

A stylized map of Washington State in a light gray tone, serving as a background for the top half of the page. The map shows the state's outline and some internal regional divisions.

Washington Center

NEWS

FALL 1993

Volume Eight
Number One

Cultural Pluralism in Washington State — Work in Progress

by Barbara Leigh Smith

Diversity has been a major focus in Washington State for more than six years. Grass roots initiatives have been supported by the Washington Center/State Board for Community and Technical College Education "Minority Student Success Project" and the Washington Center/University of Washington "Cultural Pluralism Project." The Governor's Office and the Higher Education Coordinating Board have provided leadership through various policies and mandates.

The diversity agenda encompasses many issues and arenas—achieving greater demographic diversity in higher education; enhancing student learning, retention, achievement and employment; and supporting faculty development and curriculum reform. Diversity work is long term and critical to the state's future. We've seen significant movement in the last six years on all these fronts, but there is much more to do. This article provides a mid-course review on the cultural pluralism work in Washington.

Continued next page

Participating Institutions: Antioch University, Bellevue Community College, Bellingham Technical College, Big Bend Community College, Central Washington University, Centralia College, City University, Clark College, Columbia Basin College, Eastern Washington University, Edmonds Community College, Everett Community College, Gonzaga University, Grays Harbor College, Green River Community College, Heritage College, Highline Community College, Lower Columbia College, North Seattle Community College, Olympic College, Pacific Lutheran University, Peninsula College, Pierce College, Saint Martin's College, Seattle Central Community College, Seattle Pacific University, Seattle University, Shoreline Community College, Skagit Valley College, South Puget Sound Community College, South Seattle Community College, Spokane Community College, Spokane Falls Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Walla Walla Community College, Washington State University, Wenatchee Valley College, Western Washington University, Whatcom Community College, Whitworth College, Yakima Valley Community College.

Work in Progress...

Achieving Diversity in Washington: A Timeline of Recent Activities

■ 1987

Washington Higher Education Master Plan establishes goals for minority student participation and makes recommendations to increase minority participation.

■ 1989

Community college presidents earmark \$1.5 million to divide among campuses for minority student success initiatives.

■ 1989-1991

Washington Center and the State Board for Community and Technical Colleges collaborate on the two-year "Minority Student Success Project," which involves 23 community colleges.

■ 1990

Governor's report on "The Status of Minority Students and Faculty in Washington's Higher Education System" is issued.

■ 1991

Higher Education Policy on Minority Participation and Diversity is issued, establishing statewide goals and requiring institutional action plans.

■ 1992

Washington Center and University of Washington collaborate on the Cultural Pluralism Project, a three-year state-wide curriculum transformation and strategic planning project supported by the Ford Foundation and involving 17 colleges and universities.

■ 1992

Public higher education institutions report on goals and action plans in response to Policy for Minority Participation and Diversity.

■ 1993

Washington Center and University of Washington collaborate on extending the Cultural Pluralism Project to ten more institutions, with additional support from the Ford Foundation.

Changing Demographics of Students and Faculty

During the past six years major efforts have been made to diversify both student bodies and faculty in Washington colleges. Enrollment of students of color in higher education has changed dramatically in the last decade. In community colleges, enrollment of students of color went from 8% in 1980 to nearly 20% in 1992. Meanwhile, in public four-year institutions, enrollment of students of color increased by 35.5% between 1980 and 1988 (OFM, 1990). The percentage of students and faculty of color varies considerably from college to college, and is strongly influenced by geographic concentrations of different groups throughout the state.

Recent studies by the State Board for Community and Technical Colleges indicate that Washington community colleges provide a high level of access to students of color, but still need to work on retention and transfer, especially for African American, Hispanic, and Native American students. Progress is being made. While students of color are still less likely to complete a degree than white students, degree completion rates have been increasing and retention rates have improved in recent years. Colleges have developed many different initiatives to attract and retain students of color (SBCTC, 1993).



In June, the campus teams who attended the 1992 Cultural Pluralism Institute returned to Evergreen for a 2-day reunion, to reflect on their work over the 1992-93 academic year, and to plan next steps. Here the Skagit Valley college team meets with facilitators Alberta May (State Board for Community and Technical Colleges) and Betty Schmitz (The Washington Center and University of Washington). Seated left to right are: Brinton Sprague, Jean Matthews, May, Schmitz, Ruth Silverthorne (back to camera), Ted Maloney, and Louis LaBombard. (Photo: Jean MacGregor)

Many Washington institutions recognize that diversifying their faculty is an important step in creating a more hospitable climate for an increasingly diverse student body. Review and revision of hiring processes has been important in accomplishing this goal. Key variables include administrative commitment, adequate resources, aggressive building and strict monitoring of applicant pools for representativeness, timeliness in posting positions, careful removal of hidden barriers and bias throughout the hiring process, and flexibility in job descriptions. The effort comes at a critical time when large-scale retirements are resulting in more faculty openings.

And what has been the result? The faculty in Washington colleges and universities is becoming more diverse. The Evergreen State College, for instance, has substantially changed its faculty profile, going from 14% to 23% faculty of color since 1987. But the profile in the state as a whole is changing much more slowly. In community colleges, 7.4% of the faculty (full and part time) are people of color, while the comparable figure in public four-year institutions is 8.6%. The faculty profile remains at variance with the increasingly diverse face of the students. There is tremendous variation between colleges, and between disciplines and programs within colleges. Continuing low representation of students of color in such critical fields as teacher education is especially troubling.

Table I
Students of Color Percent of Total Students
State and Contract Supported
Fall 1992

Students of Color	% of Total
Peninsula	19.0 %
Grays Harbor	12.7 %
Olympic	15.4 %
Skagit	13.0 %
Everett	12.1 %
Seattle Central	45.5 %
North Seattle	26.8 %
South Seattle	36.9 %
Shoreline	15.2 %
Bellevue	15.9 %
Highline	19.2 %
Green River	8.2 %
Pierce	26.2 %
Centralia	9.3 %
Lower Columbia	10.3 %
Clark	9.9 %
Wenatchee Valley	26.9 %
Yakima Valley	31.9 %
Spokane	7.5 %
Spokane Falls	13.1 %
Big Bend	33.6 %
Columbia Basin	17.8 %
Walla Walla	22.5 %
Whatcom	13.4 %
Tacoma	21.5 %
Edmonds	18.1 %
South Puget Sound	15.7 %
Community College Total	19.2 %

Source: Students-Fall Enrollment and Staffing Report, page 4, Faculty-SR1160
 Washington State Board for Community and Technical Colleges, 1993.

Note: "Students of Color" excludes "other race" and includes White Hispanics

Assessment

Campus climate surveys... assessment of enrollment and retention patterns...defining diversity outcomes...doing audits of the curriculum to see how many courses already focus on diversity...thinking about diversity portfolios...these are a few of the themes associated with assessment and cultural pluralism in Washington.

With the legislative support for assessment that began in 1989, public colleges in Washington have developed significant assessment efforts. Many institutions linked their assessment work with diversity goals. Now, several years into the process, creative assessment approaches are uncovering both hidden resources and successes in our institutions, as well as trouble spots.

Many campuses started with a campus self-assessment survey to find out where the campus was with respect to institutional climate. A number of climate surveys are available that can either be used wholesale or adapted to the campus. (See, for example, Educational Commission for the States, Richard Richardson document, "Improving State and Campus Environments for Quality & Diversity.") Climate surveys often reveal both good and bad news. At North Seattle Community College, a recently completed campus climate survey indicated that students are generally pleased with their educational experience at North and supportive of diversity. But the students did not feel they were gaining a greater understanding of different ethnic backgrounds as a result of having attended classes. At North, the assessment effort directly involved students and provided them with a platform from which to support change. The faculty concluded that curricular offerings needed to be enhanced.

Looking at the curriculum is often the most sensitive step in assessing where a campus is with respect to diversity, but it is crucial if institutions want to accurately assess both their strengths and their weaknesses. Some campuses have initiated formal course audits to identify diversity themes and courses in the curriculum. Several campus audits immediately revealed that ethnic studies courses that had been on the books for years were no longer taught. Course audits have helped to identify and revitalize many gaps in the curriculum. Other campuses have chosen a more informal approach to curricular assessment. Edmonds Community College, for example, convened faculty members in small focus groups to explore whether and how diversity was appearing in their courses, and to define ways to expand their knowledge. These face-to-face discussions create a natural process for sharing resources and ideas that builds trust and collegiality.

Important assessment work has focussed on curriculum trouble spots. Several campuses have found it useful to ask, "Where are large numbers of our students failing? Are there 'gateway' or 'graveyard' courses in which there is a high failure rate across instructors? If so, can these courses be restructured for greater student success? Can developmental education programs be more successful? Can we make that crucial first quarter in college an engaging and positive learning experience for all our students?"



A focus group discussion on Asian Americans at the 1993 cultural pluralism institute. Here, Eddy Brown (Evergreen) making a point, with Gall Martin (Antioch University-Seattle) and Harrell Guard (Big Bend Community College) looking on. (Photo: Jean MacGregor)

Another perspective is gained when questions are raised about enrollment patterns within an institution. Are students of color proportionately represented in all parts of the curriculum? Not usually. Information from the Washington State Board for Community and Technical Colleges suggests that students of color are much more likely to be enrolled in basic skills classes. National studies in developmental education suggest that successfully completing these basic skills courses is strongly correlated with overall success in college.

Knowing the participation rates of different groups of students in different parts of the curriculum is important if we are concerned about access and equal opportunity. Seattle Central Community College found that some of its most vital vocational programs did not have equal representation of students of color. As a result of this assessment finding, they began carefully targeted recruiting to attract students of color to vocational programs with high earning potential.

Curriculum Reform

Curriculum reform has been a key element in the cultural pluralism effort in Washington. The work began with the assumption that infusing cultural pluralism in many courses and disciplines was an important goal, but it is clear that more courses in American Ethnic Studies need to be developed. Issues of pedagogy are important as well, as our classes become populated by increasingly diverse learners.

The support of the Ford Foundation Cultural Pluralism Project gave Washington institutions a huge leap forward in curriculum reform. By the end of August 1994, teams from 26 Washington colleges and universities will have participated in an extensive 10-day summer institute and program of reading that focuses on the history of five major groups—African Americans, Asian Americans, Chicano/Latino Americans, Euro-Americans, and Native Americans.

As project co-director Johnella Butler put it, “We assumed that many faculty needed and wanted a basic understanding of the history of major ethnic groups in America. Comparatively studying the different groups is an excellent way to proceed. It gets people to a more accurate and complicated view of this significant history. We organized the Summer Institutes around a variety of themes such as comparative legal histories, double consciousness and identity, comparative worldviews, and the social construction of race. We discussed the legal histories and issues of African Americans and American Indians, for example, which are very different. In addition to this basic overview of all groups, each of the participants had the opportunity to study two of the groups in greater depth. For most participants the Summer Institute became a jumping-off point for learning more.”

As a result of the project, hundreds of faculty revised their courses. They infused new scholarship about American people of color and new approaches to identifying and discussing cultural pluralism issues in the United States. At North Seattle Community College, for example, a first-quarter program for entering freshman called “Beginnings” was revised to include more diverse materials and cultures. At

the same time, a new learning community was developed called “Contacts and Conquests,” that looked at the colonization of the Americas. Across the state, faculty took a variety of approaches to course revision. Some of the most successful involved students. Art historian Melissa Newell at Edmonds Community College asked her students to locate materials on different cultural perspectives and reaped huge rewards. American studies instructor Pat Alley at Bellevue Community College encountered some troubling student anger in her “American Heroes” course when she introduced a more accurate and less romantic version of American cultural history. Alley, like many other instructors revising their courses, found this “loss of innocence” eventually led the students to greater self-awareness and personal transformation.

Faculty Development

All of the institutions participating in Washington’s diversity efforts found that extensive support for faculty development was critical. Faculty development activities typically focused on gaining familiarity with the history and literature of different American ethnic groups as well as classroom pedagogical issues of dealing with diversity. Offering a variety of faculty development activities seems to be the best strategy.

Washington campuses are using a number of creative approaches such as campus-based seminars and workshops, team teaching, faculty exchanges, discussions based on cases, film series, and reading groups. Institutions are also giving small stipends to support the redesign of courses and attendance at workshops and institutes elsewhere. Some have found that discipline-based curriculum workshops are an effective way of reaching faculty for whom the connection with cultural pluralism is not obvious. Tacoma Community College, for example, offered an all-day workshop in which experienced faculty from other colleges worked with TCC faculty in various disciplines on ways to infuse cultural pluralism in their courses.

Three Approaches to Faculty Development: Skagit Valley College, Seattle University, University of Washington

Skagit Valley Community College—To support its new cross-curricular diversity requirement, Skagit Valley recently offered a seven-session learning community for faculty interested in designing new courses or revising existing courses. Called “American Me/American We: Creating a Plural Classroom Community,” the Skagit Valley seminars focused on the Chicano/Latino experience—since this is the largest ethnic group in the Skagit Valley.

The seminar moved from a discussion of the participants’ own perceptions and understanding of ethnicity, race and pluralism in the U.S. to films and presentations on the history and culture of Chicano/Latino’s in the U.S. and in their own community. Films viewed included “The Ballad of Gregorio Cortez,” “Zoot Suit,” and “American Me.” The highlight was a student panel in which local Chicano/Latino students discussed their history and experiences.

Seattle University—Seattle University’s Cultural Pluralism Planning Group committed to a five-year faculty development plan in which there would be year-long focuses on different ethnic groups. The 1992-93 academic year focused on Native Americans while the 1993-94 academic year is focusing on Chicano/Latino history and culture. A lecture series, reading groups, a film series, and student activities are included in the Seattle University effort. Faculty are also revising their courses and creating new courses. Commenting on their experience, Seattle University Associate Provost Toni Murdock said, “The effort is really a campus-wide endeavor to learn more about pluralism in America. All segments of the campus community are involved. Taking a five-year perspective gave us the opportunity to acquire more depth in each area. We think it’s been very successful.”

University of Washington—In Winter and Spring 1993, the University of Washington put together a 10-session faculty development series focusing on cultural pluralism and curriculum change. Thirty faculty and 25 students participated in the series, which presented current scholarship on race, class, and gender and shared teaching strategies for integrating these topics into the curriculum. Faculty came from such diverse disciplines as landscape architecture, political science, philosophy and nursing. The participation of undergraduate students was the most unique element of the UW seminar series. “The idea was that this would put students in contact with potential faculty mentors sharing similar interests,” said Betty Schmitz, who directed the project. “But it turned out the students had as much to offer to the faculty. So it was really more of a co-mentoring situation. The students were particularly valuable when the class began to work on actual course design.”

Reflecting on her participation, UW political scientist Christine DiStefano said, “The course revisions have been a lot of work but terrifically rewarding. Students are excited to be in classes where their own experience is finally being acknowledged. I revised my Women in Politics course and decided to focus on Native Americans, Mexican-Americans, Japanese Americans, African Americans and middle class white social reformers of the 19th century. For each group I discuss the pattern of challenges and oppression they experienced and the ways they responded to those challenges.”

Cultural Pluralism Summer Institute, 1993

The Reading:

- Johnella E. Butler and John Walter, eds. *Transforming the Curriculum: Ethnic Studies and Women’s Studies*. 1991. State University of New York Press.
- Frank Chin, Jeffrey Chan, et al., eds. *Aiiieeeee! An Anthology of Asian American Writers*. 1991. Mentor Books.
- Juan Flores. *Divided Borders: Essays on Puerto Rican Identity*. 1991. Arte Publico Press.
- Ernest Galarzo. *Barrio Boy*. 1971. University of Notre Dame Press.
- Linda Hogan. *Mean Spirit*. 1990. Macmillan.
- Annette Jaimes. *The State of Native America*. 1992. South End Press.
- Ishmael Reed. *Mumbo Jumbo*. 1972. Macmillan.
- Betty Schmitz. *Core Curriculum and Cultural Pluralism: A Guide for Campus Planners*. 1992. American Association of Colleges.
- David Schoem. *Inside Separate Worlds: Life Stories of Young Blacks, Jews and Latinos*. 1992. University of Michigan Press.
- Ron Takaki. *A Different Mirror: A History of Multicultural America*. 1993. Little Brown Publishing.

Cases Studies: New Resources for Cultural Pluralism

Case studies, a staple in business and law curricula over the past several decades, are suddenly appearing in many other disciplines as excellent teaching tools. A case is a story or narrative of a real situation that sets up a problem or unresolved tension that readers—or with the use of video, viewers—are asked to analyze and resolve. In professional development settings, collaborative discussion of cases dealing with teaching and learning issues often leads to important insights.

As Pace University case writers Ruth Silverman and William Welty note, “Cases tend to bring teaching out of the closet. Often, first-time experience with the case discussion is a revelation. A case which seemed, on initial reading, to be a simple story with a simple problem and a simple solution, becomes in group discussion a complex situation with several interpretations, many problems, and a variety of solutions. An active learning pedagogy, the case method provides through its practice a problem-solving heuristic that can be applied in almost all teaching situations...and it sparks in the participant a sense of self-reflection about teaching.”

In the past two years, a number of projects around the nation have been producing cases to explore diversity issues, some of which were used at the Washington Center’s recent Cultural Pluralism Summer Institute. The sessions were lively and provocative, leading the campus teams to a deeper understanding of complex issues and multiple ways of dealing with the dilemmas the cases raised. Here are some of the emerging sources of cultural pluralism cases:

■ **Pace University:** With support from the Fund for the Improvement of Postsecondary Education, Ruth Silverman and William Welty at Pace University in New York have developed a terrific set of diversity cases. Twelve cases in their present repertoire are available upon request. The cases are appropriate for faculty development workshops, doctoral courses, and for TA training, especially for preparing future college faculty. The Silverman-Welty cases address a range of diversity topics and focus on different types of diversity (learning styles, gender, ethnicity).

We used one of the Pace Cases, “Grant Eldridge” at the Cultural Pluralism Summer Institute. This case concerns Grant Eldridge, a teacher facing an increasingly diverse class and feeling overwhelmed and ineffective. In frustration, Eldridge reaches out to a colleague. With his colleague, we were compelled to ask, “What is really going on here?” and “What can be done?” The case engaged us in examining the complexities that face us in the classroom and the assumptions we make as teachers, while also providing a vehicle for discussing collegial relationships and how institutions support their faculty.

For further information on the Pace University Cases, write or call Rita Silverman, School of Education, Pace University, 78 North Broadway, White Plains, NY 10603, (914)422-4366, or William Welty, Graduate School of Business, Pace University, One Pace Plaza, New York, NY 10038, (212)346-1939.

■ **Harvard University:** Harvard University's Business School pioneered development of the case method of teaching in the early part of this century. The idea was to develop in business students the capacity to exercise judgement in the face of uncertainty and rapidly changing circumstances. Harvard's Business School offers the largest collection of commercially available cases for educational purposes in the U. S., and is also the most active producer of new cases. Cases are also commercially available from the School of Education and the John F. Kennedy School of Government at Harvard. These cases are used in the classroom with students as well as in training programs for faculty, administrators, and corporate executives.

With Ford Foundation support, Harvard recently produced a new series of diversity cases largely concerning university environments and emphasizing academic and strategic planning. At the Cultural Pluralism Summer Institute, we used the "Harbor State University" case in order to examine how a college's diversity agendas mesh with overall strategic planning. "Harbor State" is a large, inner-city institution whose student body has changed over time. The university is responding, and struggling, with a variety of student affairs initiatives. The case was successful with our campus teams in raising questions about the parallels between Harbor State and our own institutions.

"The Harvard Higher Education Case Collection," a complete catalog of the Harvard cases, will soon be available. It will include all the cases available in higher education, not just cases focused specifically on diversity. For further information contact: Patricia Rocha, Manager, Case Development and Distribution, Harvard Graduate School of Education, 339 Guttman Library, Cambridge, MA 02138, (617)495-3572. Call the Kennedy School at (617)495-1972 or the Business School at (617)495-6117.

A second Harvard case resource is the video, "Race in the Classroom: The Multiplicity of Experience." This video includes five case vignettes ranging in length from one to four minutes. Presenting classroom situations, the vignettes deal with such issues as communication and conflict styles, teacher and student expectations, race and gender stereotyping, equity vs. equality, and group loyalty and solidarity.

The Washington Center has used the "Race in the Classroom" video at numerous conferences and retreats; it invariably produces a rich and complex discussion. The first four-minute vignette, "I Don't See Privilege," is ostensibly about affirmative action, but the discussion rapidly broadens into an examination of how teachers structure their classrooms, how they handle conflict, how students interact with one another, and who "gets the floor."

The Harvard video is accompanied by an excellent facilitator's manual and costs \$82.00. For further information contact the Derek Bok Teaching and Learning Center, Harvard University, Cambridge, MA 02138 or call (617)495-4869.

■ **The Western Association of Schools and Colleges** has produced a new publication, *Dialogues for Diversity: Community and Ethnicity on Campus*. This unconventional "text" contains a variety of diversity case studies or scenarios. The cases address a range of topics and are set in diverse institutions, including both public and independent and two- and four-year colleges. The cases were developed for use in discussions about institutional improvement or in connection with the accreditation process. The cases are flexible and suitable for many different groups: a trustee retreat, faculty seminars, or administrative workshops. Chapter titles include: Mission and Diversity, The Social Contract, Diversity and Quality, Community and Campus Climate, Student Development and Ethnic Identity, the Faculty Role, and Leadership for Diversity. *Dialogues for Diversity* was produced with support from the James Irvine Foundation. For further information write or call the Oryx Press, 4041 North Central Avenue, Suite 700, Phoenix, AZ 85012-3397, (602)265-2651.

■ **The National Council of Teachers of English** has recently published an excellent case book on the teaching of writing. Co-authored by Chris Anson, Joan Graham, David Jolliffe, Nancy Shapiro, and Carolyn Smith, *Scenarios for Teaching Writing: Contexts for Discussion and Reflective Practice* is available for \$16.95 from NCTE, 1111 Kenyon Road, Urbana, IL 61801. This book included "Trevor's Journal," a case involving a teacher perplexed by racist assertions in a student paper, and was another of our Summer Institute resources.

■ **American Association for Higher Education:** For an excellent introductory discussion of the case method and a description of organizations producing cases, see Pat Hutchings' *Using Cases to Improve College Teaching: A Guide to More Reflective Practice*. Hutchings' new publication provides a good overview of what cases are, why they are useful, and how they can be productively used in faculty development settings. This publication, produced by the American Association for Higher Education, is available for \$17 from AAHE, One DuPont Circle, Suite 360, Washington, DC 20036, (202)293-6440.

New Grants to the Washington Center

\$75,000 Ford Foundation Challenge Grant to Extend Cultural Pluralism Initiative

The Washington Center and the University of Washington have jointly received a \$75,000 challenge grant from the Ford Foundation to extend the existing Cultural Pluralism project to additional colleges and universities in Washington state. The Cultural Pluralism Project is designed to help institutions make their curriculum more multicultural, with an emphasis on infusing new scholarship in American ethnic studies. The project involves curriculum planning, faculty development, and institutional planning activities. Project co-directors are Johnella Butler from the University of Washington, and Barbara Leigh Smith of the Washington Center. According to Smith, the cash matching requirements of the challenge grant have been met and 10 institutions have been selected to participate. They are Antioch

University, Central Washington University, Heritage College, Lower Columbia College, Olympic College, Spokane Falls Community College, Whitworth College, Washington State University, the University of Washington, and Western Washington University.

The new project includes both an eight-day residential summer institute for seven-person teams from each participating institution, and pre- and post-institute planning activities on each campus.



Last spring's annual gathering of the Washington Center's reform calculus network focused on strategies for involving students in cooperative learning groups. Here Neil Davidson (University of Maryland) presents approaches for small group problem-solving. (Photo: Jean MacGregor)

Second NSF Grant for Continuing Work with Calculus Reform

The Washington Center Calculus Dissemination Project has received a second two-year grant from the National Science Foundation's Division of Undergraduate Education. This award, for \$252,000, will enable the project to expand its current dissemination efforts to additional colleges within Washington state and throughout the Pacific Northwest, and to develop a series of assessment tools for use with reform calculus curricula.

The first two years of the Project saw 20 institutions in Washington use and experiment with either of two nationally recognized reform calculus curricula—that of the Harvard Consortium, or of Duke University's Project CALC (Calculus as a Laboratory Course). Mathematics faculty involved are enthusiastic about the new pedagogies and revised content of the reform curricula, and at six campuses, reform curricula have been adopted department-wide.

The new grant will strengthen existing reform calculus efforts at these 20 campuses, and will allow another 15 institutions to attend a summer curriculum workshop next July. This workshop will feature the developers of both the Harvard and Duke curricula, as well as a number of Washington state calculus faculty who have been particularly successful with reform calculus on their campuses.

In addition, the new grant supports formation of an Assessment Task Force (which first met in early September of this year) to conduct small-scale calculus assessment projects on different campuses. The 21 faculty and administrators who met in September generated an outline of several assessment projects to be undertaken this year. Tools under development include explorations of higher-order problem-solving skills in mathematics, math learning in small groups, retention and persistence patterns in and after reform calculus, and the development of written and oral communication skills in calculus problem-solving.

The Assessment Task Force will present its preliminary approaches and findings to a winter, 1994 conference of the statewide calculus dissemination project. The task force will continue its work over two years, and will produce a handbook of assessment tools by the summer of 1995.

To learn more about the ongoing work of the Reform Calculus Dissemination Project contact either of the co-directors: Robert Cole at The Evergreen State College (206) 866-6000, ext 6714, or Janet Ray at Seattle Central Community College (206) 587-4080.

JULY 1993



The 1993 Cultural Pluralism Institute drew teams from Big Bend, Centralia, Green River, Seattle Central, Shoreline, and South Puget Sound Community Colleges, and from The Evergreen State College, the University of Washington, and its two branches, UW-Bothell and UW-Tacoma.

Each of the ten institute days began with a plenary session built around issues that cut across all ethnic groups. Here institute faculty members Federico Sanchez (California State University, Long Beach), Pedro Caban (Rutgers University) and Gail Nomura (University of Michigan) field questions in their session on Asian American and Chicano/Latino legal histories. (Photo: Jean MacGregor)



"Focus groups" involved participants in a sequence of lecture/discussions about two ethnic groups of their choice. Here Federico Sanchez, professor of history and acting associate dean at California State University at Long Beach, reflects on curriculum change issues in his Chicano focus group. (Photo: Jean MacGregor)



Louis LaBombard, instructor in anthropology and sociology at Skagit Valley College's Whidbey Campus, lecturing in his focus group on Native American spiritual traditions. (Photo: Jean MacGregor)

CULTURAL PLURALISM INSTITUTE

WEDNESDAY

18

THURSD

19



10:00: Evergreen team member George Freeman continues the discussion in a break with Joye Hardiman, director of Evergreen's Tacoma Campus and a facilitator-at-large at the institute. (Photo: Jean MacGregor)



Campus teams made up of faculty, staff and administrators attended the ten-day institute together. They split up to attend different focus group sessions, but came together daily to discuss their experience and to work on case studies with a facilitator from another institution. Pictured here is the University of Washington-Tacoma team with their facilitator (back row, right), Gail Martin, academic dean at Antioch University-Seattle. (Photo: Jean MacGregor)

11:00
g Break

12:30
ession 2

1 Lunch

1:30-3:00
Syllabi design
session



Family night has become an institute tradition, where family members of the institute participants are invited for a Mexican fiesta and a presentation and performance of traditional Mexican folk dances by renowned dancers Isaac and Cathy Shultz-Reyes. Here, Isaac leads the finale with everyone taking the dance floor. (Photo: Jean MacGregor)



The whole institute working through issues raised by the Anita Hill-Clarence Thomas confrontation. William Ponder (center), admissions director and registrar at Shoreline Community College, offers his perspective. (Photo: Jean MacGregor)

3:30
on Bre

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PLURALISM

Learning Community Programs in Washington— Fall 1993

Learning communities purposefully restructure the curriculum to link together courses so that students find greater coherence in the courses they take, as well as increased intellectual interaction with faculty and fellow students. The following is a listing of learning communities under way this spring.

Unless otherwise indicated, the learning communities at community colleges are being offered in college transfer Associate Degree programs. Please be in touch with the colleges and faculty involved if you would like more information about any of these programs.

Bellevue Community College

Linked Class

"Composing Economics"
Robin Jeffers/English Composition
Michael Righi/Macroeconomics

Linked Class - Team Taught

"Communication and Culture"
Mike Baker/Oral Communication
Nancy Eichner/ESL Composition

Linked Class - Team Taught

"Dissecting Sentences/Diagramming Frogs"
Gordon Leighton/Scientific Writing
Rosemary Richardson/Biology

Coordinated Studies

"Televised Mind"
Jerrie Kennedy/English Composition
Roger George/Mass Media
David Jurji/Anthropology of American Life

Centralia College - East County Center

Linked Class

Dee Morton/Survey of Music
Fred Hornquist/History of Western
Civilization

Central Washington University

Linked Class

Bill Smith/Archeology
Bobby Cummings/English Composition

Linked Class - Team Taught

"Development of Race, Gender and Class
Identity"
Laura Jones/English Composition
Bobby Cummings/Literature
Jimmy John/Ethnic Awareness

Eastern Washington University

Freshman Interest Groups are the predominate learning community format at Eastern. Each FIG includes a Freshman/First Year Seminar which ties together the FIG courses and also covers college study skills. This fall, FIGs include:

Linda McCollum/Geological Environment and
Humanity
Elwyn LaPoint/Cultural Anthropology
Steve Bertram/Freshman Seminar (dormitory
students)

Keith Quincy/Modern Government in
American Context
Dale Lindekugel/Sociology
Chris Masterson/Freshman Seminar

James Busskohl/Literature
William Barber/General Psychology
Paulette Scott/Freshman Seminar

Lanny DeVuono/Art in the Humanities
Martin Seedorf/Western Heritage: Origins of
the 18th Century
Lynn Harty/Writing American English
Diane Williams/Freshman Seminar

Gilbert Garcia/Chicano Culture
Dale Stradling/Physical Environment
Chris Masterson/Freshman Seminar

Edmonds Community College

Coordinated Studies

"Protons & Paragraphs"
Pat Nerison/English Composition
Fayna Kalnitskay/Chemistry

Coordinated Studies

"Making Connections: Community and Self"
Margaret Scarborough/English Composition
Anne Martin/Sociology

Coordinated Studies

"Western Civilization and Study Skills"
Eileen Soldwedel/Western Civilization I
Kaila Spring/Study Skills

Coordinated Studies

"Life and Learning"
Ken Marvel/Biology
Penny Shively/Study Skills

Coordinated Studies

"CheMath"
David Chalif/Intermediate Algebra
Mary O'Brien/Prep for College Chemistry

Coordinated Studies

"Applied Communication in the Engineering
Profession"
Marty Wilson/Engineering Career Planning
Barbara Morgridge/English Composition

Everett Community College**Cluster**

"Women on the Move to a Four-Year Degree"
Laura Hedges/College Orientation
Jennifer Waldron/Speech
Elisabeth Fredrickson/English Composition

Green River Community College**Linked Class**

"Business Government and Society"
Ken Nelson/Business Administration
Steve Sisson/Law

Linked Class - Team Taught

"Commitment to Communication"
Kate Katims/Speech
Sylvia Mantilla/English

Coordinated Studies

"Optimizing Change"
Rebecca Hartzler/Physics
Bruce Haulman/Society & Technology
Laura Moore-Muller/Calculus

Heritage College**Linked Class - Team Taught**

"Human Achievement"
Terry Mullen/Art History
Roger Arango/World Civilization

Highline Community College**Coordinated Studies**

"World War II"
Larry Blades/Literature & Film
Kay Gribble/History of World War II
Chuck Miles/Oral Communication

Lower Columbia College**Linked Class**

"Connections"
Kathy Gorton/Reading & Writing
George "Butch" Henderson/Stress
Management
Mary Stone/Career and Life Planning

Coordinated Studies

"The Psychology of Success"
Michael Strayer/General Psychology
Julie Preston/English Fundamentals
Kathy Gorton/Learning Skills

Coordinated Studies

"The Heroic Journey"
Rita Fontaine/English Composition
Richard Kelley/Developmental Psychology
Jerry Zimmerman/Humanities

North Seattle Community College**Coordinated Studies**

"Asian Civilization"
Elroy Christenson/History of the Art of Asia
Angela Djao/Intercultural Communication

Coordinated Studies

"Beginnings: Introduction to Diverse Peoples,
Cultures and Values"
Ben Abe/Anthropology - Africa
Jim Harnish/World in Evolution - to 1500
Harris Haertel/Geography
Bruce Kochis/Language and Culture

Coordinated Studies

"Self in Society"
Sharon Kita/ESL and Writing
Fran Schmitt/Psychology

Pierce College at Puyallup**Linked Class**

"Thoughtful Writing and Write Thinking"
Marian Anders/English Composition
Nancy Bolle/Effective Thinking

Seattle Central Community College**Linked Class**

"Ways of Knowing"
Carl Waluconis/English Composition &
also Humanities Seminar

Linked Class

"US History to 1877"
Maureen Murphy Nutting/History
Kelly McHenry/Library Techniques

Linked Class - Team Taught

"Building for College Success"
Rebecca Boone-Mille/ESL
Rebecca Tesdell/ESL
Michael Thomas and Lyn Brem/Computer
Literacy

Linked Class - Team Taught

"Reading and Writing for Academic Purposes"
Jacqueline George/ESL
Andre Loh/ESL
Jane Shoop, Joanna Tillson and Karen
Michaelson/Library Techniques

Linked Class - Team Taught

"Our Ways of Knowing: African-American
Experiences and Social Change"
Minnie Collins/English Composition
Angela Gilliam (from Evergreen)/Cultural
Anthropology
Carl Livingston/American Minority Politics
Gilda Sheppard/Sociology - Minority Groups

Linked Class - Team Taught

"Rediscovering the Americas: 1492 - 1992"
Valerie Bystrom/English Composition
and Literature
Ileana Leavens/Art History and Pacific Art
David Quintero/Spanish Language
and Literature

Linked Class - Team Taught

"The Global Human: An American Perspec-
tive"
Astrida Onat/Cultural Anthropology
Audrey Wright/English Composition,
Literature and Dialects

Linked Class - Team Taught

"Of Body and Mind"
David Dawson/English Composition
and Literature
Margaret Dickson/Human Anatomy
Nancy Finley/General Psychology

Linked Class - Team Taught

"The Televised Mind: Behind the Screen"
Nate Long/TV Theory and Camera Production
Theo Bakken/English Composition
Michael Karolenko/History of the Media

Shoreline Community College**Linked Class - Team Taught**

"Civilization and Culture"
Paul Shiun/Ancient European History
Dennis Peters/Humanities
Louise Douglas/English Composition
and Literature

Linked Class - Team Taught

"The Last Dance"
Wayne McGuire/English Composition
and Literature
Ann McCartney/Perspectives on Dying

Linked Class - Team Taught

"Looking Out - Looking In"
Laurie Kimpton-Lorence/Developmental
Reading
Pam Dusenberry/Developmental Writing

Skagit Valley College**Linked Class**

"Drawing from the Sea"
James Monroe/Ocean Biology
Greg Tate/Drawing

Linked Class

"Ancient Voices on Modern Tongues"
Jovita Lopez/English Composition
Pat Chaves-Pickett/Spanish Language
and Culture

Linked Class - Team Taught

"Word PLAY"
Jill Fugate/English Composition
Andy Friedlander/Introduction to Theatre

Cluster

"Choices: Developing the Will and Skill to
Succeed"
Larry Sult/Interpersonal Communication
Linda Moore/Reading Improvement
Nancy Flint/Study Skills
Trish Barney/Grammar and Composition

Federated Learning Community

"The History-Literature Connection in
America"
Pat McLatchy/American History
Edna Kiel/American Literature
McLatchy and Kiel/Integrative Seminar

Coordinated Studies

"Reconnecting the American Mosaic:
Literature and the Sociology of Ethnic
History"
David Mugg/Sociology
Jill Fugate/Literature

Coordinated Studies

"Darwin, Freud, and You"
James Monroe/Biology
Michael Witmer/Psychology
Trish Barney/English Composition

**Skagit Valley College -
Whidbey Campus**

Linked Class

"Guess Who's Coming to Dinner?"
Lori Taylor/Nutrition
Debbie Wallin/Minorities in American Society

Coordinated Studies

"Reel Couples: Images and Illusions"
Barbara Moburg/Sex Roles, Marriage and
Family
Les Stanwood/Introduction to Film

Spokane Community College

Linked Class

"Interactions: How We Look at Ourselves and
Our World"
Denice Carlson/Reading Improvement
Alex Whitman/Writing Lab

Linked Class

"Pen and Gavel: Enhancing Professional Legal
Writing"
Nan Bulish/English Composition
Mary Murphy/Business Law

Cluster

"The Discoverers: Transformations in Myth"
Scott Kramer/Philosophy, Ethics, Religion
Gary Gustafson/History of Civilization and
also Sociology of Religion
Mike Burns/English Composition

Spokane Falls Community College

Linked Class - Team Taught

"Non-Western Art: Extending Our Vision"
Jeanette Kirishian/African and Native
American Art
Lori Monnastes/English Composition,
Mythology

Coordinated Studies

"Writers' Worlds"
Alexis Nelson/Short Stories
Tom Versteeg/English Composition

Coordinated Studies

General Biology and Reading & Study Skills
Diane DeFelice/Biology
Jan Swinton/Study Skills

Coordinated Studies

"American Stories"
Steve Reames/Early American Literature and
also English Composition

Coordinated Studies

"The American Experience"
Pat Nasburg/ESL Conversation
Nel Hellenberg/American Literature

Coordinated Studies

"Preludes, Particles, and Prose"
Roger Lent/Introductory Chemistry
Wayne Smith/Music
Almut McAuley/Literature/Composition

Tacoma Community College

Coordinated Studies

"American Mosaic: Voices Across the
Americas"
Marlene Bosanko/English Composition
Chuck Cline/Public Speaking
Stephanie Allen/Text Analysis

Coordinated Studies

"The Master's Voice: Who Runs the Show"
Debbie Kinerk/English Composition
David Holman/Mass Media and
also Humanities

Coordinated Studies

"The Now and Future You"
Violetta Clee/Developmental Writing
"T" Mungen/Career & Life Planning and
also Freshman Seminar

Coordinated Studies

"Math Anxiety"
Mike Flodin/Elementary Algebra
Peggy Sargent/Overcoming Math Anxiety

Walla Walla Community College

Linked Class

"Settlement to Civil War Period"
Jean Weber/American Literature
Tim Corfield/American History

Linked Class - Team Taught

"Learning Strategies in Math Through
English"
Elen Montoya/Developmental Math
Peggy Grable/Developmental Writing

Western Washington University

Cluster

"This Land Is Not Your Land: A Study of
Environmental Systems"
David Engebretson/General Geology
Richard Fonda/Principles of Biology
Renata Forste/Population Growth
James Loucky, Anthropology/Freshman Seminar

Cluster

"Analyzing Political Institutions"
Sara Weir/American Politics
Jim Hearne/Computer Enabled Communications
Weir and Hearne/Freshman Seminar

Cluster

"The Family in Society"
Kris Bulcroft/Sociology of the Family
Carmen Werder/Expository Writing

Federated Learning Community

"Law and Diversity"
Lorraine Bannai and Marian Rodriguez/
American Legal System
Deborah Salazar/American Government
Robert Keller/Critical Thinking
Rand Jack and Marian Rodriguez/Integrative
Seminar

Yakima Valley Community College

Linked Class

General Biology and Freshman Seminar
Eric Mould/Biology

Linked Class

Speech and Freshman Seminar
George Meshke/Public Speaking

Linked Class

English Composition, Portfolio, and Freshman Seminar
Inga Wiehl/English Composition

Linked Class

English Composition, Portfolio, and Freshman Seminar
Shannon Hopkins/English Composition

Linked Class - Team Taught

Speech, Career Planning, and Freshman Seminar
Millie Stenehjem/Public Speaking
Tom Mount/Career Planning

Linked Class - Team Taught

Biology and Freshman Seminar
Judy Moore/General Biology
Tom Mount/Freshman Seminar

Linked Class - Team Taught

"Art & Science: That Which Separates Us From the Other Apes"
Judith Moore/Biology for Nonmajors
Brooke Creswell/Music Appreciation

Linked Class - Team Taught

"Writing by the Numbers"
Shannon Hopkins/Review English Essentials I
Carolyn Gregory/Pre-Algebra

Coordinated Studies

"Man in Nature: Reflections on the Human Environment"
Dennis Konshak/Review English Essentials II
and also Writers and Ideas
Eric Mould/Environmental Ecology

Other large learning community programs in Washington:

The Evergreen State College's curriculum is largely organized around 16-credit, team-taught coordinated studies programs. About 30 coordinated studies programs are offered each quarter, each addressing interdisciplinary themes or questions. For information on this year's programs, write the Washington Center.

The University of Washington is offering 43 Freshman Interest Group programs this fall to around 900 entering students. In addition to the "integrated learning community" programs listed above, Central Washington University is offering 17 learning community programs for entering freshman. Both these programs are more fully described on pages 20-21 of this issue of the NEWS.

What's Happening in Undergraduate Education in Washington State

Faculty Exchanges

Rita Smilkstein, humanities and writing instructor at North Seattle Community College, continues this year at The Evergreen State College in the Master in Teaching program. Her Evergreen teaching team hosts are **Thad Curtz**, **Sioux Feldman** and **Sherry Walton**. **Paula Bennett**, English instructor at Seattle Central Community College is teaching this fall at North Seattle Community College. **Angela Gilliam**, Evergreen faculty member in anthropology, is team-teaching at Seattle Central in "Our Ways of Knowing: African American Experiences and Social Change" with **Minnie Collins**, **Carl Livingston**, and **Gilda Sheppard**.

Ana Loera, a student at University of Washington's Graduate School of Public Affairs, is visiting Heritage College this fall, and team-teaching public administration courses with Heritage professor **Roger Arango**. Loera's residency is part of a new partnership between Heritage and UW, funded by a Diversity Innovation Grant from the National Association of Schools of Public Affairs and Administration. The grant to the UW Graduate School of Public Affairs aims to enhance its recruitment of students of color. It will offer Heritage graduates financial and professional incentives to pursue an MPA degree at the University, provide opportunities to public administration graduate students of color to hold teaching or research residencies at Heritage, and support UW faculty in leading continuing education seminars for Heritage students, faculty, local tribal administrators, and public sector officials.



Western Washington University's "Law and Diversity" program students and faculty pose on the steps of the Supreme Court building in Olympia. Faculty member Lorraine Bannai is in the front row center, and Rand Jack is to the far right. (Photo: Fairhaven College, Western Washington University)

FIPSE Grant Supports Fairhaven College's New "Law and Diversity" Program

The Fund for the Improvement of Postsecondary Education has awarded a three-year grant to Fairhaven College at Western Washington University for continued development of its upper division learning community program, "Law and Diversity." Successfully piloted at Fairhaven over that past two years, the program aims to develop the skills and knowledge necessary for success in law schools for students whose ethnic, social or economic community is under-represented in the legal profession. The program specifically recruits students who have the potential to act as leaders and role models in their communities.

"Law and Diversity" is an interdisciplinary major: a two-year constellation of courses in political science, law, philosophy and history in which 15 "Law and Diversity" students enroll as a group. Each quarter, an integrative seminar brings together both the students and the content of the courses. Strong emphasis is placed on building the thinking and communications skills necessary for work in the justice system. Fairhaven faculty members teaching in the program are **Rand Jack**, a Bellingham attorney who specializes in constitutional law and environmental issues; **Lorraine Bannai**, an attorney and professor of law who has also served as Academic Director for the Western Region of the Council on Legal Education Opportunity Institute; **Marian Rodriguez**, whose expertise in labor law includes experience with migrant worker law; and **Robert Keller**, an historian with expertise in Native American law and policy.

Learning Community Development in Washington Colleges supported by Higher Education Act Grant Funds

Federal funds are seeding new learning community curriculum work on several campuses in Washington state. Title III "Strengthening Institutions" grants targeted toward the retention of "at risk" students have supported the development of freshman seminars linked to Freshman Interest Groups at Eastern Washington University, and are contributing to development of linked courses and coordinated studies programs at Columbia Basin College, Skagit Valley College, and Walla Walla Community College. North Seattle Community College is using a portion of its Title III funds to build audio-visual and computer-aided instruction capacity into its new coordinated studies classroom.

North Seattle also recently received a two-year grant from the federal Title VI "International Undergraduate Curriculum and Foreign Language" program to launch six learning community programs with international themes and a focus on Pacific Rim. The grant is enabling North Seattle to link these programs with Asian language classes, to offer second-year courses in Japanese and Chinese, and to create work/study abroad opportunities for students.

Learning Community Programs Expanding on Washington's Baccalaureate Campuses

Seven baccalaureate colleges and universities in Washington are starting or expanding learning community programs this fall, in an effort to build more curricular coherence for students and to improve student retention and success, particularly in freshman-level courses. The models naturally vary from campus to campus, but all are creating new ways of thinking about the structure of students' academic lives. Here is a general overview of the approaches being used. The sidebar on page 21 lists contact people and telephone numbers.

Four of the state's universities are offering Freshman Interest Groups (FIGs) or course clusters linked to freshman seminars this fall. The **University of Washington** (drawing on the model program launched by the **University of Oregon** in 1981) has the largest and most-longstanding FIG program in Washington, with groups of 20-24 beginning students enrolling in one of 43 different clusters of classes and a proseminar led by a junior or senior peer advisor. **Central, Eastern and Western Washington Universities** have all created linked classes or class clusters for freshmen students, who also enroll in a freshman seminar taught by a faculty member. At **Eastern Washington University**, freshman seminars are taught by student services staff or a member of the faculty.

Building on its success with FIGs and responding to its large numbers of transfer and returning upper division students, the **University of Washington** is also enlarging its Transfer Interest Group (or TRIG) program to build a coherent pathway into the major. Like FIGs, Transfer Interest Groups involve students in two or three courses relating to a major, and in a seminar led by a graduate teaching assistant. There are eight TRIG programs this fall, in biology, comparative literature, American literature, American history, psychology, psychology and women's studies, political science, and sociology.

Another upper division learning community in **University of Washington's School of Nursing** begins its second year this fall. In addition to taking classes in the nursing concentration, both junior and senior-level students and faculty meet for a weekly "connected learning seminar" in small groups of 10. This program has a three-fold purpose. First, it creates an opportunity in the curriculum for small groups of students and a faculty member to become connected—responding to interview data from students who reported a significant need to know and be known by their fellow students and faculty. Second, the "connected learning" groups provide an opportunity to make explicit the linkages between theory and clinical courses and between different levels of the curriculum. Finally, these groups serve as a hub for the writing component of the nursing curriculum. A dozen faculty members and about 160 students in the nursing program are involved in these seminars.

The **University of Washington** is beginning the 14th year of its Interdisciplinary Writing Program, a linked writing course model in which about 20 students taking a large lecture class also enroll together in a writing class. Their work in writing is designed to extend and deepen the content of the linked lecture course. The University offers 23 such writing links each year, involving more than 450 students.



Faculty members and administrators from eastern Washington campuses at last spring's annual curriculum planning retreat, held at Gonzaga University's Bozarth Center. (Photo: Jean MacGregor)

Another recent version of linked classes has developed as a student success strategy. Reaching out to poorly prepared students and student athletes, as well as to regularly admitted students, both **Washington State University** (WSU) and **University of Washington** (UW) are linking study skills classes to large, demanding lecture classes. WSU's Student Advising and Learning Center staff is linking study skills classes to seven different courses and has added a teaching assistant component to many of these classes as well. UW's Educational Opportunity Program is linking similar classes to introductory courses in psychology and sociology, and is targeting the links to students of color and nontraditional students as a strategy for adding a collaborative learning element in its very large lecture courses.

Team-taught classes and coordinated studies programs are emerging at **Heritage College** and **Central Washington University**. For several years, **Heritage** has offered a coordinated studies program in world civilization that integrates history, art and literature, while also experimenting with linked courses in its human services certificate program and social work bachelor's degree program. **Central Washington** is launching its first team-taught programs this fall with an ethnic studies program and an archaeology/writing linked class.

Other strategies to build academic community for entering students include **Washington State University's PAWS program**, and **Seattle Pacific University's** and **Western Washington University's** course sequences for first-year students. The PAWS program (an acronym for Pride in Achieving WAZZU Success) involves a constellation of activities offered by residential life staff, student peer advisors, the University's general education program, and faculty members. One dimension of the program, "PAWS 101" (supported by a Washington Center seed grant this year) is providing opportunities for groups of students to live in a common living unit in a dormitory, enroll together in a large general education class, and meet weekly with the faculty member of that class, usually in the dorm setting. Seventeen WSU faculty members who teach large general education classes are involved with meeting "PAWS 101" student groups in this fashion. Both Seattle Pacific University and Western Washington University have created year-long course sequences as a new option in their general education programs. At both institutions, students are invited to enroll in the entire three-quarter sequence, and faculty teaching the courses link them through common themes.

Contact people for these programs:

Eastern Washington University:
Freshman Interest Groups: Neil Zimmerman 509-359-2411 or Chris Masterson, 509-359-2466.

Central Washington University:
Learning Communities Program: Bill Swain, 509-963-3001. Team-taught programs: Bobby Cummings and Christine Sutphin: 509-963-1546.

Heritage College: World Civilization coordinated studies program: Roger Arango, Human Services/Social Work program: Janet Ockerman, both at 509-865-2244.

Seattle Pacific University: Freshman Year Experience program: Joyce Erickson, 206-281-2189.

University of Washington: Freshman Interest Groups: 206-685-4255; Interdisciplinary Writing Program: Joan Graham, 206-543-2190; Transfer Interest Groups: Beret Kischner, 206-543-2609; Linked study skills classes: Emile Pitre, 206-543-4240; Connected Learning Program in the School of Nursing: Anne Loustau or Sandy Eyres, 206-543-8735.

Washington State University: PAWS 101 Program: Bill Zeller, 509-335-2611; Linked study skills courses: Loren Thompson, 206-335-4357.

Western Washington University: Liberal Arts Options: Ken Hoover, 206-650-2912; "Law and Diversity" Program: Rand Jack, 206-650-3680.

Washington Center Workshops & Conferences 1993-94

"Learning Communities: Creating Connections Among Students, Faculty and Disciplines." A conference reporting on and celebrating 10 years of learning community work in Washington state. February 11-12, 1994 at the Hyatt Regency Hotel in Bellevue.

Spring Curriculum Planning Retreats at Two Sites:

■ April 21-22 in Western Washington at the University of Washington's Pack Forest near Eatonville.

■ April 28-29 in Eastern Washington at the Bozarth Center at Gonzaga University in Spokane.

A Call for Collaborative Learning Strategies for the Second Sourcebook on Collaborative Learning

Other Conferences of Interest

American Association for Higher Education.

"The 21st Century Academic Workplace." March 23-26, 1994 in Chicago. For further information, call AAHE 202-293-6440.

Washington Community and Technical College Humanities Association.

"Earth Story: A Sense of Connection." April 14-16, 1994 at the Embassy Suites in Lynnwood, Washington. For further information, call Jerry Zimmerman, Lower Columbia College, 206-577-3450, or Terry Mirande, Big Bend Community College, 509-762-5351.

Washington Association for Developmental Education.

Annual conference, May 6-7, 1994. For further information, call Jeff Wagntiz, Grays Harbor College, 206-532-9020, or Katherine Lovrich, Washington State University, 509-335-4357.

Washington State Higher Education Outcomes Assessment Conference.

Fifth annual conference. At the SeaTac Marriott. May 12-13, 1994 with pre-conference workshops on May 11. For information, call 206-586-8296.

"National Conference on Race and Ethnicity in American Higher Education"

Seventh Annual Conference. At the Hyatt Regency-Peachtree Center, in Atlanta. June 2-7, 1994. For further information call The Southwest Center for Human Relations Studies, 405-325-3936.

"What Works: Building Effective Collaborative Learning Experiences,"

A National Conference of the National Center on Postsecondary Teaching, Learning and Assessment. June 25-27, 1994 at The Pennsylvania State University, University Park, Pennsylvania. For information, call 814-865-3638.

Collaborative learning, cooperative learning, group work, study groups. . . interest in students and teachers learning from and with each other abounds. The National Center on Postsecondary Teaching, Learning and Assessment (a federally funded research and development center at Penn State University) is on the bandwagon as well with their first sourcebook on collaborative learning already published (in collaboration with the Washington Center) and a second one in the works. The second volume will be a collection of strategies—ways of getting students working with students, developed and "tested" by their faculty designers.

If you have a collaborative learning strategy you'd like to have considered for the volume, please describe it and answer these questions about it: What are the logistics involved in using it? Does it require any special materials or tasks to make it work? For what size and type of class would you recommend the strategy? You'll need to do all this in three double-spaced pages or less.

The deadline for submissions is January 30, 1994. Please send them to: NCTLA - Penn State University, 403 South Allen Street, Suite 104, University Park, PA 16801.



The *Student Self-Evaluation* book writers posed for a photo at one of their collaborative writing meetings, at Fairhaven College in the summer of 1992. Left to right, they are: William Moore (State Board for Community and Technical Colleges), Steve Hunter and Rita Pougiales (Evergreen), Carl Waluconis (Seattle Central Community College), Richard Haswell (Washington State University), Marie Eaton (Western Washington University), Jean MacGregor (Washington Center), and Mary Lou Finley and Edith Kusnic (Antioch University-Seattle). (Photo: Jean MacGregor)

Student Self-Evaluation Network Leads to a Jossey-Bass Book

Student Self-Evaluation: Fostering Reflective Learning will appear this winter as the newest addition to Jossey-Bass's New Directions in Teaching and Learning Series. The book results from the work of a sub-committee of the Washington Center's Evaluation Committee. Over the past seven years, the Evaluation Committee has been a state-wide network of faculty and administrators sharing effective approaches to assessment in learning communities and other collaborative teaching and learning settings. A working conference on student self-evaluation in the summer of 1990 stimulated a small network of interested faculty to continue to meet and explore approaches to student self-evaluation. Their conversations led to the collaborative writing of the book.

Three Washington Center institutions (Evergreen, Antioch, and Fairhaven College at Western Washington University) have longstanding traditions of asking students to describe in their own words their learning and its value to them. More recently, increasing numbers of colleges around the nation are becoming interested in this approach, either as an alternative to, or in addition to traditional evaluation practices. Student self-evaluation writing, and the conversations that faculty members and students have about it, can be instructional, illuminating, and at times transformative. Student self-evaluation is primarily a learning strategy, but it is also a promising assessment approach: while the process of writing can enrich learning for students, the products, which often examine student learning in detail and the larger contexts in which it occurs, can help teachers and institutions gain new insight into student learning.

Student Self-Evaluation: Fostering Reflective Learning introduces a variety of approaches to student self-evaluation in undergraduate teaching settings. The authors argue for contexts that involve meaningful work, collaboration and reflection, so that connections are fostered between learners and learning, knowers and the known, and the self and the mind. The book also reports on ways student self-evaluations have been used for assessment purposes. An appendix provides samples of self-evaluation assignments and several entire self-evaluation essays.

Student Self-Evaluation: Fostering Reflective Learning (ed. Jean MacGregor) is Number 56 in Jossey-Bass's New Directions in Teaching and Learning Series. It sells for \$15.95.

Washington Center Seed Grant Awards for 1993-94

Each year we award small seed grants for model boundary-crossing initiatives to improve teaching and curricula. The project awards for this year are:

Central Washington University: \$3,000 to develop team-taught learning community programs. Project director: Bobby Cummings.

Heritage College: \$2,824 to transport proven strategies in writing-across-the-curriculum from the University of Washington to Heritage College. Project director: Sister Michel Keenan.

Pacific Lutheran University: \$1,000 for a faculty development project involving the establishment of a writing-across-the-curriculum committee, and a faculty workshop addressing diversity, multiculturalism and assessment issues. Project director: Susan Brown Carlton.

Shoreline Community College: \$1,500 to support an assessment project related to the college's work in cultural pluralism in the undergraduate curriculum. Project director: Venus Deming.

Skagit Valley College: \$2,500 to involve faculty members new to learning communities in preparatory activities for team-teaching. Project director: Les Stanwood, Whidbey Island Campus.

University of Washington Office of Minority Affairs: \$2,500 to develop a developmental study skills class linked to two large lecture courses in the social sciences. Project director: Emile Pitre.

University of Washington School of Nursing: \$1,300 to support a workshop disseminating the School of Nursing's work with learning communities. Project director: Anne Loustau.

Washington State University: \$2,000 to establish a residentially-based learning community program for freshman students. Project director: Bill Zeller.

Whatcom Community College: A \$500 planning grant to develop learning community programs at Whatcom. Project director: Barbara Hudson.

The deadline for preliminary proposals for seed grants for 1994-95 will be February 7, 1994. For those invited to write full proposals, the deadline will be April 4. Call the Washington Center if you'd like to receive the seed grant application guidelines for a project in the 1994-95 academic year.

Mailing List

Please return this form if you would like to be added to,
or deleted from our mailing list

Name

Department

Institution

Address

Send to Mailing List, The Washington Center, L 2211, The Evergreen State College,
Olympia, WA 98505, or call (206) 866-6000, Ext. 6606.

Washington Center Planning Committee

Bellevue Community College: David Jurji and Gary McGlocklin

Eastern Washington University: Richard Curry and Judith Kaufman

North Seattle Community College: Jim Harnish, David Mitchell and Rita Smilkstein

Seattle Central Community College: Valerie Bystrom, Rochelle dela Cruz, Ron Hamberg, and Rosetta Hunter

Seattle University: Bernard Steckler

Spokane Falls Community College: Ron Johns and Steven Reames

Tacoma Community College: Marlene Bosanko and Kathi Hiyane-Brown

The Evergreen State College: Carolyn Dobbs and Joye Hardiman

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The University of Washington-Branch Campuses: John Keating and Mike Magie

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Laurie Fordham, Office Assistant

The Washington Center for Improving the Quality of Undergraduate Education

■ Established in 1985 at Evergreen as an inter-institutional consortium, the Center focuses on low-cost, high-yield approaches to educational reform, emphasizing better utilization and sharing of existing resources through collaboration among member institutions. Established with funding from the Exxon and Ford Foundations, the Center is now supported by the Washington State Legislature.

■ Includes 44 participating institutions: all of the state's public four-year institutions and community colleges, and ten independent colleges.

■ Supports and coordinates inter-institutional faculty exchanges, the development of interdisciplinary "learning community" programs, conferences, seminars and technical assistance on effective approaches to teaching and learning.

 Washington Center
for Improving the Quality of
Undergraduate Education

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Olympia, Washington 98505

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