

Washington Center

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The Librarians' Role in Improving Undergraduate Education

Exciting new alliances are afoot between faculty members and librarians in Washington state. Together, they are finding new ways to bring library instruction into the curriculum and students into the library. This issue of the NEWS reflects a growing recognition in academia that research skills and the effective use of increasingly complex information sources are central to our students' undergraduate experience.

The Washington Center is deeply interested in furthering this work. Through its seed grant program, the Center has recently funded three projects that have enabled academic librarians in Washington to bring effective, innovative teaching to library instruction, primarily by connecting librarians with classroom teachers.

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Participating Institutions: Antioch University, Bellevue Community 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, Yakima Valley Community College.

continued

Two of the grants were awarded to The Evergreen State College to convene a state-wide working group on "library pedagogies." The first began in Fall, 1989, when librarians from Evergreen and the University of Washington organized two day-long seminars for about twenty academic librarians from around Washington state. The seminars focussed on current innovations in undergraduate instruction and on how to incorporate those innovations into library instruction. This group then hosted a state-wide conference sharing what they had learned; Patrick Hill's and Deborah Hatch's articles in this newsletter evolved from their provocative speeches presented at that conference.

In a second grant-supported activity, about 15 librarian/faculty teams will come together in Febru-

ary of 1991 to spend two days exploring inquiry-based education, and then to build curricula out of these discussions. The teams are made up of librarians and teaching faculty who plan to teach together in programs which integrate library instruction substantively and extensively with program content. Both grants were planned and administered by myself, Sara Rideout (Reference Librarian/Member of the Faculty, Evergreen State College) and Randall Hensley (User Education Librarian, University of Washington Libraries). These projects have spawned a host of ideas and an expanding network that is energizing library instruction throughout the state. This issue of the NEWS features some of these model efforts.

A third seed grant this year, to Shoreline Community College, is funding faculty development work-

shops to integrate bibliographic instruction into undergraduate courses. The central message of all these efforts is that library instruction is essential to the undergraduate experience and that it is undergoing exciting changes, changes which we hope readers will explore and expand upon in their own institutions. As with so many of the activities of the Washington Center, building new collaborative partnerships is a key ingredient in this work.

Happy reading,

Sarah Pedersen

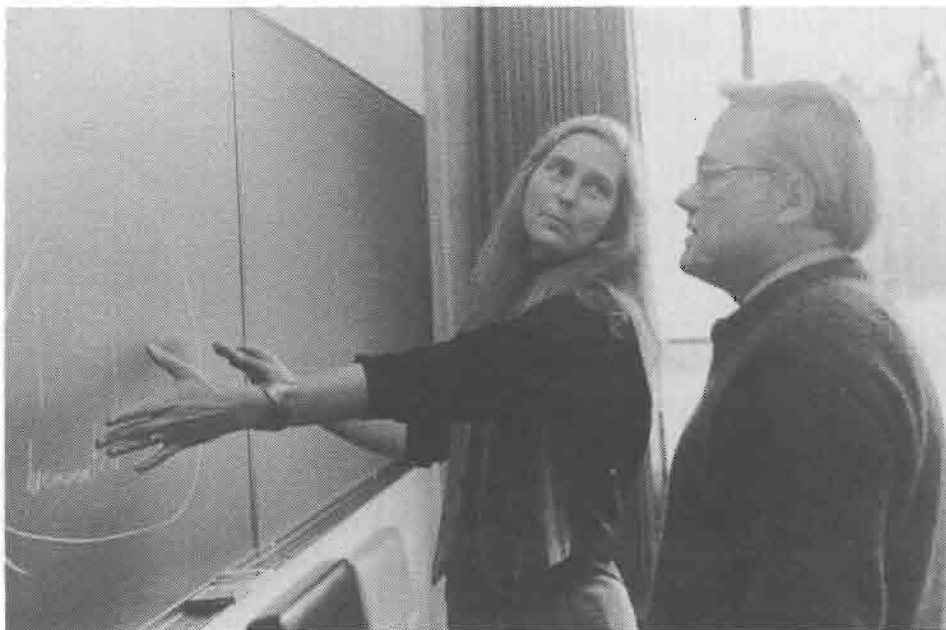
Sarah Pedersen
Guest Editor and Dean
of Library Services
The Evergreen State College

"...a growing recognition in academia that research skills and the effective use of increasingly complex information sources are central to our students' undergraduate experience."

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Dean of Library Services, The Evergreen State College

Sarah Pederson, Dean of Library Services, and Patrick Hill, Member of the Evergreen Faculty, and former Provost. (Photo: Steve Davis)



Who Will Lead The Reform of Higher Education? Librarians, of Course!

by Patrick Hill
The Evergreen State College

This article was a speech to the Association of College and Research Libraries Washington/Oregon Chapters, October 26, 1989.

While there are many descriptions afoot of the ills of higher education and many calls and strategies for reform, I would like to suggest that the likeliest leaders in some of the most needed educational reform today are librarians. I would like to propose, and indeed urge, that librarians become aggressive in the reform of higher education. I believe that librarians are peculiarly suited to be the reformers because of the nature of their professional training. There is more reason to hope that librarians will be in the vanguard of reform that is necessary in this world of complexity and diversity than there is reason to hope that the teaching faculty will. Teaching faculty at traditional institutions are deeply invested professionally and personally in a certain mode of creativity and research which, while valuable and necessary, impedes the full development in the student of certain skills essential to the educated person of our times.

The circumstances which we face and the context in which we need to think about librarians and faculty in higher education reform are: 1) the information explosion with which we are all familiar; 2) rapid societal change, so-called "future shock"; 3) extraordinary diversity of perspectives and canons, and the consequent lack of commonly agreed-upon standards; 4) the phenomenon of conflicting expertise and conflicting claims to expertise; and 5) incredible complexity in all intellectual and public-policy issues with every issue becoming increasingly interconnected.

Relative to those five factors, higher education is, in large measure, dysfunctional. It is dysfunctional in the sense that it is misleading or mispreparing students for the world in which we live. Relative to that world just described, it is a fundamental mistake to base the curriculum and our teaching solely or mostly on what we know best. What we ought to be doing is introducing students to that world, to become comfortable in that world, to manage that world, to understand and integrate diverse perspectives, to make temporary order out of chaos, and to adjust to change.

Legislators, Professors and Librarians

To illustrate my major point about the nature of the contemporary world and higher education, I want to contrast three professional relationships: the **legislator** and the public, the **professor** in relationship to his/her students in the traditional classroom, and the **librarian** in a public service position. My portraits of these three relationships may appear strained or even caricatured, for individuals and their circumstances vary so greatly and because so many factors (including the current blurring of disciplinary boundaries) operate to force departures from the professional norm. Nevertheless, I believe that the ethos of each profession suffuses the relationships in ways which make the comparison instructive for higher education.

First, the professional life of the legislator relative to the information explosion: the legislator realizes that there is more information available on most subjects than can possibly be absorbed with or without the computer. The legislator knows s/he has access to more information than s/he can possibly utilize. The student, by contrast, is often not exposed to the chaos of information because the professor manages the information for the student. S/he constructs manageable reading lists and sorts out what is valuable or not valuable; what is worth reading and not worth reading. S/he introduces the student to his or her version of a manageable microcosm. Students are shielded from the reality that the legislator must face. The student is introduced to an artificial environment which shortly becomes irrelevant on leaving the world of higher education.

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The second characteristic of the legislator's environment is that s/he is always dealing with large numbers of projects, dozens and dozens of frequently unrelated projects, all of which demand serious attention. The student is shielded from that. Four or five courses constitute the life of the full-time student, two of which might be taken seriously, three less so. The librarian's work life, while not so multi-faceted as that of the legislator, is much closer to that situation. The public service librarian, for instance, deals with hundreds of different inquiries all of which must be taken seriously. The world is not pre-shaped into a manageable microcosm for the librarian.

The third phenomenon the legislator cannot avoid is the presence of multiple advocacy groups with diverse perspectives on each issue. The legislator is charged, at least ideally, with seeking the common good. To some extent the legislator is dependent on at least some of these groups for her or his re-election. The student, by contrast, has little or no un-mediated contact with the multiplicity of perspectives. In so far as widely diverse views are acknowledged in the classroom, the professor's judgment (as reflected in such things as readings lists and time allotment) orders the multiplicity for the student. The legislator, in

contrast, has to deal face to face with the pro-life supporters as well as the pro-choice advocates; in fact his or her survival often depends upon the ability to draw upon what is worthwhile from each of the conflicting positions.

The fourth characteristic is the consequent centrality of community viability as a working criterion of success. The legislator is fundamentally in the business of sustaining community. It is not that s/he is a non-partisan community builder, but rather s/he must always ask, "How is all this going to fit together to enable society to go on?" Legislators are fundamentally concerned with the viability of society. By contrast, teachers, researchers and consequently students in most disciplines are not focused on community viability; they defend the position which has the most evidence in its favor in their judgment. They formulate positions based on the facts, independent of the viability of the position, of the likelihood of its success. Librarians, I think, are by training and professional sensibilities community-focused. The librarian, like the legislator, is concerned not just with evidence but with the effects upon community viability.

The fifth aspect of the legislator's world is that the legislator is always facing conflicting expertise. That is what many legislative hearings are about. The legislator has to hear out the conflicting opinions and decide which is most worthwhile. With notable exceptions, most recently in the work of Gerald Graff of Northwestern University, professors do not feature the conflict of expertise in their classrooms (Graff, "How to Deal with the Humanities Crisis: Organize It." *Bulletin of the Association of Departments of English*, Spring 1990). That is primarily because they understandably do not accord as much respect to all the positions as a legislator must. But if the student is thus unexposed to the fundamental conflicts in a discipline or in a problem area, the student is fundamentally misled. Librarians, I believe, traffic daily with conflicting expertise and accord respect in a fashion more akin to the practice of the legislator. It is part of their ethic to do so.

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The sixth characteristic of the legislative world is that almost every issue under consideration is complex, multidimensional, and interdisciplinary. Economic dimensions, social, political, and aesthetic, interact with each other and with changing values, long-range and short-range perspectives, budget considerations, and political considerations. It is nearly impossible in the legislator's life to take a single disciplinary view or to isolate a single value, a single perspective. In the traditional classroom, however, almost every course or program has been carefully narrowed to a departmental or disciplinary focus, frequently an extraordinary abstraction from what the real-life problem is. Even problem-focused academic enterprises, such as urban planning, almost systematically depreciate troublesome perspectives, like the aesthetic. There is a psychological dimension to this narrowing of perspective. As Clifford Geertz has

observed in *Local Knowledge*, disciplinary bias is a reflection of psychological disposition. It is not that professors choose their disciplines and use them to scrutinize issues; rather the professors are their disciplines. They are philosophers because they think certain things are important, they are economists because they are attracted to a certain range of explanatory variables. They cannot easily become something else; they can take only a certain range of things seriously.

I have a friend who is a therapeutic diagnostician. A person in need of therapeutic help can spend five or ten years looking for the right therapist because there is such a variety of therapeutic methodologies, philosophies and theories that it is extremely difficult to find the therapist that matches the individual's particular need or problem. My friend, knowing and respecting a great variety of therapeutic approaches, helps the person find the right therapist. Librarians are like diagnosticians. They do not have the same ego-involvement as

professors in a particular discipline or point of view. Like the diagnostician, the librarian asks "What is the nature of the problem? Shall I send the patron to this or that tool reflecting this or that disciplinary analysis?" Librarians do not have a stake in which discipline or perspective the patron wants or needs. Their professional outlook is such that they will not deny requested service at the reference desk, no matter how wrong-headed that request seems.

Legislators deal with multiple, uncoordinated, unpostponable deadlines driven by the schedule of the legislative session in which a enormous number of bills are written, introduced, researched, discussed and passed or defeated. In this work environment, the legislator must evolve principles for selection and for the organization of his or her thinking about that work: "What do I read? What do I not read? To whom do I listen?" in order to make the best decision under pressure. The student is shielded from this kind of pace and pressure. The librarian, while not faced with decisions of which the con-

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sequences seem so immediately significant as those of the legislator, yet deals with myriad issues and decisions all in the context of an almost unlimited set of information sources. The librarian must determine how to deal with these conflicting demands without any organizing principles being established by a professor or other outside source.

An eighth characteristic of the legislator's life is that s/he must work with other people to evolve widely acceptable solutions. Education, on the other hand, is primarily individual; teachers regularly assign work that does not require working with other people. In fact, working with other people is often looked upon as cheating. Public service librarians, while working in an environment which assumes individual study, do their work entirely in concert with others; they work with a great variety of faculty and students to identify and satisfy needs.

Because of time constraints and the pressure of multiple agendas, legislators do not do their own research; they direct research. They

learn to ask the right questions of their staff and of testifying experts. Students, on the other hand, graduate with very little experience in directing, managing and assessing research. They don't have the experience doing what we all need to do to make decisions in a complex world.

The final aspect of the legislative world is that there are public criteria for success. If the problem is cleaning up Puget Sound, broad-based scrutiny is applied to the effectiveness of any programs the legislators establish, and the effectiveness of the legislator is judged by his or her constituency, the media and his or her colleagues. In the classroom, however, education is not a public pursuit. Students for the most part do not experience a public dimension to their work. Evaluation and assessment are primarily a private communication between the teacher and student. Students are shielded from the real experience of problem-solving via proposal, discussion,

implementation and evaluation. On a small scale, the librarian's work is always public, with immediate assessment made by the public involved.

From this comparison of the legislator, the librarian and the student-professor relationship, we can see that higher education is often not preparing students for the contemporary world of complexity. It is, as a matter of fact, shielding them from that world. When we think about the possibility of a radical transformation of the experience of the students in higher education, I propose that we have for too long ignored the great resource of our librarians. It seems to me that librarians are much more comfortable with the world of complexity that I have described than are many traditional professors. At the very least, librarians have far less stake in the continuance of current academic organization.

First of all, in this new world, there is the need for an elevation of the skills of research to the same status as reading, writing and computation.

Librarians' Unique Relationship to Information

There are four or five ways in which librarians are more comfortable. First, librarians are literally surrounded with information. They know that more information exists than can be mastered in a lifetime, and they deal with that glut as a day-to-day responsibility of their work. Second, the librarians' ethical commitment is to including diverse perspectives. It is part of their professional responsibility in running the library, whether in building collections or in providing public service. They are doing their job effectively if the patrons become aware of diverse perspectives as a result of their interaction with the librarian. Librarians are not paid to tell patrons the right answer; they are paid to listen to the needs of the patron and to identify a range of sources to respond to those needs. The librarian, further, has no disciplinary, subject-matter bias (except in highly specialized circumstances). While the librarian may have an M.A. in chemistry as well as his or her library degree, the variety and volume of requests for information precludes the possibility that the librarian could act as anything other than a facilitator in accessing the information needed. The librarians are in the important role of "master learner" in this process; they know that they do not know all or even a major portion of the answers, but are, instead, master managers of access. Librarians know how to manage knowledge for meaning. That is what our students are by and large shielded from having to do.

Preparing Students for Complexity, Diversity and Rapid Change

Five very specific things must happen in higher education if librarians and faculty are to work together to prepare students for a world of complexity and diversity and rapid change.

First of all, in this new world, there is the need for an elevation of the skills of research to the same status as reading, writing and computation. They have to be elevated to the same status and recognized as essential, unavoidable requirements for the generally educated person. This does not mean something simple such as every freshperson taking an isolated library research course. The needed change is more fundamental than that. The skills that librarians teach are the essential skills of the generally educated person, the liberally educated person; the development and the use of those skills in contexts which reflect the complexity of the real world need to become pervasive in the students' experience in college. If students do not develop these skills, they are not prepared for the world today. So the first task is the elevation of those skills epistemologically to a role of centrality.

The second issue is the general issue of status for librarians. Without equality of status, higher education perpetuates the service roles of librarians and does not acknowledge the epistemological point that the librarians' skills are the essential skills of the liberally educated person. If you grant that point, you have to give a status to

librarians which epistemologically (and professionally) amounts to a partnership. The general skills of the librarian are at least as important for the education of our students as are the specialized skills of the departmentally focused faculty.

The third reform is the rotation of at least reference librarians into the classroom with teaching faculty. This is not for the sake of doing what the current faculty do; i.e., to teach a course on their subject specialty. That just replicates existing problems. What we need is for librarians to teach research skills. For them to do so in the classroom provides status for the librarian and places what students most need to know at the center of the institution's curriculum.

The fourth thing that has to be done is the rotation of teaching faculty into the library to experience the full chaos of current information sources. If the rotation does not work both ways, it is not a partnership. If it does not work both ways, one set of skills has status and the other does not. Librarians have to become a visible part of the faculty. They have to teach with regular faculty, and faculty have to recognize that they can become more helpful to students if they learn what librarians know. I am making both an epistemological and a political point. If the skills of the librarians do not pervade the curriculum the problem of miseducation will be perpetuated. If the current teaching faculty do not rotate into the library, the second class citizenship of the librarian and hence of his/her skills will be perpetuated.

Teaching faculty must rotate into the library to experience the full chaos of information sources.

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The fifth thing that needs to be done is the most difficult. A major portion of the curriculum of each institution needs to be reconceived out of the transmission model and into the discovery model. In the transmission model, the basic unit of instruction is the three- to four-credit isolated course in which the professor teaches more or less creatively what s/he has been trained in and therefore knows best. In the discovery model, which pervades Evergreen and parts of dozens of other schools in the state of Washington and elsewhere, the basic unit of instruction is the 16-credit problem-focused learning community. Two to four professors work together (frequently with librarians as team members) with students to find the answer to some problem for which the solution is not known beforehand. That is what the real world is like. We have to create a context in our institutions of higher education in which people of diverse perspectives, backgrounds, colors, genders, and countries, are working together to solve problems to which the answer is not known at the beginning. Somehow or other the students' experience has to become closer to the legislators' in its diversity, chaos, conflicting expertise, and focus on community viability.

Librarians as Reformers of Undergraduate Education

I believe that librarians are in a better position to understand, to be comfortable with and to promote that kind of change in higher education than are the faculty members whose self-interest and professional status are too linked to the present system. I urge librarians to become aggressive reformers. This means coming forth and describing what they can do for students and faculty and demanding that a place be made in the curriculum for that. It means asking faculty to teach with them in teams. It means asking faculty what they are teaching and then creating models for interaction which will enable the students to experience, to learn the skills that librarians have in the context of the faculty's subject matter. It is not merely a service role; it is a partnership.

Additionally, librarians might consider becoming involved with the general education movement wherein talk about essential skills is commonplace. Librarians and like-minded faculty would be recognized as allies in this movement. (However, the status of general education

on most campuses is not such that it would make for a genuine partnership with the teaching faculty). More interestingly, I would hope that librarians would become involved in the attempt to reconceive a good part of the curriculum around problem-focused learning communities. My further hope is that librarians would become full-fledged members of those learning communities.

Suggestions of this sort will be listened to primarily by those who recognize the inappropriateness of the current mode of academic organization to the world of complexity and diversity in which we live. When a significant part of a whole institution gets to that recognition, it ought to follow that they would turn to librarians for help. Librarians have the appropriate training. I am suggesting and indeed, urging that they have, as well, the most direct interest personally and professionally in seeking the reform of higher education.

Integrating Library Instruction Across the Curriculum: Some Lessons From Writing Across The Curriculum Programs

by Deborah Hatch, University of Washington Interdisciplinary Writing Program

Selected from a speech given December 2, 1988 at The Evergreen State College for the conference "Connections: Linking Library Instruction to Innovations in Undergraduate Education."



Deborah Hatch is a writing consultant for the Center for Instructional Development and Research at the University of Washington, and a lecturer in the English Department.

Increasing interest in integrating library instruction across the curriculum prompts the speculation that Writing Across the Curriculum programs can offer useful lessons for librarians as they embark on this integration process. In their attempts to integrate writing across their curricula, English faculty have learned some useful lessons. By examining their successes, and perhaps more important, their mistakes, librarians may be in a better position to accomplish their goals.

The most valuable lesson Writing Across the Curriculum programs have to offer is about the self-perceptions of those promoting the programs. Early Writing Across the Curriculum proponents were pretty confident that they had the necessary expertise to assist both their writing students and their colleagues in English and across the curriculum. They had no apparent qualms about appropriating material from other disciplines. They seemed to believe that as English teachers, their expertise with language, with discourse analysis and with writing instruction, was all they needed to provide their students and their colleagues with the keys to writing in all disciplines. This confidence in their expertise and their English-centered approach carried over to the early workshops they conducted for faculty from other disciplines. It was not too long, though, before this English-centered approach to Writing Across the Curriculum began to reveal its disadvantages.

Faculty in other disciplines who tried to add their English colleagues' teaching strategies to their own often found themselves frustrated when techniques that seemed reasonable in workshops became unwieldy when overlaid on their existing courses. Students also quickly discovered that they had a lot to learn. It was one thing to be able to recognize the forms of a lab report or an art historical analysis but quite another to write one. Also, many of the articles they had read in their writing course anthologies turned out to be much easier going than what was actually assigned outside of the English class. An excerpt from Lewis Thomas' *Lives of a Snail* was much

books and anthologies but rather by increasing numbers of articles and presentations describing variations on collaboration. In some schools English faculty joined with faculty in the humanities, social sciences or natural sciences to develop new courses and to develop appropriate writing assignments for each course. Students taking these courses skipped the old key-to-all-academic-writing course and began by writing in a specific academic area. In other models, writing courses were linked to courses in other disciplines. Students enrolled concurrently in a lecture course and a writing course linked to it. A student signing up for "Medieval Art History" might also

tise of their colleagues who have created the texts. As a result of this collaboration, they are learning not simply the surface forms and conventions but also the rationale for these conventions and forms and how they reflect the methodology and analytical approaches of the discipline. Now that English teachers are recognizing this difference, now that they are shedding their English-centered view of writing, they are becoming much more valuable to their colleagues in other fields.

Writing Across the Curriculum proponents are also embracing this new focus in their workshops for faculty in other disciplines. Rather than presenting to colleagues their own, English-based strategies for teaching writing and having them practice these strategies on examples from composition classes, leaders of these new Writing Across the Curriculum workshops are preparing for workshops by collecting samples of assignments and student writing from their colleagues' courses. They often begin workshops by asking their colleagues to explain the goals of the assignments and the response strategies and evaluation criteria they apply to the students' work. Working with this data from another discipline and having the experts in that discipline taking an active role in the workshop, the person with expertise in writing can use this expertise to raise questions and gain clarification.

I like to think of this new attitude toward faculty development in writing as representing a third generation of Writing Across the Curriculum program. It builds on the linked course arrangement of the second generation, where collaboration replaced appropriation, by adding to it what we might call a facilitator or consultant component. For me, this consultant role represents the best use of a writing teacher's expertise. More and more, I think it is the role that all Writing Across the Curriculum proponents should adopt. Instead of superimpos-

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easier to read than a paper on "Ion Transport in Isolated Rabbit Ileum." In small and not so small ways, students and faculty across the curriculum began to feel a little betrayed by the first promises of Writing Across the Curriculum.

The error of the English-centered approach was the confidence of English faculty that their expertise was enough to enable the transfer of Writing Across the Curriculum. This confidence in their expertise at reading and analyzing texts led them to tackle other disciplines on their own without considering collaborating with their colleagues in other fields. The messages they were receiving suggested that there was both the need for and a rich potential in collaboration. With this new attitude and approach, Writing Across the Curriculum programs entered a second phase for both students and faculty.

This second phase of Writing Across the Curriculum was characterized not by a new wave of text-

enroll in the writing course linked to it or a student signing up for the "Sociology of Deviance" might enroll in its linked writing course. These arrangements provided students and writing teachers with even more immersion in the writing of specific discipline.

Comparing their early textbooks, anthologies and Writing Across the Curriculum courses with the new Writing Across the Curriculum programs they describe, we can see a major change in attitude. English teachers are no longer relying solely on their expertise at reading and analyzing texts as they design Writing Across the Curriculum courses; rather they are placing an equal importance on the expertise of their colleagues in other fields. From them, they are learning what counts in a particular text from another discipline. They are supplementing their expertise at reading and analyzing texts with the exper-

ing writing strategies that work in composition classes, this new generation of Writing Across the Curriculum consultants views its expertise with writing as secondary to the course goals and teaching strategies of their colleagues in other disciplines. The major task of the writing consultant is not to devise a workshop or program that presents as much as possible of the consultant's writing expertise. Rather, it is to collect from colleagues in other disciplines enough information about what they do in their courses to make it possible for the writing consultant to use her expertise to determine where and how writing might be integrated into what is already going on.

Writing Across the Curriculum programs have benefitted and grown from these changes in attitude toward expertise. No longer tied to the notion that their expertise must provide all the answers, Writing Across the Curriculum proponents have been able to turn to their colleagues in other fields for guidance. In freeing themselves of their English-based perspective and learning how to ask questions of colleagues in other disciplines, Writing Across the Curriculum proponents have been able to develop courses and workshops that benefit students as well as colleagues. In the process, they continue to widen their own expertise. By relinquishing their initial reliance on their own expertise, they have certainly gained more than they have given up.

Probably the most important lesson library across the curriculum proponents can learn from Writing Across the Curriculum programs is to determine how to use expertise when venturing into another discipline. Using their expertise in collaboration with their colleagues' expertise has been the key to the success of Writing Across the Curriculum programs.

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Turning to library instruction, I would like to describe the successful library collaboration I have experienced. I regularly teach a writing course linked to a course in ancient art history. All of the students in my writing course are also enrolled in Art History 201, "Introduction to Ancient Art History." A major writing task for this course requires the students to research and write a paper on a topic from ancient art history. Their goal is to expand their understanding of a work of ancient art beyond what is presented in their art history reading and lectures. Typically, students select vaguely familiar topics such as Babylonian ziggurats or Etruscan grave stele. Then they head toward the library.

However, before sending the students to the library, I have shared their assignment with the librarian with whom I have met to discuss the library experience level of students as well as my goals for the paper. With this information, the librarian reviews for me the indexes and other resources he could introduce and together we determine appropriate resources and examples. We schedule a workshop session during one of my class meeting hours so that all of my students can attend. It takes only the first few minutes of the workshop for my students to realize that they are getting much more than a generic introduction to the library system. The librarian's efforts to tailor his expertise to fit my course goals give him immediate credibility with my students, not to mention with me. The students leave the workshop

with much more direction for their research than they would have had on their own or from a general introduction to library system.

After the students have worked for several days researching their topic, the librarian comes to my class to conduct a second session in which he answers questions that have come up for students during their first attempts at research. The day before the visit, I ask students to jot down questions so that the librarian will have some direction. He comes to class not with the goal of telling them more about what he knows, but rather with the goal of answering their specific questions and following up on related questions. Many students new to the library system rank this interaction with the librarian as one of the most valuable aspects of the writing course. It is clear that the librarian's efforts to shape his expertise to the needs of my course make it much easier for my students to use and transfer the information he shares.

It took proponents of Writing Across the Curriculum several years to recognize that their English-based expertise with writing was insufficient to integrate writing successfully across the curriculum. They needed to match their expertise with that of their colleagues in other fields. If my experience with library instructional programs is representative, librarians do recognize that one's own expertise has little value without the expertise of others. With this attitude, they should meet great success integrating library instruction across the curriculum.

Library/Faculty Rotations: How Learning Communities Support “Library Infusion”

Curricular offerings based on learning community models encourage and facilitate the inclusion of teachers not normally available in the traditional classroom. Once faculty and students begin to look upon their learning environment as a community, it becomes obvious that the community is enriched by the diversity of its members, and it becomes easier to imagine ways of including new elements in the learning community. At The Evergreen State College, the long-standing assumption that teaching occurs among a group of several faculty has allowed faculty to recognize and include “teachers” others than the traditional, classroom-trained faculty member in their teams.

A successful and venerable (at least for a 20-year old institution) practice that exemplifies this enrichment is the expectation that faculty exchanges occur between the library and the teaching faculty. That is, each faculty reference librarian is expected to rotate into full-time teaching in a coordinated-studies program one quarter out of every nine and, in exchange, a “regular” faculty member joins the library faculty reference and collection development team. The curriculum, teaching faculty, and students all gain from the subject expertise and bibliographic instruction the librarians bring to teams.

The library, in turn, gains because the librarians know more about their clients. As part of their assignment, the rotating faculty review and recommend improvements for the collection and there is a gradual spread of library research instruction expertise through teaching teams and through the experience the teaching faculty gain while serving in the library. As with all learning communities, of course, there are multiple additional payoffs: learning about both the subject areas and teaching skills of one another;



Evergreen biologist Willie Parson (far left) worked with Ernestine Kimbro (2nd from left) to design and teach a library research methods in a human psychology and biology program on the Evergreen-Tacoma campus.

seeing the various ways that people teach; gaining insight into the disciplinary perspective of one’s team members; and sharing the joys and frustrations of the teaching and learning process.

The following are rotations that have happened over the past few years at Evergreen: Thad Curtz, a faculty member working most recently in teacher education, worked in the library for two quarters: he helped plan a curriculum room and education collection purchases as well as serving at the reference desk. During the first quarter of Curtz’ rotation, library faculty member Pat Hall joined a coordinated studies program called “A Tale of World Cities,” which began with a look at some ancient cities to which Hall contributed his knowledge of the history of religions. In the second quarter Dean of Library Services and faculty member Sarah Pedersen contributed her background in literature to the same program as anthropological, economic, and literary perspectives were brought to bear on the topic of cities. Both quarters, the students did library research. With the extended

contact between students and librarians, research skills were thoroughly honed.

Other exchanges have included library faculty Terry Hubbard joining exchange faculty mathematician Richard Goodnick in “Myths or Methods”; library faculty Pat Matheny-White joining political economist Ken Dolbeare in “Washington Centennial”; library faculty members Sara Rideout and Ernestine Kimbro joining biology, music, mathematics and psychology faculty in “Science and Perception.” In return, faculty members Jeanne Hahn (political science), Llyn DeDanaan (anthropology), and Sandra Simon (literature) have joined the library staff.

Any faculty member or administrator working with learning communities should think seriously about how librarians can join the traditional teaching faculty. Libraries are already heavily involved in teaching library research skills and students desperately need to develop information literacy. The infusion of librarians into the learning community provides a double benefit: librarians generally bring both a disciplinary expertise and library instruction to the program.

Librarians and Faculty Members: Model Partnerships for Improving Undergraduate Instruction

Librarians and other faculty members around Washington state are experimenting with various models that integrate library instruction into the curriculum.

Western Washington State University

Humanities librarian Dal Symes and social studies librarian Raymond McInnis have been integrating library instruction with the work of teaching faculty. They call their model "running backwards from the finish line," as they work from published documents backward to sources to help students understand what is involved in the process of writing a scholarly paper. They also introduce critical approaches to scholarship and various genres of texts. McInnis and Symes have applied this methodology successfully in geology courses and are currently collaborating with Ulrich Mammitzsch in East Asian Studies 417, a program which is the prerequisite for the required East Asian studies research and writing course.

Seattle Central Community College

At Seattle Central, there is a growing interest in including Library 101 in coordinated studies programs. Librarian Jennifer Wu taught Library 101 in fall and spring of 1989 as a pilot program within a transitional coordinated studies program for English as a Second Language students. The fifteen-credit program also included computer literacy and English reading and writing skills.

In Fall 1990, a Library 101 class was linked to an English 102 class. The instructors, librarians Kelley McHenry and Jennifer Wu, and English instructor J.T. Stewart, received a grant to rewrite their curricula to emphasize cultural pluralism in all their courses. The team began talking about instruction over a year ago and discovered that their teaching styles and content had much in common. In the rewritten curriculum, they emphasize the ways that writing supports research, and research supports writing, while attempting to look in every way they can at issues like racism, cultural pluralism, multi-cultural literacy, freedom of information/censorship issues, and critical evaluation of information sources.

Addressing the theme of cultural pluralism, Seattle Central Community College librarians Jennifer Wu (left) and Kelley McHenry (center) linked their Library 101 class to a research paper class taught by J.T. Stewart (right). (Photo: Seattle Central CC)



The Evergreen State College

At Evergreen, librarians are looking at ways to incorporate library research instruction and the librarian into learning communities so that library research practice is thoroughly fused with the content of the program. The goal is to increase the significance of the research for the student and to reduce the perception that research skills are peripheral to the content of the students' education. Having jettisoned both the independent library research class and to a large degree the stand-alone, one-shot workshop, librarians are refocusing their instructional activities toward longer term relationships with selected programs. These relationships are a sort of half-way house between joining programs full-time (as in rotation or exchanges) and staying within the confines of the library.

Fall quarter of 1989, library faculty member and reference librarian Frank Motley integrated library research methods instruction with the program "Health and Risk in Modern Society." In order to increase the students' understanding of the librarian (and thus his contribution) as central to the program, the teaching team set up a system whereby, despite the fact that Motley was only able to devote one-quarter of his time to the program, he was able to assume an appropriate portion of responsibility for both seminar facilitation and student evaluation. Additionally, Motley lectured occasionally on topics not related to the library as well as providing extensive library instruction. This fall, Motley is utilizing what he learned to build the same sort of relationship with a program called "The Aesthetics of Healing."

Also in 1989/90, librarian and member of the faculty Sara Rideout worked with the "Management in the Public Interest" faculty and found that her "year-long presence...had a nice impact on many of the students who eventually took it for granted that I was a faculty member located in the library, and whose responsibilities have a different overall structure." Spring quarter, Rideout worked with faculty member Dean Olson (management) in a program called "Think Tank," a program which attempted to identify and evaluate solutions to major public policy issues. The learning community discussed many issues about the evaluation and use of information in the context of research projects which lead to class workshops given by students rather than the traditional research paper. Rideout provided significant one-on-one advice and direction for the students as part of her membership in



Evergreen librarian Pat Matheny-White joins in a faculty seminar with her teaching team, Tom Foote, Joe Feddersen, and Paul Mott. (Photo: Steve Davis)



Sharing perspectives about science teaching at the October Minority Student Success Retreat are Bermie Chung (Shoreline Community College) and Millie Russell, one of the project consultants from University of Washington. (Photo: Steve Davis)

Currently, Pat Matheny-White is affiliated for two quarters with the program "Society, Social Change and the Expressive Arts." Her faculty teammates are Laurie Meeker (film history and criticism), Joe Feddersen (artist-printmaker), Paul Mott (sociology), and Tom Foote (folklore, journalism). Each week Matheny-White works with four to eight students on small research projects to provide background information for seminars until each student has researched a project. Next quarter Matheny-White will set aside one hour each week for six weeks to develop an overview of the research process, followed by four weeks for students to work on project proposals. The projects will be performed spring quarter.

Also this fall, Ernestine Kimbro joined faculty member Willie Parson (biology) at the Evergreen-Tacoma program to teach library research methods. Four credits of library research are taught in the context of issues around human psychology and biology.

Finally, a coordinated studies program in 1989/90 approached the current outer limit of learning community expansion by including both several traditional faculty members from diverse disciplines and an equal number of teachers from other backgrounds. The "Ways of Knowing" program included in its teaching team not only teaching faculty from the fields of community planning, painting and literature, but also, on a part-time basis, a librarian, several writing tutors, and a media specialist. The faculty librarian, Terry Hubbard, incorpo-

rated sophisticated discourse analysis work as well as practical reference instruction. As with all the teaching teams described above, Hubbard read all the program books, joined the weekly faculty seminar, and provided occasional lectures not related to the library, as well as designing research instruction and projects. The "Ways of Knowing" experience demonstrates that expanding one's concept of the classroom and the "teacher" into a learning community opens the door to a richer teaching/learning experience and breaks down the limitations many faculty, staff and students place on their concept of the learning environment.

University of Washington

The University of Washington has developed a new bibliographic instruction program entitled "Evaluating Sources Instruction," workshops which address the question of how students can use the library to select sources from an array of possibilities, sources that suit the project and discipline requirements. The undergraduate librarians and the faculty from the University of Washington Interdisciplinary Writing Program collaborated on the design of these workshops. In addition, the Group for Undergraduate Library Policy, a committee comprised of faculty, librarians and undergraduate students, acted as advisors on the project's design.

A librarian and the regular course instructor team-teach the "Evaluating Sources Instruction" workshop. Prior to the session, the students are required to read an assigned article, essay or other piece relevant to the course subject, and to hold a preliminary discussion about the assigned reading's subject matter. At the workshop three student groups are created to explore three sets of questions. The goal of Group 1 is to determine the expertise of the author. Group 2 determines the relationship of the assigned author's perspective to the discipline's perspective over a significant chronological period. Group 3 works with the regular course instructor to analyze the assigned reading. This group is also asked to pose a specific question about the assigned reading that needs answering.

After working for about 25 minutes, the three groups reconvene for the remainder of the workshop for debriefing and discussion. Each group records their findings on a blackboard, flipchart, or overhead so that the class can see the patterns emerging from their group work.

Students leave the workshop with an appreciation of information sources as part of a discipline's dialogue with its members, of controversy and opinion as standard issues for published materials, and of the possibility that evaluating sources can be accomplished during the process of source retrieval.

Faculty and librarians involved in this type of instruction work together to create an integrated library experience that reinforces information gathering skills as an integral part of the information utilization and comprehension process. For further information contact Randy Hensley of the University of Washington Undergraduate Library.

Washington State University

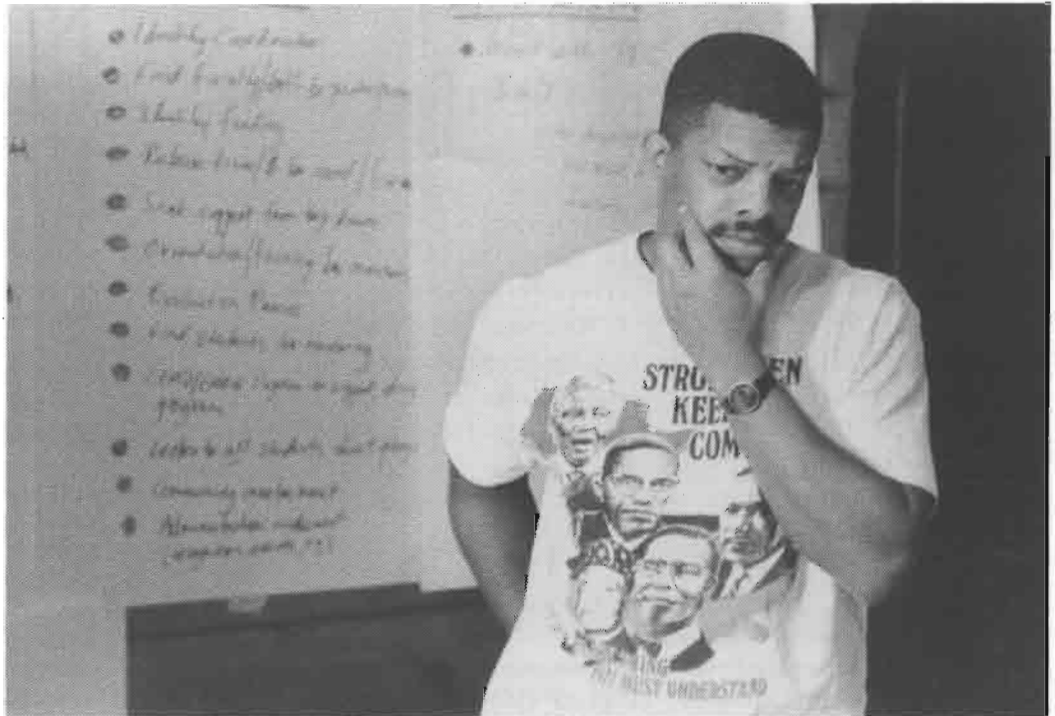
Washington State University recently approved a three-tiered undergraduate general education program including a required two-semester freshman course in World Civilizations and a linked one-semester course in English composition. User education librarians at Washington State University were central members of the program planning process and assured that library instruction is a major part of both programs. Efforts have been made to ensure that the assignments in these programs reinforce, and do not duplicate each other.

With full implementation of the freshman tier on the horizon, there is hope that all first-year students will achieve basic library use skills. The next challenge will be articulation between Washington State University and the state's community colleges to ensure that incoming transfer students have experienced similar library use instruction. Contact Alice Spitzer at Washington State University for more information.

Alice Spitzer, reference and instructional librarian at Washington State University, assists a student. She comments, "Working with the World Civilizations project has entailed long hours of intense activity, but our involvement has contributed enormously to job satisfaction." (Photo: WSU)



Keith Lewis (counselor at Tacoma Community College) acts as kibitzer with a campus team at the October Minority Student Success Retreat.
(Photo: Steve Davis)



Minority Student Success Project Holds Second Series of Retreats

In October, teams from fifteen of Washington state's community colleges participated in retreats at the Pilgrim Firs Conference Center. These events were part of the second phase of the Minority Student Success Project, a State Board for Community College Education and Washington Center partnership that involves building state-wide expertise and commitment to enabling students of color to complete community college degrees. The two retreats provided workshops, resource materials, and planning time for college teams from these community colleges: Big Bend, Centralia, Columbia Basin, Edmonds, Everett, Grays Harbor, Lower Columbia, Olympic Peninsula, Pierce, Shoreline, Skagit Valley, Spokane Falls, Walla Walla and Whatcom.

Presenter/consultants for the retreats were Harold Belmont, Native American spiritual leader, Carolyn Brewer (University of Washington-Bothell Branch), José

Gómez (Evergreen), Joye Hardiman (Evergreen-Tacoma), Jan Kido (University of Hawaii-Hilo), Carlos Maldonado (Eastern Washington University), Yvonne Peterson (Evergreen), and Millie Russell (University of Washington).

Participants from the first Minority Student Success retreat held last February volunteered their time as "kibitzers" at this retreat. The kibitzer staff were Ed Dolan, Linda Flory-Barnes, and Akemi Matsumoto (Bellevue); Keith Lewis (Tacoma); Mary Odem (Highline); Mildred Ollee and Minnie Collins (Seattle Central); John EagleDay (Spokane); Roy Flores (North Seattle); Lionel Harding-Thomas (Spokane Public Schools); as well as Jan Yoshiwara of the State Board for Community College Education staff, and Rick Page from the Higher Education Coordinating Board.

Washington Center Workshops and Conferences

**“Ourselves Among Others:
Diversity and Community in America’s Colleges”**
February 1-2, 1991 at the Seattle Sheraton.

Spring Curriculum Planning Retreats at Two Sites:

- April 20-21, 1991 in Eastern Washington at the Bozarth Center of Gonzaga University in Spokane.
 - May 11-12, 1991 in Western Washington at Pilgrim Firs Camp near Port Orchard.
-

Other Conferences of Interest

American Association for Higher Education Annual Conference, Washington D.C. March 24-27, 1991. Washington D.C. Hilton Towers. For information call AAHE 202-293-6440

Washington Community College Humanities Association

May 2-4, 1991. Westwater Hotel, Olympia. For information, contact Jerry Zimmerman, Lower Columbia College, 206-577-3450.

National Conference on Racial and Ethnic Minorities

May 30-June 4, 1991. San Antonio, Texas. For information, contact Maggie Abudu Green, 405-325-3936.

American Association for Higher Education Assessment Conference

June 9-12, 1991. San Francisco Hilton Towers. For information, call AAHE 202-293-6440.

Big Bend Community College Joins Washington Center

The Washington Center welcomes its newest member institution to the consortium, Big Bend Community College in Moses Lake. Vice President Harrell Guard will be Big Bend’s contact person.

New Branch Campuses of University of Washington

*by William Richardson, UW—
Tacoma Branch Campus, and Dan
Jacoby, UW—Bothell*

On October 1, 1990, the University of Washington’s two new branch campuses opened in temporary sites in Bothell and Tacoma. Each campus offers an interdisciplinary liberal studies degree, designed for students who have completed two years of college study and who now wish to complete their B.A. Students concentrate in one of two areas, comparative United States studies or comparative international studies, and are encouraged to take a wide range of courses across the curriculum.

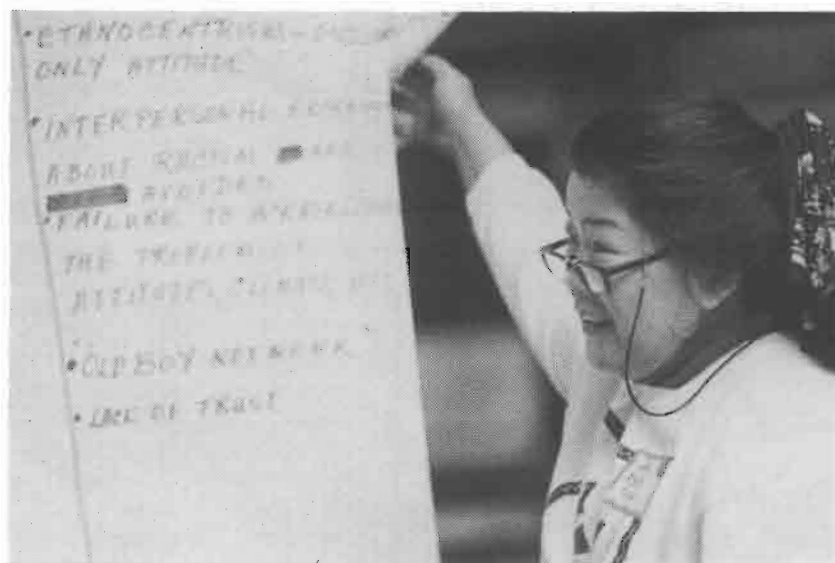
The challenge was to create a curriculum relevant to the needs of Americans in the last decade of the twentieth century while utilizing innovative methods to stimulate students. Intensive faculty work sessions held this past Spring and Fall made significant headway in generating a lively and creative set of courses upon which to base the two programs. These courses will integrate numerous modes of thought and analysis. Forthcoming campus catalogues describe a full listing of courses for two years.

Students will be introduced to their interdisciplinary coursework through a required core class in their respective concentrations. The remaining courses fall into four general categories. “States and Markets” integrates courses that might appear individually in economics, political science, or history. “Communities and Social Institutions” synthesizes courses in sociology, psychology, and social history. Intellectual history, anthropology, religion, and philosophy are com-

bined in a third category called "Traditions of Thought and Belief" in Bothell and "Ideas, Beliefs, and Cultural Patterns" in Tacoma. And finally, "Cultural Expressions and the Arts" draws from the rich work done in literature, art history, media, and folklore. Some courses cut across all four categories and were grouped into special area studies. These categories epitomize the interdisciplinary quality of the branch programs, and suggest to students and faculty that highly departmentalized knowledge which fails to connect broad currents of thought can no longer be the basis for undergraduate education if the U.S. is to maintain its leadership in the intellectual, technological and business world of the future.

Students attracted to the branch campuses are exactly those for whom these programs were intended. The majority are working students who find late afternoon, evening, and Saturday morning classes convenient to their schedules. Most attend part-time, on the average taking two courses per quarter. Two-thirds are women, many returning to school after having raised a family. The average age is a little over thirty. Most are "place-bound," that is, students who, either because they lack funds, have family commitments, or find commuting to the Seattle campus difficult, would not have been able to attend college if the branch campuses had not opened. A minority of students have come directly from the community colleges, though this percentage is expected to grow. The mixture of students from widely divergent backgrounds energizes education at the branch campuses. Branch campus students have stories to tell that inform the educational process in a way rarely possible in the more homogeneous environments found on most full-time day campuses.

To staff the branch campuses, The University of Washington recruited an entirely new group of professors from throughout the country. They are new, not only in the sense of being recently hired, but also in their commitment to a vision



Janice Kido (Hawaii Community College faculty member visiting this year at Evergreen) leads a planning session at the Minority Student Success Retreat in October. (Photo: Steve Davis)

of interdisciplinary education and increased access for non-traditional students. Most faculty members are experienced with team-teaching enterprises. They, as well as their students, find the active dialogue between disciplines stimulating because it requires a high degree of rethinking of problems already considered settled on more traditional campuses. To be selected, the faculty had to demonstrate extraordinary scholarly and teaching credentials. The hiring process was exacting enough that it even made believers out of skeptics on the Seattle campus of the University.

The faculty are committed to their new students in very important ways. Not only do they treasure the rich experiences of non-traditional students, they appreciate the depth of commitment and sacrifice which brings such students to night classes after a hard day's work. The faculty have no doubt that these students have the motivation to

succeed. The branch campuses stress writing and oral communication skills, and this is proving to be an arena where considerable interaction between faculty and students takes place.

The branch campuses are starting small. Each has only a few hundred students. There are presently a total of twenty-six faculty. In consequence, student-faculty ratios are very small, helping to make the transition easier for many of the students who feel insecure about coming back to school after a number of years away from an academic environment. The branch campuses are dedicated to offering excellent, innovative, and accessible programs for non-traditional students in parts of the state that have been underserved by publicly-supported higher education. The branches are beginning to make a contribution to the communities that have needed them for so long.



Mildred Ollee (Dean of Students at Seattle Central Community College) and Janice Kido (Visiting Faculty Member at Evergreen) co-facilitate a planning session with the Pierce College team at the October Minority Student Success Retreat. (Photo: Steve Davis)

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

Bellevue Community College is offering a fifteen-credit coordinated studies program Winter Quarter entitled "America's Four Corners: Layers of Geology and Culture" with Pat Alley (American studies), Bob Purser (art), and Betty Lyons (geology).

At **Centralia College**, humanities division chair/faculty member John Pratt is linking his "Literary Themes: The Personality of the Hero" course with psychologist Heesoon Aust's "Theories of Personality" course.

Columbia Basin College is offering a humanities/art history linked class, taught by Janette Hopper (art) and Teresa Thorney (English).

Edmonds Community College continues its linked courses Winter Quarter. Melissa Newell and Margaret Scarborough are teaching a ten-credit program examining mythological themes in art and literature.

Everett Community College continues the second quarter of its year-long "Women on the Move Toward a Four-year College Degree" program. The Winter Quarter

cluster of courses includes mathematics for the first time. Kristi Francis, Laura Hedges, Dick Brigham, and Sharon Wellman are teaching the cluster of courses in which a cohort of returning women students enrolls.

Grays Harbor College is offering a ten-credit learning community called "Making Your Way" which combines developmental reading, writing, and personal development. Gary Frey, Kathleen Pace, and Jeff Wagnitz are teaching this program.

Heritage College started an Integrated Studies program Fall Semester which included world civilization, world literature, world art and English composition. Both students and instructors were enthusiastic about the new approach, and as a result, a second semester program is being offered. It focuses on American studies, integrating U.S. history since 1865 with American literature of that same period. Instructors are Carole Krysan (literature), Roger Arango (history), and Terry Mullen (art). Mary James is teaching an additional, optional, companion English composition course.

At Highline Community College, Larry Blades (English), Kay Gribble (history) and Chuck Miles (speech) are team-teaching a coordinated program on World War I.

Lower Columbia College is offering two Integrated Studies programs this quarter. "Learning and Creativity: The Examined Life" is a fifteen-credit program taught by Rita Fontaine (English), Peter John (philosophy), and Jerry Zimmerman (law and humanities). A second fifteen-credit program for developmental learners is titled "The Psychology of Success" with Michael Strayer (psychology), Gary Meyer (English), and Kathy Gorton (reading and study skills).

North Seattle Community College boasts a new, spiffy coordinated studies room on its campus. Winter Quarter offerings include a fifteen-credit coordinated studies program, "Fall of Empires" team-taught by Jim Harnish (history), Rita Smilkstein (English), Tom Kerns (philosophy), and Evergreen exchange faculty York Wong (political economy).

Seattle Central Community College offers ten learning community programs Winter Quarter. "Coming of Age in the Milky Way" is being taught by David Dawson (English), Hal Pelton (geology), and Jan Ray (math). The program will treat science as an art and a way of viewing the world. "Sex and Love in the 21st Century" explores issues of gender identity and sexuality from the perspective of history, literature, psychology and sociology. The team includes Paula Bennett (English), Nancy Finley (psychology), and Western Washington University / Fairhaven College exchange faculty member Bill Heid. "Creating Evolution" is a thirteen-credit program taught by Astrida Onat (anthropology) and Audrey Wright (English). "A Latin American Narrative: An Approach to the Study of Society through Language and Literature," designed to develop an appreciation of language, is led by Sandra Hastings (English) and David Quintero (Spanish).

Learning community in vocational programs at Seattle Central include: "The Way the World Works," a linked course program integrating theories of business math with macro-economics, team-taught by instructors Jim Hubert and Greg Langcamp. In the Allied Health area, "Of Nature and Nurture" is a team-taught approach to the study of human physiology, developmental psychology, and English composition. This fifteen-credit offering being taught by Margaret Dickson, Brian Raffety, and Viola Spencer.

"Introduction to Cultural Pluralism: Language, Life and Labor" is being taught by Larry Silverman and Andre Loh to help native speaking and non-native speaking students at Seattle Central integrate skills building with the study of culture. Another ESL program is "Building for College Success," which is being taught by Daniel Loos, Fran Kato, Andre Loh and Daniel Gong. Seattle Central teacher Lynn Sharpe is teaching "Reading and Writing for Academic Purposes" as a transitional level learning community in Basic Studies to help non-native speakers develop the necessary skills to succeed in college. Lynn Sharpe is also teaching "Oral Communication for Academic Purposes", as a recommended follow-up to this class.

Shoreline Community College's winter schedule includes a linked ten-credit study of Canadian literature and Canadian history taught by Amy Mates (professor of English, former resident of Canada, and long-time scholar of British and Canadian literature), and Lloyd Keith (professor of history and especially Northwest and Canadian history). In addition, related writing courses and literature courses are available to students. A new three-credit, team-taught course titled "Multicultural Issues: Culture, Communication, Change" is being taught by Ann McCartney (speech) and Betsey Barnett. This is the first new general education core course at Shoreline developed from a variety of cultures and ethnic perspectives. Also, international business instructor James Jory, history and political science instructor Lawrence Linford, and economics instructor Timothy Payne are team-teaching a second five-credit course in Shoreline's new International Studies sequence.

Skagit Valley College is offering three learning communities this quarter. Linda Moore, Trish Barney, and Mike Witmer are doing an eleven-credit program called "Reading, Writing and Rats," which includes English composition, reading and general psychology. "Sex, Lies, and the Media" is being repeated by faculty Cheryl Morse and David Rosenfield, and "Visible Voices" is taught by Lynn Dunlap (English composition) and Ann Reid (art).

South Puget Sound Community College is offering its first full-blown cluster program Winter Quarter. "The Image of the Garden in American Thought and Experience," is clustering courses in environmental biology (with faculty member Rod Rakowicz), economic history (Lois Fenske) and introduction to literature (Michael Shurgot).

Spokane Community College, hoping to build on the success of the three learning communities Fall Quarter that were over-enrolled, began to experiment with paired classes this quarter. Three linked courses are being offered: "All in the Family: A Systems Perspective" is being taught by Joyann Ward (psychology) and Karin Hilgersom-Volk (speech); "Exploring Fiction: The Writer's Journey" with English faculty Carolyn Wall and Scott Orme; and "Image or Reality: Media in Society" with Deborah Kyle (journalism) and Cecile Lycan (sociology).

Spokane Falls Community College is offering six ten-credit options Winter Quarter in their Integrated Studies program, which includes both coordinated studies and paired course offerings. Five of the options include writing at all levels. The paired course learning communities include Sherry Gaiser (English 98) with Sharon Wilkins (Introduction to Art); Tom Versteeg (Introduction to Literature) with Almut McAuley (Creative Writing); Nel Hellenberg (English 101) with Carolyn Stephens (Art History); Alexis Nelson (English 102) with Rex Hollowell (Introduction to Philosophy); and Fran Brewer is pairing two of her courses: English 101 and Intro to Film. In addition, Marti Breneman and Penny Coffman are combining developmental mathematics and study skills, a combination that has fared well at Spokane Falls.

Spokane Falls is in the process of moving the learning community effort to a new level of commitment, with the appointment of a Program Director for Integrative Studies. The new position will be filled shortly by a faculty member who will work with the Dean of Instruction and an interdepartmental steering committee to coordinate integrative studies offerings. This will be a one-third reassigned time position.

Tacoma Community College

is offering two learning communities this quarter: "The Self and Society" a fifteen-credit coordinated studies program is taught by John Kinerk (philosophy), Dick Lewis (English) and Paul Clee (humanities); and "In Search of Meaning," a ten-credit program is taught by Marlene Bosanko (English) and Tamara Kuzmenkov (speech). Evergreen faculty member Maxine Mimms and TCC faculty Orphelia Taylor-Walker are leading the Tacoma-Evergreen Bridge program. TCC mathematician Sue Butschun is spending the year on faculty exchange to Evergreen. She is teaching in the "Molecule to Organism" program with chemists Jeff Kelly and Clyde Barlow and physicist Martha Dickinson.

The Evergreen State College

has several faculty exchanges Winter Quarter. At Evergreen are Sue Butschun from TCC (mathematics), Neil Clough from North (history, political science), and Gilda Sheppard (sociology) from Seattle Central. Gilda is teaching with Lyn de Danaan in "The Televised Mind," a coordinated studies program that has now been taught on three campuses in the state. Meanwhile, Evergreen political economist York Wong is at North Seattle.

Yakima Valley Community

College is linking speech and music courses this quarter with Scott Peterson and Millie Stenehjelm. Another set of linked courses, "Communication with the Food You Eat," combines nutrition and speech and is being taught by Erwina Peterson and Millie Stenehjelm. Also in Winter Quarter, Yakima is attempting a new residential learning community called "The Evolution of Prejudice." Integrating biology, ethnic studies, English, and learning skills, this program is a living-learning experience with all of the students living in the dorms. Families are also invited to participate, with child care available. The faculty members for this program are Bernal Bacca, Denny Konshak, Eric Mould, and Bonnie Labbee.



Carmen Godinez Windhorst, and Paulette Botley, Edmonds Community College team members at the October Minority Student Success Retreat. (Photo: Steve Davis)

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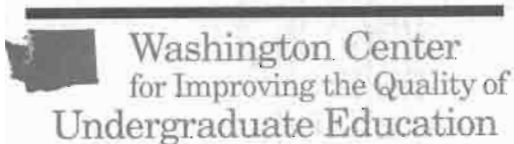
Tina Floyd, Office Assistant

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 inter-institutional collaboration. Established with funding from the Exxon and Ford Foundations, the Center is now supported by the Washington State Legislature.

■ Includes 42 participating institutions: all of the state's public four-year institutions and community colleges, and nine 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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