
 WASHINGTON
 CENTER

 news

 V O L U M E O N E N U M B E R T H R E E

**Director's Letter—
 The Washington Center
 and the Power of Kibitzing**

One of my great pleasures these past several years has been kibitzing around many talented faculty, staff, and students in our educational institutions. As I reflect on it, the Washington Center is really in the business of promoting—and elevating—the art of kibitzing. We kibitz on our twenty-seven member institutions, and they on us. We arrange for faculty members to kibitz on one another through team teaching. Through interdisciplinary programs, faculty members from previously unrelated departments kibitz on each others' disciplines and teaching approaches. The Washington Center's new Matsushita Foundation Grant (see related story) will allow high school teachers to kibitz on college faculty members and college teachers to kibitz on the high schools.

Literally, the term kibitzer is an old Yiddish expression for "one who looks on and often offers unwanted advice and comment." Kibitzers are usually thought of as meddling onlookers at games of cards or chess, but we'd prefer to think of them as invited, friendly onlookers. The process itself,

of looking on in the classroom, is at once tantalizing and worrisome. As we all know, it works both ways. As interesting and enriching as the kibitzing process can be for the observer, it can be a tad unsettling to the observee.

Although kibitzing is commonplace in our society, and indeed is a fixture in many professional and human service settings, it's almost unknown in higher education. While "master teachers" and mentoring systems might be seen as a means of institutionalizing "kibitzers" to improve teaching, such programs are still a rarity in colleges and universities.

Perhaps that's why faculty members, team-teaching for the first time in Washington Center exchange programs, tell us how strange and ambivalent, and even terrified they feel at first, leading classes in full view of their kibitzing colleagues. And yet, the kibitzing and the collaboration among these teachers rapidly and almost invariably becomes an enriching, exciting, and remarkably satisfying experience, bringing together our public and private lives, an active re-creation of community.

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Barbara Leigh Smith
 Washington Center Director

Participating Institutions: Antioch University, Bellevue Community College, Central Washington University, Centralia College, Clark College, Edmonds Community College, Green River Community College, Highline Community College, Lower Columbia College, North Seattle Community College, Olympic College, Pacific Lutheran University, Pierce College, Saint Martin's College, Seattle Central Community College, Seattle University, Shoreline Community College, South Seattle Community College, South Puget Sound Community College, Spokane Falls Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Washington State University, Wenatchee Valley College, Western Washington University.

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By comparison, the isolated classroom is a safe and reassuring haven. But teaching there year after year can also be a solitary and lonely enterprise. For too many, it gets dreary and redundant as well. Typically, academic environments provide little structural impetus for renewal, little time and space for building academic community or transferring knowledge or teaching approaches between individual faculty members, much less institutions. As Alexander Astin once remarked, our own faculty remain, in terms of opportunities lost, our most available and our most underdeveloped resource.

The Washington Center experience with team teaching and inter-institutional faculty exchanges suggests the power of simply bringing people together, the power of "human association," as John Dewey put it. In this issue of the Washington Center News, we have gathered some reflections and photos of teachers and their students. We hope they will further illuminate the possibilities in and the power of kibitzing.

Barbara Leigh Smith

Barbara Leigh Smith
Director

What Works

The following brief report is the first of a new series of essays written by faculty about easily transmissible collaborative efforts to improve teaching. This essay focuses on a peer visitation model that has been operating at Evergreen for ten years, funded initially by the Danforth Foundation.

Faculty Peer Tutoring: Improving Writing Instruction Through Kibitzing

by Thad Curtz

The Evergreen State College

Last year I was given release time for a quarter to visit a dozen of my colleagues in various disciplines, watch them teach writing, and talk afterwards about what they were doing and might do as teachers of writing.

Our ground rules for these exchanges are quite simple. A visitor/kibitzer comes by invitation only; usually it is enough to send out

exactly the sort of detailed responses I might give a writer in a conference: "When you used 'Did Monteverdi write the first opera?' as an example of an interesting topic, it didn't feel inspiring at all to me; then you told the story about the Bermuda triangle hoax to illustrate the difference between primary and secondary sources. I liked it. And the student next to me started taking notes for the first time."

During my ten weeks as a consultant I interviewed teachers about their current goals and techniques; suggested new gimmicks (some of which I had picked up visiting other people earlier!); looked at assignments and at the ways in which students had trouble with them; read papers and the teachers' comments on them; asked the students to explain the comments to me and then reported back to the teachers about how particular comments helped students and how other comments puzzled or even

I was at various times a mirror, a mentor, an evaluator, an apprentice, and a matchmaker.

Thad Curtz
TESC Faculty Member in English

a memo saying, "I have time to visit ten people next quarter. Please let me know if you are willing to have me as a consultant for a week." The exchanges are kept entirely separate from our regular system for evaluating teaching.

I tried to focus on whatever the teacher I was visiting wanted to think about, but I also gave people

misled them. I also suggested readings on ways to teach writing; watched workshops and critiques of student papers; and recommended some of the colleagues who could offer sound advice. In short, I was at various times a mirror, a mentor, an evaluator, an apprentice, and a matchmaker.

People who describe their teaching in indistinguishable ways when you talk to them, often turn out to be teaching quite differently from each other when you visit and watch them. This approach to faculty development attends to small details, which I think often make large differences in how well people teach, and it tries to develop what people do already, rather than presenting them with a shiny new packaged system.

In the long run, one of the goals of this approach is a community of teachers in which visiting and discussion are common. Ironically most people lost their opportunities to watch other people teaching at precisely the point when they might find it interesting, or shocking, or educational, because they are doing it themselves. Being watched is also useful. Most teachers do what they do out of habit and temperamental needs; even when something doesn't work as well as it might, inertia maintains it. Thus, six months after resolving to write less about mechanical errors in the margins of student papers, I catch myself, late at night, covering the edges of page three with minute corrections. Visiting and ongoing conversations can help support your resolutions, remind you of possibilities, and provide advice which is likely to be more appropriate to your situation than an outside expert's can hope to be.

■ *A Related Article:* At the University of Chicago a successful "Peer Perspectives" program had humanities faculty attend mathematics and science classes to provide feedback to their colleagues. This is reported by Sheila Tomas in "Peer Perspectives: On The Teaching of Science," *Change*, March, 1986.



Valerie Bystrom
Photo:
Lucy Hart, SCCC

Bystrom Receives Academic Excellence Award

The American Association of Junior and Community Colleges has given Seattle Central Community College faculty member Valerie Bystrom a 1987 Academic Excellence Award in its College Transfer Division. Bystrom, a member of Seattle Central's English faculty for the past seventeen years, has been a leader in the creation and development of the Coordinated Studies Program at Seattle Central. She also has been a central figure in the development of the Washington Center. She serves on both the Center's Planning Committee and its Evaluation Committee.

Washington Center Cited by League for Innovation

In a report for the Annual Conference of The Association of California Community College Administrators on February 26, Terry O'Banion, Executive Director of the League for Innovation in the Community College, cited the Washington Center as one of seven major innovations of the decade in what he calls a "renaissance that is now going on in community colleges all across America." The League for Innovation in the Community College is a California-based national consortium of nineteen leading community colleges. Created in 1968, it solicits and funnels foundation and corporate grants to its member institutions, holds conferences and publishes books and papers.

■ O'Banion's report, "A Renaissance of Innovation," is available from The League for Innovation, 23276 South Pointe Drive, Suite 101, Laguna Hills, California 92653.

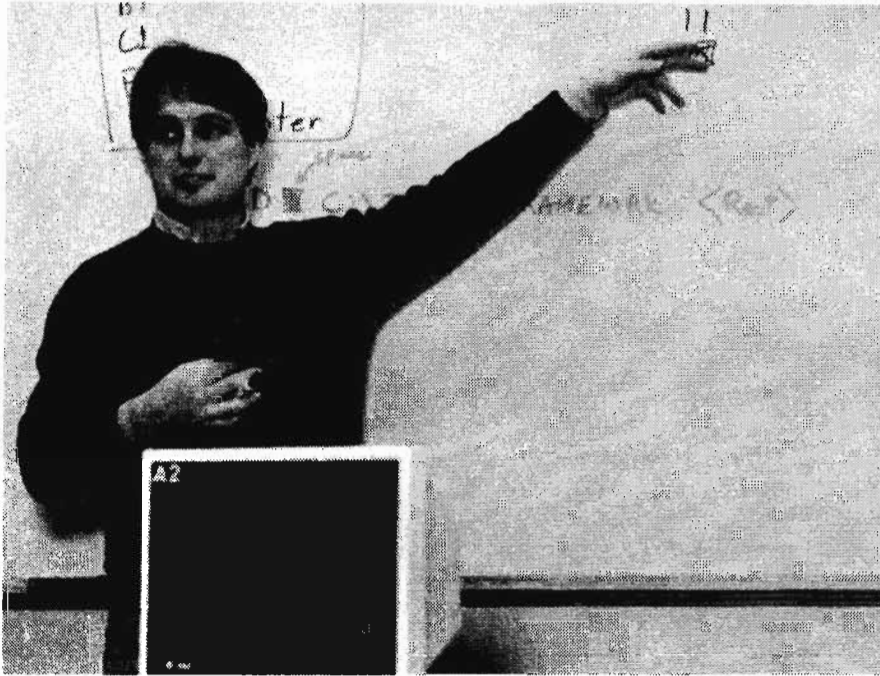
AAHE Features Collaborative Efforts in Washington State

Washington state efforts to develop collaborative teaching and learning were highlighted in a number of presentations in early March at the annual meeting of the American Association for Higher Education in Chicago. The theme of this year's AAHE gathering was "Taking Teaching Seriously," and the meeting focused on efforts to improve teaching and learning.

Jean MacGregor, Assistant Director of the Washington Center, convened a panel on "Taking Ourselves Seriously as Teachers: the Risks and Empowerment of Team Teaching." The panel featured Seattle Central faculty member Valerie Bystrom who has exchanged to Evergreen, Evergreen-Tacoma faculty member Betsy Diffendal, who teaches in the Tacoma Community College-Evergreen Bridge Program, and North Seattle Community College faculty member Jim Harnish, who has exchanged both to Seattle Central and Evergreen.

Dan Lerner, dean of Fairhaven College at Western Washington University, convened an organizational meeting on "Cooperative and Non-competitive Structures in Higher Education." Lerner's goal for the session was to bring together individuals in higher education interested in developing, sharing and evaluating programs which engage students in cooperative and active learning settings.

■ For more information on this network, contact Dan Lerner, Fairhaven College, Western Washington University, Bellingham, WA 98225.



Computer scientist Carl Swenson, exchanging faculty member from Seattle University to Evergreen's "Society and the Computer" program. Photo: Steve Davis, TESC

On Our Participating Campuses

Faculty Exchanges

By the end of Spring Quarter, over 125 faculty members from two- and four-year colleges will have been involved in faculty exchanges, either by visiting a new institution, or receiving a faculty member from another institution. Since these faculty members exchange into team-teaching settings, they are not only exposed to a new institutional setting and new groups of students, but also are immediately involved with new colleagues, disciplines, and pedagogies.

During Spring Quarter, Seattle Central faculty member Nancy Finley (psychology) will be joining the "Human Development" program at Evergreen, and Evergreen faculty member Gail Tremblay (creative writing, arts and Native American studies) will go to Seattle Central to team teach in their Spring coordinated studies program, "Welcome to

America." Carl Swenson (math and computer sciences, Seattle University) and Andrew Buchman (music, The University of Washington) will be winding up year-long exchanges to Evergreen, where they have been teaching in Core Programs, and Sy Schwartz and Helen Darrow (education, Western Washington University) will be completing their first year in a model teacher education program at Evergreen. Tacoma Community College faculty members Frank Dippolito (art) and Bob Thayden (English, and critical reasoning) will team with Betsy Diffendal (anthropology) for the third quarter offering of the Tacoma Community College-Evergreen Bridge Program on Evergreen's Tacoma campus. Phil Wickstrom (theatre, Centralia) will be joining Doranne Crable at Evergreen during Spring Quarter to offer a program entitled "Theatre of the Absurd."

Model Collaborative Programs

- Centralia College offers a second interdisciplinary offering this spring entitled "Bioethics: Understanding Today, Anticipating Tomorrow," which will integrate courses in genetics, philosophy, and writing.
- Bellevue Community College also will be offering its second coordinated program, this time a cluster of three courses in U.S. economic history, American studies, and English, linked around the themes of work, family and ideology in United States history. Support for faculty planning of this cluster came from the Washington Center's Ford Curricular Coherence grant.
- Fairhaven College at Western Washington University will continue its new partnership with Whatcom College, wherein Whatcom faculty are planning to team teach with Fairhaven faculty in a jointly offered Fairhaven Core Program on both campuses. Washington Center grant funds have supported in part this initial planning process on the two campuses.
- At North Seattle Community College, "Love, Fear and Trembling" is the title of the spring coordinated study offering. Integrating course offerings in psychology, philosophy, history, and English, the program will explore contemporary anxieties within and between human beings, and within and between societies.
- Seattle Central Community College will be offering two coordinated study programs: "Welcome to America," which will examine how immigration to the West Coast has shaped and continues to influence the culture of our region, and a new offering, a 13-credit block of coordinated study, "Exploring Careers in Health." This latter offering will be tailored for developmental students interested in pursuing an Allied Health degree.

matsushita projects stress the importance of building projects around long term improvement efforts in the schools . . .

Dr. Sophie Sa
Matsushita Foundation Executive Director

Matsushita Announces High School—College Project

The Matsushita Foundation recently announced a \$41,000 grant to the Washington Center for a collaborative high school-college project. Institutions affiliated with the Washington Center are eligible to apply. May 1st is the application deadline for projects to take place during the 1987-88 academic year.

The Matsushita project will focus on improving the public schools through enhancing the linkages between Washington colleges and high schools in their vicinity. Dr. Sophie Sa, Executive Director of the Matsushita Foundation, indicates that the Foundation is particularly interested in projects that demonstrate a sophisticated awareness of the process of school improvement. Matsushita projects stress the importance of building projects around long-term improvement efforts in the schools, involving teachers in project planning, developing plans at the outset to continue and extend the project beyond the grant.

The Matsushita project is modeled upon a successful exchange program, now in its fourth year, between The Evergreen State College and Thurston County schools where it is located. Like the original Thurston County project, the Matsushita project will involve college and high school teachers in week-long teacher

exchanges in which the college teachers spend a week in the high schools and the high school teachers subsequently spend a week in their counterpart's college classes. The project also involves two-day seminars for high school teachers on such topics as active approaches to learning, writing across the curriculum, and learning communities as an approach to curricular design. Other seminar topics may also be proposed.

Teachers participating in the Evergreen-Thurston pilot project were enthusiastic about what they learned. Commenting upon his week in the high schools, Evergreen faculty member Bill Arney was most impressed with the pace of the high

schools. "Everything happens fast here: talk, counseling, teaching, eating, writing. I don't know how they do it, but my colleague knows how to keep pace and even take advantage of it. He knows he has to capture his students in the first five minutes and he does. This is something I realized I don't think about much."

Other exchanging teachers were struck by the strong differences between the learning environments of the institutions they visited. Evergreen faculty member Robert Cole found that the high school experience made him think about the need to redesign some features of the college's freshman curriculum. He noted the difficulties that students face in making the transition from high school to college, and the strong need for college faculty members to develop in students critical reasoning skills and the ability to function on their own.

■ For information on the Matsushita proposal guidelines, contact the Washington Center as soon as possible. Preliminary proposals and consultations with the Center staff are strongly encouraged.

University of Washington faculty member Andrew Buchman (far left) with his "Art, Music and Literature" Program team at Evergreen, Hiro Kawasaki (art), Bill Winden (music) and Andrew Hanfman (language studies). Photo: Steve Davis, TESC





Julianne Seeman (English) who exchanged from Bellevue Community College to North Seattle Community College last fall, and now teaches in the new coordinated studies program at Bellevue, "The Televised Mind." Photo: Lucy Hart, SCCC

Perspectives on Teaching and Collaborative Learning

On these pages are the reflections, and the voices of the people who are the underpinnings of the Washington Center effort—the teachers and students themselves. The faculty writing (in bold type) emerged at some of our planning seminars. The student writing (in regular type) is drawn from essays on "Learning about Learning," written at the end of last fall's coordinated studies program, "Renaissance: Power and the Person," at Seattle Central Community College.

"During a seminar, people are on the edge of the seat, listening and exchanging ideas. . . often the seminars carry over into the break period because people are not yet through with what they want to say."

"I am concerned about the growing alienation and isolation I see growing among my colleagues. I see good teachers finding more interesting and exciting things to do outside of the college and their major focus moving off of teaching. I want and need the collegial atmosphere to stimulate my own process of growth, and that of our student body in general."

"The first obstacle I encountered was discussion in a group atmosphere. Every time I even thought about something I was going to say, I felt I was dying of a heart attack or suffocation. I decided either to participate or die, whichever came first. Gradually my shyness subsided, and it seemed like people (even the instructor, no less!) were interested in my comments. This further inspired me to succeed, and to reconsider my former status of stupidity."



Students in "The Televised Mind" coordinated studies program at Bellevue Community College. Photo: Karen Smaalders, BCC

"My wife kept saying, 'You've got to teach this way again; you're a different person this quarter.' Subjective and private through this perception is, can one overestimate its significance for a forty-six year old teacher approaching his twentieth year of teaching in the same college at the same level? I am exactly the kind of teacher college administrators shudder at the thought of getting stuck with for another twenty years. I don't blame them. I shudder at the thought of getting stuck with myself for the same period. To the administrators' fears and my own, I have no doubt that coordinated studies are perhaps the best possible answer."



Mike Kischner (English) who co-taught last fall at North Seattle Community College in the coordinated study, "Gods, Heroes and Humana." Photo: Lucy Hart, SCCC

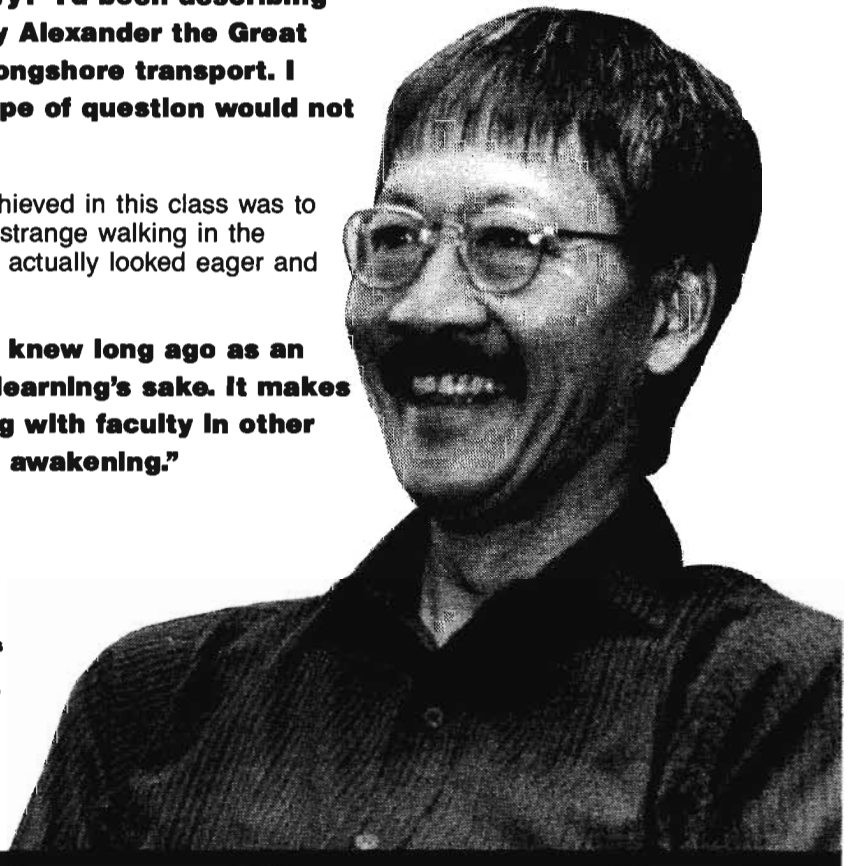
"A big revelation came to me in writing seminar yesterday. We were asked to write a dialogue with our work. In the 'conversation' I was having with my work, I discovered that I hate to be a beginner. I want to be an expert immediately, or not at all. This was a turning point for me, since I am an easy quitter. I always wondered why I could never finish what I started, and why I couldn't make any of my projects turn out. . . last night, I thought of the things I want to be good at, and the things I want to study. I looked at myself in the mirror. . . and declared myself a novice. I felt a sense of relief, as I had been unburdened."

"In one of my geology labs a student once raised his hand and said, 'I thought you were a geologist.' 'I am,' I said. 'Then why do you know about history?' I'd been describing how the siege works built at Tyre by Alexander the Great had affected natural processes of longshore transport. I want to see a setting where that type of question would not occur to anyone."

"Perhaps the greatest accomplishment I achieved in this class was to find a new attitude about school. . . it was strange walking in the classroom and seeing four instructors who actually looked eager and excited about class!"

"I've learned again, something that I knew long ago as an undergraduate. I enjoy learning for learning's sake. It makes you feel good and feel alive. Working with faculty in other disciplines has been the key to this awakening."

York Wong (political economy, Evergreen) who is exchanging to Seattle Central Community College this quarter to teach in the coordinated studies program, "Science Shakes the Foundations." Photo: Lucy Hart, SCCC



The Language of Inclusion: Writing at the Center

by Chris Rideout,
University of Puget Sound

Common sense dictates that writing belongs at the center of college learning, not the periphery. Yet as UCLA Director of Freshman Writing, Mike Rose, has recently bemoaned, writing is too frequently confined to mere "skills" or "remediation" courses.

Writing can create a rich environment for discovery in the classroom, propel inquiry across disciplinary boundaries, and foster lively faculty exchanges about learning and teaching. It is encouraging to find a number of writing programs in Washington State that are moving writing closer to the center of the curriculum.

One of the first programs in the state to integrate writing into its curriculum is at The Evergreen State College. Because of the interdisciplinary nature of the school, writing across the curriculum is a

its curriculum. As a result, according to Curtz, Evergreen "can get further with things that people all over the country are now doing with their writing programs."

Talking about a recent program in which he taught, "Political Ecology," Curtz stressed the opportunities for building writing assignments that fit the particular area of inquiry—in this case, a combination of biology, physics, and politics. Since the students in the program were making field observations, Curtz took advantage of the field journals to create writing assignments around observation, classification, and description. These are common modes for writing textbooks, but they became more than that as Curtz used them in "Political Ecology." "I had to transform those materials," says Curtz, "in ways that would allow the students to see that these writing processes were the same processes as those involved in doing biological or political thinking."

almost 1,000 students. In the IWP, writing is integrated with disciplinary course work through linking English composition courses to freshman and sophomore level general education courses. Students are invited to co-register for these linked courses which each offer separate credit. To date, IWP courses have been linked with courses in the social sciences and the humanities, and most recently with the natural sciences.

Graham sees integrated writing programs as a promising approach to the current interest in critical thinking. For her, as for Curtz, the connection between the activities of writing and of inquiry into specific disciplines had been necessarily built into the program design. But she also thinks that integrated writing programs can make their own contribution to the critical thinking movement, through their emphasis on the importance of the contexts for writing and thinking. As Graham observes, "It is unpromising to teach critical thinking without its being about something, just as analytical writing is impoverished without a context."

The IWP has become a model for similar programs nationally. Currently Graham and a colleague, Deborah Hatch, are consultants to a "writing in the liberal arts" program at two southeastern universities, Emory and Oglethorpe, as part of a project funded by the Ford Foundation.

Washington's community colleges have also been pursuing integrated writing instruction, often as part of a coordinated studies program (reported in the *Washington Center News*, Fall 1986). At Bellevue Community College, Julianne Seeman and Karen Houck report that an initial course, "The Televised Mind: A Study of American Values," has been very successful. The course offers 15 credit hours, a full load, and represents the combined efforts of four instructors from anthropology, literature, and composition. Seeman calls the course

These writing processes were the same processes as those involved in doing biological or political thinking.

Thad Curtz
TESC Faculty Member in English

necessity at Evergreen, notes Thad Curtz, faculty member in English. Curtz, who has now taught in integrated writing programs for over a decade, observes that while many schools now have some form of writing across the curriculum, not many have the kind of institutional support that Evergreen has built into

Another pioneer in writing across the curriculum in Washington State is the Interdisciplinary Writing Program at the University of Washington, directed by Joan Graham. The IWP, the oldest program of its kind in the country, has grown from ten initial experimental courses to its current size of 48 courses per year, serving

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Joan Graham
Director of UW Interdisciplinary Writing Program

"wonderful for the students," noting that their writing and thinking improve dramatically as they wrestle with real texts. A similar course, "Work, Family, and Ideology in United States History," is being planned for Spring, 1987, and will combine instruction in composition, American studies, and economics.

Several collaborative programs between colleges and high schools have emphasized integrated writing. Evergreen's high school faculty exchange program with Thurston County high schools over the past three years has frequently focused on writing. (This exchange is the model for the Washington Center's Matsushita grant, described elsewhere in this issue of the *News*.)

Bellevue Community College has also initiated a "College in the High Schools" program, similar to programs offered nationally at such places as Syracuse University and the University of Maryland. In Bellevue's case, the collaboration has been established with the Lake Washington School District. Rolynn Andersen, a Bellevue instructor, teaches three sections of freshman English in the district's high schools. Students undertake the same writing assignments and must meet the same requirements as students in a college-level writing course. In return, they receive college credit for the course and get an early exposure to college-level work.

Karen Houck notes that the program allows bright students a chance to start earning college credit early. She cites a growing trend for bright students to turn to community colleges for their start in higher education, as the cost of attending a four-year college continues to increase. An added benefit of the program is the opportunity it affords for high school and community college instructors to meet and collaborate on their work. One example of this collaboration is a joint workshop between the two groups, scheduled for this April and featuring William Coles, of the University of Pittsburgh. Houck adds, by the way, the Edmonds Community College has a similar "College in the High Schools" program.

Another organization that deserves mention for its support of innovative approaches to integrated writing instruction has been the Pacific Northwest Writing Consortium. PNWC, begun in 1980, originated with six schools, all interested in moving writing instruction out of the traditional writing classroom and into the disciplinary settings in which it could flourish. Four of the six schools were from Washington state; the University of Washington (IWP), The Evergreen State College, the University of Puget Sound, and Pacific Lutheran University. With support from the National Endowment for the Humanities, PNWC sponsored faculty workshops at its member schools and



Peer writing group in the coordinated studies program at North Seattle Community College. Photo: David Gronbeck, NSCC

also hosted regional conferences on integrated writing instruction from 1981 to 1984. Two of the programs under the PNWC umbrella—the Interdisciplinary Writing Program at the University of Washington and the Legal Writing Program at the University of Puget Sound—retain positions of national leadership.

The U.P.S.'s Legal Writing Program, fully committed to teaching writing in the context of legal thinking, subsequently received a grant from the Fund of the Improvement of Postsecondary Education. The law school is also now the host school for a national Legal Writing Institute, which produces a newsletter and academic journal and sponsors a national legal writing conference in Tacoma every other summer.

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Another UPS program deserves mention for its emphasis on writing: Prelude, an intensive freshman orientation into college level academic work. Although conceived with another orientation program at Bard College in New York State in mind, Prelude has taken its own shape. For three full days before the fall semester begins, instructors in the program guide students through increasingly difficult academic texts—history, poetry, philosophy, natural science—and show students how to find the “middle ground” between their own experience and the purely formal structures of the texts, the ground where learning and discovery take place. At the heart of the orientation is a series of writing exercises, carefully tailored to the readings and to the students’ progress through the workshop. The program involves 30 faculty members from all disciplines, despite its emphasis in writing, and serves over 700 freshmen each year. As with most of the other programs mentioned in this article, Prelude has also established a valuable forum for faculty to talk about their own teaching and writing.

The programs described in this article might be called representative. A number of other Washington state colleges and universities are exploring similar approaches. Walla Walla College, for example, has two team-taught writing courses, one in engineering and one in religion; both courses show students how writing is an important part of the professional lives of members of those respective disciplines. There are also many experiments with computers, word processing, and writing classes. In a step beyond the traditional computer lab, however, the University of Washington, is now experimenting with a network of twenty-two terminals, through which students

The beauty of our model, lies in our ability to leverage our dollars with those of our partner institutions . . .

Barbara Leigh Smith
Washington Center Director



The Prelude Program at University of Puget Sound, engages entering students in an intensive, integrated writing experience as part of freshmen orientation. Ron Karsbalch, UPS

respond to readings, to each other’s drafts, and to other students’ responses. These responses establish a basis for class discussions and for further writing.

The kinds of writing programs described above represent more than a series of novel approaches to the teaching of writing; the very phrase “teaching of writing” already wrongly implies that writing is separable, a skill to be added to an existing curriculum. Rather, these programs reflect a shift in thinking, on the part of both faculty and administrators: toward a language of inclusion for writing programs, in both secondary and higher education.

Governor Recommends Funding for Center

Governor Booth Gardner’s legislative budget request for higher education includes \$400,000 for the Washington Center for the 1987-89 biennium. Center Director Barbara Leigh Smith expressed delight at the Governor’s support, stating that “Everyone associated with the Washington Center worked very hard for the past two years. It is gratifying to see our accomplishments recognized.”

Smith noted that state funding would enable the Washington Center to expand its services to its 27 member institutions, supporting a growing number of inter-institutional faculty exchanges, providing seed money for model programs, and statewide seminars on effective approaches for improving teaching and learning at the undergraduate level. “Even with state funding,” she added, we will continue to raise substantial private funds, not unlike the recent Matsushita Foundation Grant (see related story) to support special projects of the Washington Center.”

“The beauty of our model,” Smith observes, “lies in our ability to leverage our dollars with those of our partner institutions to support efforts to improve undergraduate education. Our first two foundation grants have been leveraged in our participating schools at a ratio of 1:6. Minimal operating support from the state will enable the Center to continue and to extend this successful, low cost-high yield approach.”

News of the National Faculty

The first regional office of the National Faculty of Humanities, Arts and Sciences is now operating on The Evergreen State College campus, planning programs and recruiting faculty members from Northwest colleges and universities. S.R. (Rudy) Martin, Jr., a member of Evergreen's faculty, is faculty coordinator for the office, and Karen H. Munro, trustee of the Washington Commission for the Humanities, is community coordinator.

As outlined in the Spring 1986 Washington Center News, the National Faculty has for nearly two decades been bringing distinguished professors together with elementary and secondary school teachers to improve the quality of teaching in the nation's classrooms. Through specially designed projects at individual school sites and in summer institutes, teachers work together as academic colleagues in lively intellectual settings to increase their knowledge and deepen understanding of their subject areas: English, history, science, art, mathematics, and foreign languages.

Dr. Benjamin Ladner, former professor of philosophy at the University of North Carolina, is president of the National Faculty. On a recent visit to Olympia, he commented that "the intellectual renewal of teachers, brought about by study and discussion of texts and ideas, results in reengagement with their disciplines, and reinforcement of the reasons they went into teaching in the first place. This renewal takes place," Ladner observed, "in National Faculty projects, as teachers work with each other and with leading scholars as academic colleagues."



S.R. (Rudy) Martin, Karen Munro, Governor Gardner, and Ben Ladner, on the occasion of the Governor's announcement of the opening of the Northwest Regional Office of the National Faculty of Humanities, Arts and Sciences. Photo: Governor Booth Gardner's Office

The first Washington state project began last fall at Garfield High School in Seattle, through funding provided for urban programs by the Mellon Foundation in New York, and additional local funding sources. As in all National Faculty projects, a local committee of teachers and administrators is meeting now to assess the school's academic needs and design the project outline. Members of the National Faculty will then visit Garfield for two- or three-day periods, meeting in seminars with teachers in their fields of study. The faculty frequently examine themes from the perspectives of different disciplines. "For instance," Karen Munro suggests, "a World War II historian from Yale might first come to the school, followed by an American literature professor from Washington State University discussing literary trends of that same period."

The Garfield High School planning process represents one of several discussions now taking place about other possible school projects in the region.

Governor Gardner's education proposal currently before the state legislature includes an allocation of \$300,000 to support summer institutes in 1987 and 1988 for teachers of English, history, science and mathematics from different areas in the state. National Faculty representatives from around the country, as well as people recruited from regional colleges and universities, will take part in two-week sessions on the Evergreen campus. These sessions, if approved by the Legislature, will provide the opportunity for intensive study of issues, texts and teaching methods by secondary teachers who may later initiate projects in their own schools.

- For additional information on the National Faculty's regional office, contact Karen Munro or Rudy Martin, National Faculty, The Evergreen State College, Library 2115, Olympia, WA 98505 (206) 866-6000, ext. 6248.

Mailing List

The Washington Center is continuing to build its mailing list. If you know of additional people who should receive our publications, please call us, or return this form.

Name _____

Address _____

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

New Members

We are pleased to announce that the following institutions have joined the Washington Center. The central contact people on each campus are:

Antioch University

Dean Elias, *Dean*

Mary Lou Finley, *Member of
Undergraduate Faculty*

Olympic College

Robert Evans, *Dean of Instruction*

Diann Schindler, *Director,*

Humanities Division

Lois Rolf, *English Faculty,*

Apprentice School

Pacific Lutheran University

C. E. Huber, *Professor of Philosophy*

Norris Peterson, *Assistant Professor
of Economics*

Shoreline Community College

Barbara Adams, *Executive*

Vice President

Denzil Walters, *Division Chair,*

Humanities

Virginia Bennett, *Speech and*

Communications Faculty



Siegfried Lodwig, Physical Science Division Chair at Centralia College, explores the problems of integrating the sciences into liberal arts learning. Lodwig was one of forty Deans and Division Chairs from six community colleges who met with the Washington Center staff January 30th at North Seattle Community College for a work session on implementing learning community programs. Photo: David Gronbeck, NSCC

Washington State University

Donald Bushaw, *Vice Provost for
Instruction*

Richard Law, *Professor of English
and Associate Dean of Humanities
and Social Science*

Wenatchee Valley College

Nancy Omaha Boy, *Vice President for
Instruction*

Ed Arnold, *Faculty Member,
Anthropology*

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