Arts Studio
 - The Carving Studio
- Plan redevelopment of an underutilized space on campus to house a vibrant co-curricular gathering place, offices, and a new student-centered lab (focus TBD).

- Expand internal and external internship opportunities. This might involve hiring an internship coordinator and career advisor for art/media/technology/design and funding scholarship support for internship positions at Evergreen (along the lines of the current Media Internships).
- Create 1-2 year fellowship(s) for visiting artist/practitioner/curator(s).
- Major marketing, outreach, recruitment, and branding efforts.

Existing Evergreen faculty and staff could undertake the following startup initiatives:

- Designate a faculty position with at least half-time teaching release (Interim Director) to steward these efforts. (Note: we do not have the capacity to continue this work on a large scale without this sort of support.)
- Collaborate across faculty to commit 5 years of staffing to a yearly 2-faculty foundational program in Interdisciplinary Design with a distinctive theme each year. We recommend a 12+4 credit model: 4-credit electives could be combined with a 12-credit program or taken as standalone offerings.
- Organize a broader curricular “track” that incorporates online/hybrid and part-time options (note: our capacity to expand in this direction is very limited without further hiring). Develop clear and cohesive titles for courses/programs and credit equivalencies. Coordinate with existing Paths, emergent Schools, Greener Foundations, Climate Justice, Workforce Development, and other relevant curricular initiatives.
- Identify competencies that are already integrated into our curriculum that could be highlighted as transferrable IAD “modules.”
- Organize an SOS, consistent ILCs, and/or other methods of supporting students’ work (particularly advanced work / capstones) in design until the planned curriculum is more robust.
- Develop <5 certificate opportunities based on existing curriculum.
- Work with Advising, First Peoples, Longhouse, Tacoma and NPP, IESS, CCBLA, etc. on coherent communication to current students about opportunities in Interdisciplinary Design at Evergreen.
- Work with Marketing, Web, and Admissions on coherent outward-facing communication about opportunities in Interdisciplinary Design at Evergreen.

PHASE 2- Interdisciplinary Art and Design Program Expansion, BFA Development, and Center Development: 23-24 – 25-26

We will see growing enrollment in Interdisciplinary and Art Design courses/programs and the evolving vitality of the Center concept.

- Expand Interdisciplinary Art and Design certificate offerings (brainstorm of certificate options included in Appendix).
- Continue to utilize and refresh existing Evergreen facilities to support new Interdisciplinary Art and Design curriculum (see list above).
- Expand Interdisciplinary Art and Design curriculum toward developing a Path of Study.
- Develop a “first year experience” program focused on design thinking.
- Coordinate a yearly theme for Interdisciplinary Art and Design with co-curricular activities such as Gallery exhibitions, lecture series, community partnerships, etc.
- Start to design BFA degree:
 - Consult with key stakeholders—faculty, registration, accreditors, etc.

- Visioning on the curriculum and logistics of a BFA across all areas of the arts.
- Develop the scaffolding for an on-going learning community (possibility residential) for BFA students.
- Hire additional staff and faculty (including transitioning adjuncts to regular positions) to support growing curricular demands (desirable faculty list included in Appendix).
- Start plans to build a physical Center for Interdisciplinary Art and Design (CIAD) on campus or in the community.
- Hire Interdisciplinary Design and Art Internship Coordinator to expand professional and community-based learning opportunities for students (if we don't secure funding for this earlier).
- Create 1-2 year fellowship(s) for visiting artist/practitioner/curator(s) (if we don't secure funding for this earlier).
- Conclude with 5-year review of Interdisciplinary Art and Design program:
 - Partner with Institutional Research to collect quantitative and qualitative data from relevant campus stakeholders, including: Deans, IAD faculty, IAD staff, students—current IAD students, IAD student alumni, and prospective students—for analysis and program adaptation.
 - Partner with local design and art industries to evaluate if Evergreen IAD students are receiving relevant/hirable design competencies through the curriculum.
 - Partner with IESS to perform an equity evaluation of the Interdisciplinary Art and Design Program through a faculty, staff, and student lens.

PHASE 3- Center for Interdisciplinary Art and Design (CIAD) Build and MFA Development: through 2030

We will see a Path and Center with proven long-term viability and room for growth.

- Build physical Center for Interdisciplinary Art and Design (CIAD) on campus or in the community.
- Offer BFA degree.
- Start to design MFA program:
 - Consider MFA/BFA low-residency degree options with visiting artist faculty. Consult with and support the MFA in Indigenous Arts proposal, and other potential low-residency MFA possibilities in literary arts.
- Hire additional faculty and staff to support growing curricular demands.
- Expand community and industry art and design connections.

VII. Institutional Resources [Draft of this section DUE 7/24 BY: Curriculum Workgroup (attempt only highlighted items) COMPLETED BY: Feasibility/Implementation Team

1. **What supporting structures at the college would need to be added or enhanced in order to provide support for this initiative? In particular, what student services structures are needed to support the new groups of students we hope to attract or new curriculum being offered?**

[See implementation plan above.](#)

2. What new expenses are required for the program? What physical resources and instructional resources will be needed? (lab space, buildings, equipment, etc.)

See implementation plan above.

3. If no new resources are required, provide rationale.

4. What are the resource implications for the new program? (Financial aid? Registration? Program costs? IR? Marketing?)
5. What are the costs and feasibility of implanting these structures?
6. How would the new program impact the college's data systems?
7. If program is product of inter-institutional planning, specify partner institutions and their locations.

VIII. Program Demand /Reputational Impact/Comparability with Programs at Competitor Institutions.

[COMPLETED BY: Curriculum Workgroup & Implementation Team]

1. Provide summary of the available data that document student and community demand for the program; provide a detailed explanation of other reasons or circumstances indicating demand.
2. Assess the likely impact of the proposed curriculum on the college's reputation.
3. Comment on the comparability of the new program curriculum with other programs:
 - a. Are there similar programs offered at other WA institutions? If yes, where?
 - b. Are there similar programs offered at other private WA institutions? If yes, where?
 - c. Are there opportunities for articulation with other institutions, particularly in WA?

IX. Fiscal Plan [COMPLETED BY: Feasibility/Implementation Team]

1. Cost and Revenue Analysis. Estimate the program costs each year over the initial 3-5 year period.
2. What are the likely revenue sources available to support the program?

X. Enrollment Impact [COMPLETED BY: Feasibility/Implementation Team]

1. Provide new student enrollment estimates by year for the next five years.
2. For elements of the proposal that could be implemented by fall 2020, assess whether the positive impacts on enrollment/reputation make such quick implementation advisable.
3. Will this enrollment represent an increase in total FTE for the institution? If yes, describe impact.

XI. Program Evaluation Procedures [COMPLETED BY: Curriculum Workgroup & Feasibility/Implementation Team]

1. - Identify the procedures that will be used to evaluate program design and delivery as they relate to the findings regarding student learning.

5-year review of Integrated/Interdisciplinary Design program

- Partner with Institutional Research to collect quantitative and qualitative data from relevant campus stakeholders, including: Deans, faculty, staff, students--current, alumni, and prospective--for analysis and program adaptation
- Partner with local design industries to evaluate if Evergreen IAD students are receiving relevant/hirable design competencies
- Partner with IESS to perform an equity evaluation of the Integrated/Interdisciplinary Design program through a faculty, staff, and student lens

XII. Course Syllabi – Provide relevant syllabi if available. [COMPLETED BY: Curriculum Workgroup]

a. Attach all course syllabi to include the below components:

- a. Course descriptions
- b. List of course prerequisites
- c. List of course objectives
- d. List of required texts
- e. Description of anticipated learning activities
- f. Evaluation plan
- g. List of expectations, including preparatory reading/assignments, classroom expectations, etc.

XIII. Are there accreditation implications? . [COMPLETED BY: Feasibility/Implementation Team]

XIV. External Review and Response . [COMPLETED BY: Curriculum Workgroup & Feasibility/Implementation Team]

XV. Final Program Approval – [COMPLETED BY: Provost Office]

The _____ as described above is approved for implementation on the dates set forth below, last date entered being the effective date of this approval:

Signatures:

Proposers

David McAvity, Associate Vice Provost for Student & Academic Life date

Acting Provost and Vice President of Student & Academic Life date

XVI. APPENDIX

1. Response from the Interdisciplinary Design writing team to feasibility feedback:

Faculty and staff capacity for new curriculum and initiatives in areas of design, art, media, and technology is extremely limited at present. In the phased implementation section, we have attempted outline a startup plan based on current resources, but this should be taken as speculative. Broad consultation with faculty would be required to determine staffing scenarios before we can make any commitments to targeted programs/courses serving the Interdisciplinary Arts and Design concept.

Major aspects of this proposal are linked to overarching New Academic Directions initiatives: wraparound advising; "integration across full-time, part-time, daytime, evening, weekend, and low-residency/online offerings"; certificates and other curricular cohesion efforts. These elements of the Interdisciplinary Arts and Design curriculum and structures will be shaped by their implementation across the college.

For these reasons, developing specific models for the comprehensive delivery of curriculum that offers varied options to varied students from entry to graduation is outside the scope of this proposal.

2. A note on terminology:

We have retained "interdisciplinary" from the curriculum workgroup charge, but we went through some debate about whether this is an accurate or desirable term. The conception of this Center/curriculum is far broader than "interdisciplinary" would suggest; "interdivisional" would be more representative but probably less recognizable. Also, it's unclear whether "interdisciplinary" is an appealing description to those outside of Evergreen/academia, including prospective students. Some comparable programs (e.g. Highline) use "Integrated Design"; multi-disciplinary or transdisciplinary might be more aligned; another option could be a familiar word like "innovative."

3. What is Design? References to Benchmark Programs

Design at Evergreen could fill gaps left by the closure of the Art Institute of Seattle and the Oregon College of Arts and Crafts, and (housed in a public institution) we could provide an affordable alternative to DigiPen (a for-profit university in Redmond).

§ Table 1 in this article summarizes various types of design:

https://www.researchgate.net/publication/323201974_Transdisciplinary_Design_Tamed_complexity_th_rough_new_collaboration

§ IDEO definition of design (one of them): "Design thinking uses creative activities to foster collaboration and solve problems in human-centered ways."

<https://designthinking.ideo.com/#design-thinking-today>

§ An interesting description of The New School's transdisciplinary design concept:

<https://medium.com/@sunnyminds/why-transdisciplinary-design-99577199cc4a>

§ Stanford D-school “K12 Lab Liberatory Design Deck” by David H Clifford, 2017
https://docs.google.com/presentation/d/1S-7fZojfgGs3M3T110vaXZFztRvjmMdkCjJ4UilQ5i0/edit#slide=id.g204dd7f89b_0_202

Citations from this document:

- [Beytna Design](#) (Tania Anaissie)
- [Creative Reaction Lab](#) (Antoinette Carroll)
- <https://www.fastcodesign.com/3068235/want-to-fight-inequality-forget-design-thinking>
- [Design School X](#) (David Clifford)
- [Reflex Design Collective](#) (Brooke Staton, Pierce Gordon & others)
- <http://contested-cities.net/working-papers/wp-content/uploads/sites/8/2016/07/WPCC-165008-StatonKramerGordonValdez-FromTechnicalToPolitical.pdf>
- [Equity Design Collaborative](#)
- [National Equity Project](#)
- equityXdesign (Christine Ortiz, Michelle Molitor, Caroline Hill)
- <https://medium.com/@multiplyequity/racism-and-inequity-are-products-of-design-they-can-be-redesigned-12188363cc6a#.8hia4f29y>
- Design Justice <https://designjusticeplatform.com>

§ In addition to Highline College (which offers a 4 year design degree), Emily Carr University of Art and Design in Vancouver, British Columbia <https://www.ecuad.ca/> is a direct competitor to Evergreen’s program (undergraduate and graduate- they also advertise as interdisciplinary and “map your individual path”/”design your future.”

4. Conceptual Curriculum Model

While the development of a series of courses that lead to known design specializations will be necessary as this proposal moves through the next planning stages, at this stage the interdisciplinary strength of the curricular content can be described through the following fluid and overlapping categories: *Experiences, Systems, and Bodies.*

Experiences

- Interactive (game design, user-experience design, virtual reality design)
- Time-based (moving image, music)
- Spatial (installation, site specific, environmental design)
- Tactile (object design, material development)
- Visual (color theory, drawing, painting, letterpress, printmaking and graphic design, photography)
- Sound (sound design, music production, audio engineering, sound for games, sound spatialization)

Systems

- Social

- Political
- Physical
- Relational
- Sustainable
- Environmental
- Computational

Bodies

- Inclusive Design
- Design Ethics
- Material Culture
- Object Design
- Haptic Design
- Human Embodiment
- Physiology and Ergonomics
- Psychology
- 3D Design

5. Robust Faculty Complement for IAD

- 2 x Faculty in Histories of Postcolonial Art, Design, Media
- 1x Faculty in Design Ethics, Sustainability, Accessibility, Critical Design
- 1x Faculty in Design and Social Practice with an emphasis in social justice
- 1x Faculty in tabletop game design specifically (RPG, board, story games - design, history, critique, intro to game design)
- 2x Faculty in Creative Computing (game design, data sourced animation, interactive programming, sound, computer music, physical computing)
- 1 x Faculty in Interdisciplinary Animation: analog, including 2D and 3D character design, storyboarding
- 1 x Faculty in Interdisciplinary Animation: digital, including 3D modeling, lighting, and concept design
- 1 x Faculty in Sound Design
- 2x Faculty in 2D Design (drawing/graphic design/letterpress and print)
- 1x Faculty in 3D Design (experimental and practical built environment: furniture, objects, architecture, spaces and communities)
- 1x Faculty in 3D Design - 3D Modeling, CAD, and Digital Fabrication
- 1x Faculty in UX/VR Design
- 1x Faculty in apparel/ textile/ costume/ adornment
- 1x half-time regular position in web/ux design (current adjuncts)
- 1x half-time regular position in color theory (current adjuncts)
- 1x half-time regular position in photography (current adjuncts)
- 2x half-time regular positions in audio production (current adjuncts)

- 6x half-time regular positions in studio art (current adjuncts + additional hires returning offering load to 2017 EWS levels)

6. A list of possible Certificate opportunities

- Introduction to Tabletop Game Design: Board games / Role-playing / Story games
- Video and App Game Design
- Design and Game Journalism
- Adobe CC Suite (graphic design, audio, moving image, animation)
- Animation - 3D Modeling
- Animation - Character Design
- Animation - Lighting Design
- Virtual Reality
- TV/Broadcasting
- Audio Engineering and Production
- Sound for Video Games (Wwise)
- Digital Music Production
- Sound Design
- Instructional Design
- Podcast Design and Radio
- Applied Programming in Arts & Design
- 3D Modeling and Digital Fabrication: Mesh / CAD
- Digital Marketing and Communication / Social Media, Ethics, and Racial Justice
- Furniture Design: Experimental and Functional
- Design for the Body: Jewelry, Textiles, and Wearable Tech
- Lighting Design: Environmental / Electrical / Neon
- Creative Project Management / Entrepreneurship
- Curation, Gallery and Museum Studies
- Design with Community
- Sustainable Design
- Web Design: Front End / UX / Full Stack
- Augmented Reality
- Social Practice Art and Design

Certificates that this proposal would support, but would not need to be specifically tied to IAD:

- Grant Writing
- Cybersecurity and Elections
- Computing and Neurodiverse Populations

7. How is the administrative support of the program organized?

The Center's personnel will include a director, an assistant director, an advisor, an internship coordinator, and a program secretary; there will be instructional staff in the major design areas and a design lab manager, plus a technician to repair equipment and maintain labs.

The advising team will provide wraparound support to students at multiple entry points and life stages, connecting them to faculty/curriculum and to campus-wide services. This includes significant resources toward identifying, organizing, and maintaining internships and placing students.

The Director of CIAD will be the primary administrative hub for leadership and coordination. The Director is a member of the faculty with teaching capabilities who can award credit. The Director of the center will have a robust background in both design and social practice/social justice to help cultivate the curriculum's mission. The Director and Assistant Director will partner closely with Evergreen Advancement, Marketing, and Admissions to support recruitment, outreach, fundraising, alumni networks, and industry partnerships.

The CIAD may have an Advisory Board of professionals and community members in affinity areas.

8. How will students be advised/supported/mentored?

A full-time program advisor and a full-time internship coordinator will support students in consultation with the director and faculty. They will have multicultural competency to be able to mentor students from demographic backgrounds that are underrepresented in design fields and at Evergreen. The advisor will link with ESU advising staff and coordinate peer support from student mentors. The advisor will be a source of ongoing expert counsel about an Evergreen education in design (spanning art, media, technology, etc.), including prerequisites, certificate criteria, internship opportunities, and career development.

The advisor will support students with multiple entry points:

- Prospective and newly enrolled students who indicate interest in design. The advisor will maintain specific materials with information about learning opportunities in programs, courses, internships and partnerships.
- Students entering as transfers, with a variety of backgrounds and educational trajectories. The advisor will maintain specific materials that make clear the opportunities and prerequisites in design curriculum.
- Students who are interested in earning certificates offered through CIAD. The advisor will maintain specific materials about certificates that make clear the expected credit numbers and topics, and the current/upcoming courses/program modules that will provide them within the curriculum.
- Ongoing advising for current students. The advisor will conduct group and individual advising sessions, and provide current materials on curricular offerings and internships/partnership opportunities.

The advisor will coordinate a peer mentorship program, in which:

- Current students with 135 or more credits toward graduation requirements will provide structured mentorship to new and incoming students. The mentoring will be structured as part of credit-bearing capstone learning and work hours will be paid.
- Current students who have completed internships will provide structured mentorship to students seeking and entering internships, as part of the learning objectives and activities of internships coordinated by the CIAD.

The internship coordinator will staff a career advising program, in which:

- The coordinator will provide direct advising to students about career and post-graduation opportunities, strategies, and networks.
- The coordinator will maintain an alumni/industry exchange program, in which alumni and contacts in selected career fields provide advising and information on career opportunities.

The internship coordinator will lead a robust internship program, in which:

- They will connect students with internship opportunities in specified career fields.
- They will maintain a network of contacts between the Center and employers in selected industries.
- They will identify internship opportunities within ESU, establishing and continuing partnerships with marketing, the web team, media arts, visual arts, CIAD labs, and others.

9. Case Study: Interdisciplinary Game Design

This proposal has emphasized a broad curricular framework with a dense network of potential collaborations across Evergreen's existing resources. We describe here one more directed initiative that could be a focus of the 3-5 year plan: Interdisciplinary Game Design. Game design (particularly video game design, but also game design concepts transferrable to any platform) is a high interest area for current and prospective students, with strong industry activity in Seattle and the surrounding region. Game design is intrinsically multi-disciplinary and collaborative, aligning it with the mission of Evergreen and the IAD concept. There is a robust tradition of designing games for social justice and social change. Thus, game design could integrate numerous sub-fields (e.g. visual art, sound design, animation, coding, writing/storytelling) and intersect with virtually any area of study (e.g. climate resilience, education, transformative justice, environmental science). Because of the complexity of games, launching an Interdisciplinary Game Design emphasis would require multiple hires; these largely overlap with the positions we have already flagged as desirable to prioritize.

Evergreen is uniquely positioned to deliver innovative and attractive curriculum in Interdisciplinary Game Design. At other institutions students may be encouraged to narrow their learning to one highly technical portion of this field, such as 3D modeling. With Evergreen's interdisciplinary model, game design would connect to a broader history of practice that bridges to academic fields including political economy, environmental policy and planning, philosophy, math, and instructional design. Character and world-creation would be sited in the study of ecology, community dynamics, class and political economy, critical race theory, gender and sexuality, art history, and material culture studies. Collaborative learning methods and internship opportunities would develop competencies in communication, collaboration, empathy, and project management. Through programs/courses and

learning activities in history/theory of game design, creative writing and story design, sound design, drawing, animation, graphic design, 3D design, user experience (UX) design, and prototyping/playtesting. Evergreen students would develop and create avant-garde games that would increase representation and shape new social relationships to this immersive and experiential medium.

10. Vision for a BFA degree and MFA program

Students interested in an interdisciplinary liberal arts experience with a concentration in areas of art, design, media, or technology will earn an Evergreen BA degree.

The Evergreen Bachelor of Fine Arts (a collaboration across the visual, media, performing, and literary arts) will tie to a more directed curricular series and involve earning designated upper division credit. The degree entails capstone work and/or a substantial internship or community-based project. Overall, the BFA with a focus in IAD provides students with the creative and conceptual skills to develop innovative design strategies to meet the challenges of a rapidly changing world. The CIAD will be instrumental in developing an ESU Interdisciplinary MFA Program with an art/design track (an initiative that could potentially span indigenous arts; visual, media, and performing arts; and literary arts). An on-ramp to the MFA would be built into the BFA curriculum.

Upon earning 135 credits, students interested in attaining an IAD - BFA would submit a proposal for capstone work and make an appropriate customized plan to complete the requirements in their senior year. Entry to the BFA would be fully mentored and regularly assessed for equity under the leadership of the CIAD Director. Mentoring students on the path to the BFA could begin through the “Designing Your Education” module and be supported continuously through wrap-around advising by the CIAD’s embedded Advisor(s).

11. Cover Letter for September Revisions

We submit this summary page to highlight some edits to our Interdisciplinary Arts and Design proposal draft, submitted July 29th, 2020. This summary has 2 primary goals:

- To specifically articulate coordination between the Interdisciplinary Arts and Design proposal and the Indigenous Arts and Education group, and
- To propose several practical and conceptual lenses for the feasibility team to use to engage with the edited 7.29 proposal as they complete their assessment.

Early development of the Interdisciplinary Art and Design proposal, which began in earnest in June 2020, was simultaneously tasked with questions about how to build something big - a world-class program that would attract hundreds of new students - while also being sensitive to current institutional resources. The project was driven by data from Hanover Research, which articulated interdisciplinary design as an area where Evergreen might see strong return on investment due to student demand, workforce demand, and limited regional offerings in higher education. In addition, Incoming freshmen have indicated in survey data that art a highly desirable field of study for their education, and evidence-based examples show that studio art classes are full with waiting lists.

The initial team drafting our proposal expanded the vision to touch a wide range of current and historical footholds at the college. We believe that there are exciting possibilities to surface and enhance

teaching of design across the curriculum as a framework that is relevant and accessible to varied student populations, and also to inaugurate more targeted curriculum that will attract students interested in design careers. The distinctiveness of our imagined Center for Interdisciplinary Arts and Design lies in its emphasis on social and environmental justice, core elements of Evergreen's mission and high value skills sets in the workforce. It is this explicitly interdisciplinary scope that would allow the proposed programs to effectively leverage Evergreen's existing resources and strengths. Design fields would have a positive impact across the curriculum by encouraging students to develop their creative thinking and grow their familiarity with art history and craft traditions. This "design thinking" does not take place in a vacuum and is not the simple acquisition of "technical skills," but rather necessitates a sophisticated, integrative understanding of cultural ideas and events that have shaped artistic and technical production around the world.

Rebuilding staffing is an emphasis in the Interdisciplinary Arts and Design proposal that impacts what is necessary in terms of resourcing. Whereas other proposals offer strong alternative conceptualizations of how existing faculty could be allocated and organized to build new and marketable structures, the Center for Interdisciplinary Arts and Design will require short-term and long-term reinvestment, including substantial fundraising supported by the "center" framing. The rationale for the ambitious ask is the extreme depletion of arts faculty and staff at Evergreen, largely due to retirements (faculty) and cuts or vacancies in positions (staff). The Interdisciplinary Arts and Design proposal is the only initiative before us at the college that might reverse this trend in the near term. The vision is oriented to stabilizing Path and interdivisional curriculum across the arts and digital growth areas. It should not be interpreted as a narrow plan to add Design to current offerings, but as a strategy that will sustain and grow our extant resources through strategic hiring, while also allowing for new marketing. Our campus has an internationally significant Indigenous Arts Campus, incredible art studios, media and technology labs, and related facilities that set us apart from comparable institutions and provide a major appeal for students. Without faculty and instructional staff to teach in these spaces we will lose that recruiting edge and exhaust our ability to maintain these assets for the future. We want to be very clear about the stakes of the Interdisciplinary Arts and Design proposal: this is our last best hope to save the arts at Evergreen. Recent and upcoming retirements in Indigenous Arts, Visual Arts, Media Arts, and Performing Arts have significantly depleted the offerings we are able to provide and market to potential students. If we wait for enrollment recovery to drive investments in personnel and upgrades to our infrastructure, much of our existing curriculum will become unsustainable, and programs/Paths that currently attract students will be difficult to rebuild.

The Interdisciplinary Arts and Design proposal touches on a number of facets of Evergreen's curriculum and resources that could be strengthened by their intersections with this initiative which, again, is very broadly conceived. We would like to highlight in this letter a key partnership that should be developed with the Longhouse Education and Cultural Center and Indigenous Arts Campus. Julia Heineccius and Julie Russo met with Tina Kuckkahn-Miller, Glenda Breiler, Laura VerMeulen, and Longhouse advisory board member Mario Caro on September 2 to discuss this collaboration, in recognition of the fact that that the Indigenous Arts Campus is a natural fit with the IAD vision. We are submitting a revision of the Center for Interdisciplinary Arts and Design proposal that further incorporates possibilities for connections with native and indigenous arts curriculum and programming, but we want to specifically note the collaboration and offer further framing of the potential positive impacts in this letter.

- The Indigenous Arts Campus is interdisciplinary art and design in action. The design and creation of the buildings and the use of the land fully integrates art / design / architecture / community building / and knowledge sharing. The IA campus already embodies the themes of the Interdisciplinary Arts and Design proposal, and it offers a powerful expert example of how the interlocking values and practices of liberatory design might take shape at Evergreen.

- Evergreen’s 2020-23 Strategic Plan specifically states in its objectives a commitment to *“Increase Evergreen’s support of Native arts, education, and tribal relations by deepening existing and developing new educational partnerships with tribal nations and other higher education institutions.”* Close collaboration between a new Center for Interdisciplinary Arts and Design or associated curriculum and initiatives with the Longhouse and Indigenous Arts Campus could do double duty: serving this goal in the Strategic Plan and infusing the arts at Evergreen with renewed capacity.
- Students have a strong interest (evidenced by Big Bets brainstorming meetings and alumni feedback) in changing design practices and outcomes to be more inclusive and equitable. According to alums working in the field, designing in collaboration with communities and toward complex social problems is a demand in job and professional opportunities, and students may leave traditional design programs without developing those skills. Contemporary native and indigenous artists are often on the forefront of this type of creative and social practice (a few examples: graphic artist Jeffrey Veregge; the critically acclaimed indie video game ‘Never Alone’). Collaboration between a Center for Interdisciplinary Arts and Design and the Longhouse Indigenous Arts Campus would offer mission-centered enrichment to both entities.
- Additional actionable and efficient collaborations include:
- Faculty hires in art, media, design, and technology could serve needs in current and proposed design curriculum and curriculum in the Native and Indigenous Programs Path of Study tied to the Indigenous Arts Campus.
- The Indigenous Arts team has already worked through development and feasibility stages of a proposed Indigenous Art BFA and MFA. Structuring degree options that would include BFA concentrations in both indigenous art and interdisciplinary art and design would be a distinctive and marketable draw.
- We have a shared interest in developing under-utilized campus space for design labs and/or cocurricular space.
- The Longhouse regularly and successfully hosts visiting artists and gatherings; proposed CIAD visiting artist / practitioner / curator fellowships could be collaboratively selected and hosted by both centers.

We thank the NAD oversight group and feasibility team for your consideration.

Sincerely,

Julie Levin Russo and Julia Heineccius, on behalf of the Interdisciplinary Design working group