

# WASHINGTON CENTER

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

## Nine Institutions Convene to Discuss General Education



At the first state-wide general education retreat held at Rainbow Lodge in March, Hamline University's Jerry Gaff (standing) discusses national trends and issues in general education reform. Seated, from left to right, are Bob Larson and Father John

Topel, Seattle University; Father Peter Ely, Gonzaga University; Barbara Leigh Smith, Washington Center and Evergreen; Richard Law, Washington State University; Jerry Gaff; Jody Nyquist and Fred Campbell, University of Washington.

During the freak snowstorm on March 1, faculty and administrators from nine of Washington's four-year colleges and universities gathered at Rainbow Lodge at the foot of Mount Si for an overnight retreat to discuss general education. Jerry Gaff, a prominent commentator on issues of general education planning and reform, joined the group as the official "kibitzer" for the event. The twelve inches or more of fresh snow, which blanketed the retreat center surroundings, helped to create a wonderful atmosphere for a wide-ranging discussion and sharing of perspectives.

The first evening, the conversations began around sharing of individual recollections of our own experiences with general education in college. These reminiscences and insights, as well as our current work on our individual campuses, led to the creation of a set of comments and questions, some of which are highlighted here.

These comments framed the concurrent discussion sessions on the second day of the retreat. Discussions probed areas such as the core curriculum (how to define it and how to make it understandable and meaningful to students), faculty development, assessment, freshman year experiences, the building of writing, quantitative and other essential skills, and issues of implementing reform.

Participants shared experiences from their own campuses as they explored the problem of how to define general education, and whether it is desirable or feasible to make it a first year experience, or one that extends across all four college years. Various innovative models for the freshman year were presented, including the Freshman Interest Group models at University of Washington and

**Participating Institutions:** Antioch University, Bellevue Community College, Central Washington University, Centralia College, Clark College, Eastern Washington University, Edmonds Community College, Everett Community College, Gonzaga University, 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 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, Yakima Valley Community College.



**Perhaps there is a way to create a new core that looks towards the future, and the world and the planet that our students will inherit.**

Chester Keller  
*Eastern Washington University*

Eastern Washington University, and various Freshman Seminar programs at Seattle University, Pacific Lutheran and Saint Martin's. There was considerable interest in assessment efforts, as well as models for faculty development that enhance general education.

From the comments we received, we sense the "snowstorm retreat" on general education was a rich experience for us all. Many of us working on general education issues met one another for the first time, and we learned an immense amount about what's happening in Washington. In his closing remarks, Jerry Gaff commented on the range and the insights of various efforts in the state. He observed that, nationally, higher education may be on the threshold of a second wave of general education reform. The first phase, beginning in the late 1970's, focused heavily on issues of content. In this second phase, there seems to be a growing recognition that we need to look more deeply at student culture, pedagogy, and what is learned outside the classroom. Gaff suggested that student services personnel could profit-

ably be more centrally involved in general education discussions.

Gaff also pointed out, "We need to be clear that it is one thing to study general education, and quite another to implement reforms. It's essential for there to be clear leadership in the implementation process for these reform efforts to bear fruit."

Finally, Jerry Gaff commented that faculty development efforts are crucial to the implementation of general education reform. "To persist," he concluded, "any effort in general education reform must feed the faculty, and have integrity for them."

## **A Sampling of Comments from the General Education Retreat**

"If William Perry is right, then Bloom is wrong. Students may need to go through multiple stages of intellectual development. Perhaps we need to acknowledge that the structure of the curriculum should be tailored to the structure and receptivity of the students."

"The general education program now in its third year at Hamline University is having many tangible benefits for faculty morale and institutional identity."

"How do you keep a core curriculum fresh for faculty and students?"

"I wish I could think more clearly across the four years, in terms of what a liberal arts curriculum should be."

"Are the major issues really ones of the political economy of the university? You might say that general education is a disaster because the major is a success, and the resources are deployed to support the majors. Without reallocations, little progress is going to be made."

"What is feasible in a medium-sized institution? There are many centrifugal forces in my institution, and I wonder what sorts of coherence are possible."

"Perhaps there is a way to create a new core that looks towards the future, and the world and the planet that our students will inherit. Even though we come from diverse backgrounds, we do occupy a common home. We need to be paying more attention to this."

## Participants at the General Education Retreat, March 1-2, 1989

### Central Washington University:

Don Schliesman, Dean of Undergraduate Studies; Don Ringe, Geology; John Vifian, English; Chester Keller, Philosophy.

### Eastern Washington University:

Jeffers Chertok, Sociology, and Coordinator, Freshman Interest Groups; Marvin Smith, Radio-TV.

### Pacific Lutheran University:

Duane Swank, Chemistry; Richard Seeger, Director, Academic Advising.

### Gonzaga University:

Father Peter Ely, Academic Vice President; John Downey, Religious Studies; RaGena De Aragon, History.

### Saint Martin's College:

Richard Langill, Academic Vice President.

### The Evergreen State College:

Rudy Martin, Member of the Faculty; Charles Pailthorp, Academic Dean; Steve Hunter, Director of Institutional Research; Kirk Thompson, Member of the Faculty.

### Seattle University:

Father John Topel, Academic Vice President; Bernie Steckler, Dean, Matteo Ricci College; Bob Larson, Sociology; Judson Shaver, Theology.

### University of Washington:

Fred Campbell, Associate Dean for Undergraduate Studies; Claire Sullivan, Coordinator, Freshman Interest Groups; Jody Nyquist, Director, Center for Instructional Development and Research.

### Washington State University:

Robert Littlewood, Anthropology; Richard Law, Associate Dean, Arts and Sciences; Thomas Barton, English; Joseph Hindman, Director of Advising.

### Washington Center for Undergraduate Education:

Barbara Leigh Smith, Director, and Academic Dean, Evergreen; Jean MacGregor, Assistant Director.

### Hamline University:

Jeff Gaff, Vice President for Planning.

## 1988-89 Seed Grant Projects: An Update

A major thread of the Washington Center's work has been the offering of small seed grants (up to \$3000) to support work in curriculum and faculty development. The Center is especially interested in boundary-crossing efforts—between both disciplines and institutions. In the 1988-89 academic year, the Center funded eight projects. Here are updates on several of them.

### The Evergreen State College's Library Pedagogy Project

Fall Quarter of 1988, librarians from the University of Washington and The Evergreen State College planned a series of activities to explore the following issues: incorporating critical thinking into library instruction; effective integration of library instruction into the curriculum and clarifying and strengthening library pedagogy. "The basic approach," reports Sarah Pedersen, dean of the Evergreen library and project coordinator, "was to find out about instructional innovations happening outside of librarianship and to try to apply them to bibliographic instruction."

This planning led to a series of small and large seminars and conferences involving librarians from two- and four-year institutions across the state. The first seminar began with a presentation by Charles Bazerman, of the Baruch College of the City University of New York, on how research is done, and how it differs in various disciplines. This was followed by a workshop with UW librarians Randall Hensley and Cathy Byers on evaluating sources based on discipline-specific preparation. In their model, the teaching faculty provide disciplinary perspective followed by a library practicum of finding data, to help evaluate the place and significance of a work within the given discipline.



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Jerry Gaff  
*Hamline University*

A second seminar was cross-disciplinary. Marilyn Frasca, member of the arts faculty at Evergreen, led a session on the intensive journal writing method pioneered by psychologist Ira Progoff. Frasca demonstrated how this process helps students know what they know before they get to the point of deciding what more they want to know, and therefore research. Then, Donald Wulff of the UW's Center for Instructional Development and Research presented an overview of effective teaching techniques.

These seminars led to a much larger state-wide conference held at Evergreen in December, 1988. More than sixty librarians gathered for a day-long workshop entitled, "Connections: Linking Library Instruction to Innovations in Undergraduate Education." Evergreen's Provost, Patrick Hill, offered the keynote for the event. He provided a critique of the inability of traditionally trained faculty to represent, teach or deal effectively with the complexity of information today, and touted the skills of librarians who are masters of informational overload. Their interdisciplinary, evaluative and intellectually even-handed approach to information should be taught to faculty via rotation, or other models of team-teaching. Following Hill, Deborah Hatch (of the UW's Center for Instructional Development and Research) described clearly the necessity for collaboration with faculty in the disciplines for writing-across-the-curriculum to work, and encouraged that model for bibliographic instruction as well. The messages meshed well, and supported a general theme of collaboration and integration.

Smaller workshops at the conference covered themes from the earlier seminars, and techniques that



Members of the "Women on the Move" learning community, during their visit to The Evergreen State College in March. Posing with the students are Sandy Campbell

(center, wearing scarf), Evergreen Admissions counselor, Paul Marshall (third from left) and Julie Buchholz (far right), Everett counselors.

individual seminar leaders had used. The workshops included multicultural communication; library anxiety; citation analysis of an article as a way to describe the research process; general teaching effectiveness; the politics of bibliographic instruction; the evaluation of sources within a disciplinary context; an integrated research methods model; and another evaluation model based on a freshman biography project.

The seminar groups became a network of engaged, creative colleagues which will generate support and stimulation into the future. *For additional information* contact the seed grant staff: Sara Rideout and Sarah Pedersen, The Evergreen State College library, and Randall Hensley, Use Education Librarian, The Odegaard Library, University of Washington.

### Everett Community College's Learning Community, "Women on the Move Toward a Four-Year College Degree"

An Everett Community College seed grant supported the development of a year-long learning community program for returning women students. Faculty at Everett have long noted that returning women students comprise a sizable group at the college. Yet, they face multiple barriers to realizing success in school, particularly in terms of obtaining a four-year college degree. The Everett faculty wanted to create a low-cost learning community model which would involve close cooperation between faculty and student services personnel.

What emerged is this: A cohort of women students are enrolled in a year-long constellation of interdisciplinary academic courses and

some student services classes, which combine to encourage peer support and create community among students and faculty. In addition, a counselor at the college, Paul Marshall, has convened a weekly seminar in which students are asked to draw threads between their personal experiences and their college ones, by working together on such questions as, "Why are we here in school? What does it mean to be truly educated? What are our developing intellectual and personal agendas?"

Kristi Francis, one of the "Women on the Move" faculty, observes a wonderful sense of engagement in this group. She relates that, "The group is beginning to value knowledge in and of itself. They see also that the learning community is giving them *great* support in how to 'get through this place.' Although the learning community experience is only three quarters long, the group does not want to break up, and they are already planning how to stay together for next year." *For additional information*, contact: Paul Marshall, Counseling Center, Everett Community College.

### **The University of Washington's Writing Center Project**

This seed grant effort involved exporting the Sociology Department's highly successful Writing Center model to other departments around the university. The Sociology Writing Center is staffed by a group of sociology majors who identify themselves as writing assistants. Their Writing Center serves students enrolled in writing-intensive sociology courses. Over the three years of its operation, the center has begun to create a community of learning among sociology students, and has gained the strong support of sociology faculty. For the past several quarters, faculty have increasingly encouraged their students to use the Writing Center. The five

writing assistants that staff the Sociology Writing Center are trained in a particularly innovative way: rather than receiving specially designed training in the Sociology Department, these students take advantage of numerous training opportunities across the university in such areas as study skills, peer tutoring, library use, and assistance to international students.

The Washington Center seed grant effort is progressing on two fronts. During summer, 1988, Yvette Farmer of the Sociology Department's Writing Center wrote a procedures manual for operating a department-based writing center. There have been many requests for the manual from different units on campus, and Farmer has met with advisors in several departments to answer questions about the creation and operation of department-based centers. The Political Science Department is the first department to adopt Sociology's model, with their own writing center. Deborah Hatch, writing consultant with the University's Center for Instructional Development and Research, and Lisa Troyer and Lisa Thomas, writing assistants in the Sociology Department Writing Center, participated in the training program for the Political Science writing assistants. Latest reports indicate that the Political Science writing center is a great success. *For additional information*, contact: Fred Campbell, Associate Dean, Arts and Sciences, The University of Washington, or Deborah Hatch, Center for Instructional Development and Research.

### **The Allied Health Core Curriculum Project at Seattle Central Community College**

Faculty in the various health degree programs at Seattle Central have been planning a core learning community experience for entering students. In the fall of '89, a pilot program for at least thirty students will be offered by a team of instructors from respiratory care, nursing, humanities, and natural science. *For additional information*, contact: Leta Rose, Allied Health Division, Seattle Central.

### **Seattle Pacific University Hosts European Symposium**

Europe in general and the French Revolution in particular were celebrated at Seattle Pacific University on Friday, February 24, during the college's annual European Studies Symposium. "At Seattle Pacific, we have been celebrating our European heritage through the symposium for eight years," reports Marilyn Severson, SPU faculty member and symposium coordinator, "but with a seed grant from the Washington Center we were able to expand our program, appeal to a variety of interests, and reach out to other institutions." The symposium included presentations and papers by both students and faculty from the participating institutions, and a "poetic immersion experience," a special hour of poetry reading from several European traditions, and original poetry about Europe. SPU student Amy Whitney spoke for the symposium participants in her report to her French class, "J'ai beaucoup aimé ce symposium!" *For additional information*, contact Marilyn Severson, Seattle Pacific University.

## Washington Center Work Featured at Conferences

Several learning community model programs were highlighted at the annual Student Success Strategies Conference, held February 8-10 in Portland. This conference is an annual event co-sponsored by the student services commissions and instructional commissions in the states of Oregon and Washington. The programs featured were those at Tacoma Community College (with Marlene Bosanko, Paul Jacobson and Joe Betz presenting), Seattle Central Community College (with Debra Sullivan, Valerie Bystrom, Wendy Rader-Konofalski, Rochelle Dela Cruz, Bea Kiyohara, and Jack Bautsch) and Yakima Valley Community College (with Gary Tollefson, Ellie Heffernan, Judy Moore, and Don Hughes).

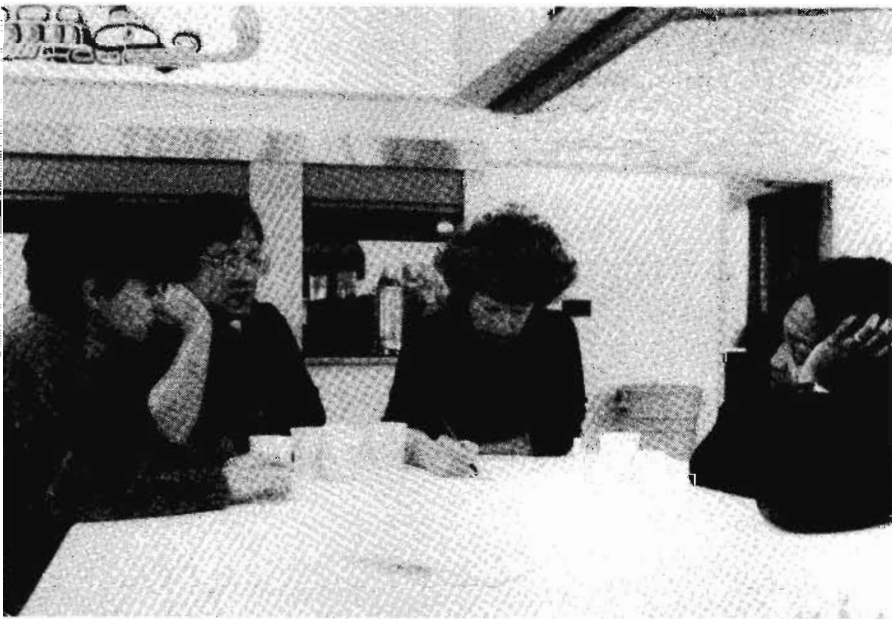
On February 24, about seventy community college administrators and a few curious faculty gathered at North Seattle Community College to attend a day-long nuts-and-bolts workshop on "Learning Community Design and Implementation." Assisting Center staff Barbara Smith and Jean MacGregor were Rosetta Hunter, Humanities and Social Science Division Chair at Seattle Central Community College, Larry Reid, Humanities Division Chair at Bellevue Community College, and Brinton Sprague, Dean of the Whidbey Island campus of Skagit Valley College. The day afforded an opportunity to share the many different learning community curricular models that are in place in Washington state and elsewhere, and to raise and work on the thorny questions of sustaining learning community programs within larger institutional frameworks.

"The Televised Mind," a highly successful coordinated studies program which has been team-taught in several different configurations at Bellevue Community College and Seattle Central Community College was featured recently at the national meeting of the National Alliance of Media Art Centers. The fall quarter "Televised Mind" team, consisting of Carl Waluconis (English), Gilda Sheppard (sociology) and Caryn Cline (basic studies) from Seattle Central and Llyn DeDanaan (anthropology) from Evergreen, presented their integrated examination of the television medium to this national gathering of independent producers and video artists whose conference this

year focused, for the first time, on the relationships between their work and the "media education."

In early April, the Washington Center's work in the areas of assessment and evaluation was presented at the annual meeting of the American Association for Higher Education. Barbara Smith convened the panel, "Assessment in Collaborative Teaching and Learning Environments" and was joined by presenters Jean MacGregor of the Washington Center; Kirk Thompson, Member of the Evergreen Faculty; and Faith Gabelnick, Dean of The Honors College at Western Michigan University, and consultant to the Washington Center's Ford Foundation grant.

**The Seattle Central "Televised Mind" teaching team as they planned their program at last year's Spring Curriculum Planning Retreat: Caryn Cline, Carl Waluconis, Llyn DeDanaan and Gilda Sheppard. Photo: Margaret Colerick.**



## Second Major Directory of Collaborative Learning Models is in the Works

This spring, The Collaborative Learning Project, a FIPSE-sponsored resource center at Lesley College, is assembling the second major volume on Models of Collaboration. Collaborating with the CUE (Collaboration in Undergraduate Education) network and The Washington Center, this effort aims to pull together:

- Both graduate and undergraduate models of collaboration
- A wide variety of replicable collaborative activities, rather than focusing primarily on "programs"
- Information on start-up, funding and assessment
- Contextual information such as problems being addressed, underlying theoretical assumptions, hoped-for and actual outcomes and
- A bibliography and listing of resources.

Faculty involved in collaborative teaching/learning, and in model learning community efforts are particularly encouraged to send information on their work to the Lesley College Collaborative Learning project by June 1, 1989. If information can be sent both on floppy disk (Wordperfect or IBM compatible) and hard copy, so much the better. Here is the information that the Models Volume II Project needs:

### I. General Information

- A. Name of activity (program, class, project).
- B. Name, address, phone number and title of contact person.
- C. Name of institution, and department or division.
- D. Content area/s included (disciplines, skills).
- E. Type of activity (course, program, faculty development).
- F. Calendar of activity (Is it continuing? Include activities which may have ended but are still viable models).

### II. Planning and Execution

- A. Intent (Why was the effort initiated and what problems did it seek to address? What were the hoped-for outcomes?)
- B. Planning Process (Who is/was involved? Why these people? What was the planning and approval process to initiate the effort? Did problems arise in the planning stage, and how did you overcome them?)
- C. Funding (What kind of funding was secured, and how did you go about getting it? Is your project continuing beyond the initial funding?)
- D. Documentation: (What documents will be available describing the activity as of Fall, 1989? Please let us know if there are existing or forthcoming publications.)
- E. Please summarize the activity in one page or less. If you wrote a grant proposal, please attach an abstract.

### III. Assessment and Evaluation

- A. Describe the assessment of outcomes for faculty and students. (What was measured? How? What instruments/strategies/techniques were used? Who conducted the assessment? How did assessment results relate to hoped-for outcomes?)
- B. Describe evaluation process. (Who evaluated? Instruments and procedures? How did students and faculty participate?)

Please return by June 1, 1989 to:  
MODELS II—Collaborative Learning Project  
Lesley College  
29 Everett Street  
Cambridge, Massachusetts 02138.

## National Faculty Announces Summer Institutes

Washington State teachers will have an opportunity to enrich their teaching of the creative arts and Pacific World studies at two summer institutes sponsored by the Northwest Region Office of the National Faculty of Humanities, Arts and Sciences. Three years ago, this nationally acclaimed educational program opened its first regional office in the country in the Pacific Northwest, and thanks to funding from the Washington State Legislature, nearly 150 middle and high school teachers have attended stimulating summer sessions in 1987 and 1988.

During two-week residential sessions held at The Evergreen State College, teachers become academic peers with outstanding college and university professors from across the country. There is no cost to participating teachers or their districts for room, board, tuition or materials. Teachers are provided a small stipend, and academic credit through Evergreen is available.

The first 1989 institute, "The Arts: Actions and Interactions," will run July 10-21, and teachers of visual arts, music, creative writing and theater arts are encouraged to attend. From July 31-August 11, secondary teachers will be able to expand their knowledge of "Peoples and Places of the North Pacific World." Building upon the growing importance of Washington state's relationship with our Pacific neighbors, this institute will focus on geography, cultural history, anthropology, linguistics and foreign language study. *For additional information,* contact: The National Faculty, Library 3406, The Evergreen State College, Olympia, Washington 98505.

## Coming Up in New York: A National Conference on General Education in the Community College

On November 2-3, 1989, LaGuardia Community College will be hosting the 10th Anniversary Conference of the Community College General Education Association, and invites proposals for papers and panels around the following questions:

- What is the relationship between general education and issues of class, gender and race?
- How does general education encourage critical understanding and enrich the culture of the community college?
- How does general education encourage community college students to continue at the baccalaureate level?
- What kinds of efforts enhance the continuity of general education at the secondary and college levels?
- How may we assess the effectiveness of what we are doing?

By the submission deadline of May 15, three copies of a 300-word abstract should be directed to the attention of Dr. Roberta S. Matthews, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York 11101.

## What's Happening: Learning Community Programs and Faculty Exchanges at Participating Institutions

In Spring Quarter **Bellevue Community College** will be celebrating the state centennial with a coordinated studies program, "Washington Landscapes: Past, Present and Future." The faculty team, Patricia Alley (English), Thornton Perry (history) and Doug Roselle (geography) are building considerable field work into this program.

**Centralia College's** coordinated studies program for Spring emphasizes business and ethics, with faculty members Linda Streever (English and philosophy), Chuck Dunham (business), and Tom Green (English). Building on earlier collaborative work, Bert Woodland is organizing one of Centralia's Elderhostel programs as a coordinated study on northwest history and geology. And Don Foran and Dave Martin plan to lead a coordinated study tour, "Romantic and anti-Romantic Themes," based in Cambridge, England July 1-17.

**Edmonds Community College** is developing plans to offer a series of combined courses next year. Faculty there have been given sizable doses of enthusiasm and ideas from the Shoreline faculty who have been teaching combined courses.

**Everett Community College** continues into Spring Quarter with its "Women on the Move to a Four-Year Degree" program. Both Winter and Spring Quarters have involved program field trips to four-year institutions in western Washington. The Everett learning community is more fully described in the Seed Grants Update section of this issue.



**Lower Columbia College's** Integrated Studies Program has, for its spring offering, a coordinated studies entitled "Vietnam." David Benson (political science), Donald Correll (drama), Carolyn Norred (English) and Michael Strayer (psychology). In addition to intensive study of Vietnamese history, and the ways the war involved conflicts in both southeast Asia and the United States, there will be a humorous performance by Vietnam vet Black Clark, and an opportunity to become involved with staging Romulus, Gore Vidal's satirical play depicting the fall of Rome as an allegory on Vietnam.

**North Seattle Community College** is offering "Technology and Humanities: An Uneasy Marriage" as its spring coordinated studies program. The faculty team is James Wall (engineering), Rita Smilkstein (English) and Peta Henderson (anthropology) who will be visiting from Evergreen.

**Seattle Central Community College's** learning communities Spring Quarter once again include program offerings for both college transfer students and for basic studies students. "Our Ways of Knowing: The Black Experience and Social Change" is a 10- to 13-credit coordinated study taught by sociologist Gilda Sheppard and English/literature instructor Minnie Collins. "The Power of Myth," a 13-credit evening program, is being taught by David Dawson (English) and Astrida Onat (anthropology). Jim Baenen (anthropology), Valerie Bystrom (English), Hal Pelton (geology and environmental science) and Dan Peterson (history and geography) are teaming up to teach "A Billion Years of Washington History: Experiences in a Promised Land," whose texts will mostly be by local authors.



"Humor in a Serious Age" was the theme of Lower Columbia's Integrative Studies program during Winter Quarter '89. Featured here in all seriousness is Jerry Zimmerman (law and political science), Dick Kelly (philosophy, psychology) and Gary Nyberg (music). Photo: Lower Columbia College.

In the ESL area, **Seattle Central** is continuing to build learning community programs. Caryn Cline and Lynn Sharpe are teaching "Introduction to American Literature," a 15-credit reading and writing program. Verna Penland is offering a 15-credit Human Development program for entering ESL students.

**Shoreline Community College** continues its successful "combined courses" this quarter with an ESL-History offering, taught by Amy Mates and Lloyd Keith. As an outcome of their teaching in combined humanities/geology courses, Richard Conway and Dennis Peters will lead a tour to the north African country of Tunisia from August 17-September 10. The group will study the connections between the land forms and the cultures which have flourished there.

**Spokane Falls Community College's** 15-credit coordinated studies program this spring is a repeat of "The American Character: 1866-1989," taught last year. It asks the questions, "What is an American? Do we have a national character? A group personality?" The faculty are Tom McLuen (history), Steve Reames (literature), and Mary Hyatt (film and speech communications).

**Tacoma Community College** is continuing its new 10-credit coordinated studies programs, which are particularly geared towards returning adult learners. This quarter, "Turning Points: Crises and Choices," will be taught by Marlene Bosanko (English) and Charles Cline (speech and film).

**The Evergreen State College** is enjoying several visiting exchange facul-

ty members Spring Quarter. Victoria Ballard, an English instructor from South Puget Sound Community College, is teaming up with Mark Levensky (philosophy) in the coordinated study, "Thinking Straight." Don Foran (literature and theology) from Centralia College, joins York Wong (political economy) and Leo Daugherty (literature) in "Liberation Theology." Frank Weihs (English, literature), of Tacoma Community College, joined the "Reflections on Nature Program" with Evergreen faculty members Jean Mandeberg (art), Rob Knapp (physics) and Bob Sluss (biology). Coming from farthest afield is Janice Kido (communications) from Hawaii Community College-Hilo; Jan is spending a year on the mainland teaching in a variety of learning community programs and plans to take this work back to Hawaii where learning community programs are developing. This quarter Jan is teaching in "Human Health and Behavior" at Evergreen, with Janet Ott (biology), Robert Cole (physics) and Ryo Imamura (psychology). This team has another visiting faculty member in it as well: Janet Ray (mathematics) from Seattle Central.

The University of Washington's experiences with Freshman Interest Groups have been so positive that plans are under way for an expanded set of FIG's next year. Ph.D. candidate Claire Sullivan has been the administrative coordinator of the FIG's, and is also building a major research project around an evaluation of them.

**Wenatchee Valley Community College** is launching its first learning community program this spring, with a 10-credit combined course, "Re-writing History." Bonnie Orr (English) and Bernd Fischer (History) have been collaborating to design this team-taught Research/European History program, which will examine

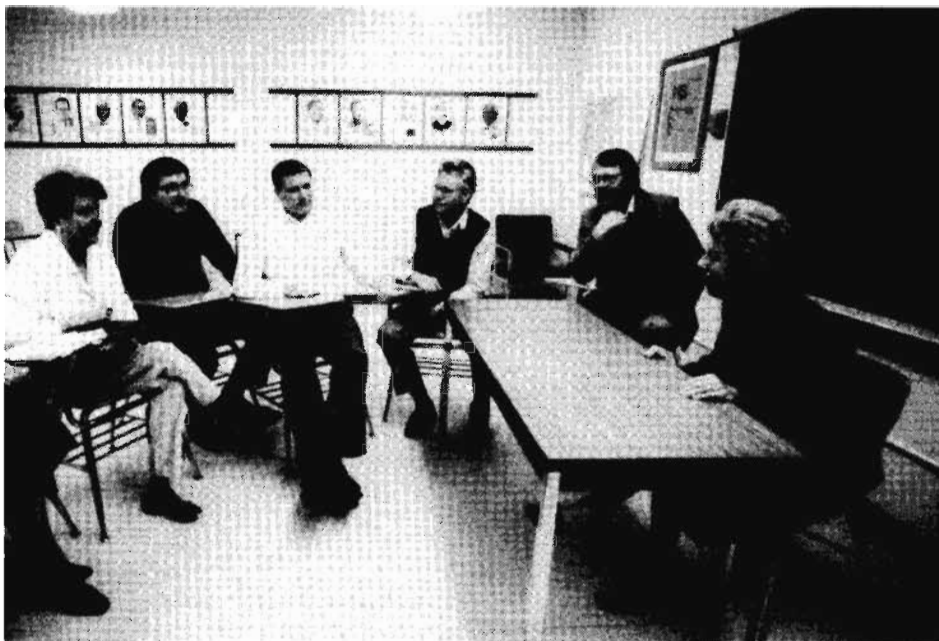
major themes from the French Revolution to World War II. Research and writing projects are being built out of controversial readings.

Western Washington University's Fairhaven College is expanding its Matsushita Project both within the University and out into high schools and community colleges throughout Whatcom County. With seed funding through the Washington's Center's Matsushita Grant in 1986, Fairhaven faculty began by working with Sehome and Bellingham High School faculty on issues of mutual interest and concern, such as at-risk students, math anxiety, social studies curriculum planning, and improvisational drama. Faculty at both institutions found these small partnerships so

valuable that Fairhaven is now working to broker additional ones between faculty from across the WWU campus, with teachers at other high schools in the county, Lummi and Whatcom Community College and Bellingham Vocational Technical School. June Gordon, program manager at Fairhaven, has been working to set up many of these partnerships. She observes that, "I feel that this work is crucial to breaking down the barriers and the hierarchies that abound in education. What this kind of project does is not just extend faculty networks, but it creates terrifically important opportunities to share ideas and resources from all quarters of the educational enterprise."

**"Brilliant and Brutish: The Aspirations of Man."** Winter Quarter's Yakima Valley coordinated studies faculty team in discussion with students. The faculty are Gordon Howard (history) with the hat, Roger Carlstrom (English), next to Howard, and Inga Wiehl (English) to the right, and wearing black. Photo: Yakima Valley Community College.





Some of the growing numbers of Shoreline Community College faculty who have taught in "combined courses": Louise Douglas (English), Berry Erhlich (music), Dennis Peters (English), Richard Conway (geology), Lloyd Keith (history) and Amy d'Ernee Mates (English and ESL). Photo: Shoreline Community College.

Yakima Valley Community College's first full-blown coordinated study, involving history and literature, came to a stellar close in mid-March with a special reception put on by appreciative students. This spring, the college continues to build its learning community work with several combined courses: Introductory Biology and Speech 100 taught by Judy Moore and Charles Weedon; United States History since the Civil War and literature taught by James Newbill and Herbert Blisard; and a Humanities/Speech combination with an optional additional class in Effective Listening, taught by Mildred Stenehjem. Also Paul Anderson and James Newbill are offering complementary courses in Russian/Soviet studies this quarter: a political science course in "Kremlin Politics" and a history offering in "Czarist Russia," and are encouraging students to enroll in both.

## Washington Center Seminars and Conferences, 1989

### Fourth Annual Curriculum Planning Retreat

April 29-30, Camp Warm Beach, Stanwood, Washington

### "Collaborating to Improve Developmental Education."

A Co-Sponsored Conference with the Washington Association for Developmental Education

May 5-6, Doubletree Inn, Seattle

### Washington Center Spring Conference:

#### "Involvement in Learning"

May 19 in Seattle

### Weekend Workshop on Approaches to Assessment and Instruction based on William Perry's Scheme of Student Development in College

May 20-21 at The University of Washington

### Workshop for Administrators on Learning Community Design and Implementation

October 6 at Yakima Valley Community College

### Fall Conference: "Ways of Knowing"

November 2-3, The Westwater Inn, Olympia

For further information on any of these events please call the Washington Center, (206) 866-6000, Ext. 6606, or SCAN 727-6606.

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## The Washington Center for Improving the Quality of Undergraduate Education

- established in 1985 at Evergreen as an inter-institutional consortium devoted to improving undergraduate education. The Center focuses on low-cost, high-yield approaches to educational reform, emphasizing better utilization and sharing of existing resources through inter-institutional collaboration. Established with funding from the Exxon and Ford Foundations, the Center is now supported by the Washington state legislature.
- includes 36 participating institutions: all of the state's public four-year institutions, 23 community colleges, and seven 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.



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