

Suggestions for Developing Core of Tenurable, Committed  
Faculty in Ethnic Studies Program

1. Committee request that Dean Contois draw up formal memo in consultation with Interim Director and Convener (and any others interested) ~~ix~~ to obtain full cooperation and support of departments/other programs in sharing motivated, committed faculty to work in Ethnic Studies Program.
    - a. In requesting departmental/faculty assistance, essential outline of EPPG recommendations for staffing (permanent director and judicious mix of tenurable faculty and experienced, community-based faculty be detailed.
    - b. List of courses/subject areas where faculty participation will enrich and broaden offerings be provided.
    - d. Specific contractual and curriculum support arrangements be spelled out.
      1. 3 Year Appointments into Program. Faculty from departments be appointed contractually for a minimum of 3 years.
      2. Full Support for Quality Departmental Replacements. Departments receive replacement monies and support sufficient to replace at equivalent rank, quality (on likely, part-time basis). (Not replace with graduate student/lecturer status unless standing policy is provide structured teaching opportunities for graduate training.)  
  
(Encourage visiting replacements among annual pool of sabbatical leave visitors who can take on part-time instructional duties with approval from home institutions.)
      3. Curriculum Development Support. Where desirable, provide curriculum development support for summer and academic year with structured summer and academic year tutorials for student assistants to co-research, co-develop materials. (See #4 below)
      4. Lab Leader Arrangements. For Lab Leader type courses, students who are so interested be required to take six hour pro-seminar during summer session under instructor(s) appointed for academic year. (Please see attached memo)

With passage of pro-seminar at B grade level, student will be appointed for full academic year and be properly compensated.  
(These terms be noted for courses which involve lab leader student assistants)
  - e. In the same memo, departments, faculty who wish to participate through released and shared instruction as well as faculty whose courses are co-listed in ES program be invited to suggest personages, parties with informative, timely ethno-cultural concerns, experiences who might be appointed on part-time basis, serve as "teachers-in-residence" for specified periods.
2. This memo be drawn up as soon as possible to allow departments to plan appropriately in sharing interested faculty to work in Ethnic Studies program on a structured basis, beginning in the Fall of 1978.

## Suggestions for Lab Leader Training and Appointment

Lab Leaders be appointed for academic year after satisfactory completion of summer course (prior to given academic year) under tutelage of instructor appointed to given course with lab leader arrangements.

### 1. Qualifications.

- a. Students must be junior or above (at beginning of academic year).
- b. Students must pass summer proseminar with a grade of B or above.

### 2. Structure of Summer Faculty/Graduate Student/Undergraduate Student Proseminar.

#### a. Curriculum Development Research

1. Published materials
2. Unpublished, fugitive papers
3. Oral history materials
4. Living treasures, community leaders/resources
5. Archival source materials including memorabilia, letters, artifacts, field sites
6. Audio-visual materials
7. Identification theoretical, policy issues in relation to resources in 1-6 above.

#### b. Methodology in Analysis of Materials

1. Review those methodologies most teachable, suitable for undergraduate instruction.
2. Select and develop materials which permit exercises.

#### c. Teaching Strategies in Relation to Student Backgrounds.

1. Obtain best departmental-professional assistance in psychology, anthropology, sociology, education, linguistics, political science on approaches to instruction involving student diversity.
2. Examine and adopt best research procedures, designs to assess impact of given approaches over others.

#### d. Develop, adopt best syllabi, lab assignments in relation to work completed in 2a-2c above.

### 3. Yearlong Appointment for Qualified, Selected Students.

- a. Procedures be established for selection on basis of academic, instructional, community-experience criteria.
- b. Pay be set at appropriate levels, experience.

### 4. Post-Academic Year Review. Review impact of lab leader approach in relation to given instructional ends.