

CULTURAL LITERACY IN THE CURRICULUM:  
A PROPOSAL FOR ONE COMPONENT OF A COMPREHENSIVE STRATEGY

March 1984

Presented by Russ Fox in consultation with Stone Thomas

CAMPUS-WIDE PROPOSAL

APPENDIX J

Cultural Literacy in the Curriculum:  
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I. Assumptions:

- 1) Students and faculty need to supplement academic multi-cultural learning (through books, lectures, etc.) with some degree of prolonged dialogue or collaborative problem-solving that gives a personal reality to cultural literacy issues, multi-cultural information and culturally different values.
- 2) For both students and faculty, our individual "readiness"/willingness/ preparation for culturally different experiences varies.
- 3) Multiple small steps of learning and experience -- appropriate yet challenging "next" steps given our "readiness" -- available to all of our students and faculty (required of?) is preferable over fewer large steps (too scary or risky for many) of multi-cultural learning and experience.
- 4) The process of learning how to functionally survive and constructively interact with people of different values, heritage, customs, socio-economic or class backgrounds, if maintained through progressively more different and diverse experiences, is equally important as the substance or content of a particular cultural learning situation.
- 5) Therefore (2 - 4 above), a wide range of different "entry points" or opportunities (degrees of risk) for cultural experience need to be available to students and faculty.
- 6) Community-based studies, engaging groups of students in learning activities with members of a community different than their own, offer opportunities for cultural experience and should be seen as a part of an overall cultural literacy strategy for the curriculum.
- 7) Faculty, programs & specialty areas need help (teaching assistance & faculty development) to do community-based projects.
- 8) Access to Third World resource people, both on and off campus, should be a part of an overall cultural literacy strategy for our curriculum.
- 9) Faculty, programs, and specialty areas need help locating, arranging for, and "compensating" Third World resource people.
- 10) Limited Third World faculty and staff resources on our campus and in local communities must not be exploited without compensation or reciprocal benefit.
- 11) Faculty development re: cultural literacy requires release time and contact or experience with culturally different people and situations.

- 12) Faculty "consulting" and faculty/student projects benefitting Third World communities or groups can be seen as both one form of "compensation" and faculty development opportunities.

## II. Proposal:

The Third World Coalition (TWC) and the Center for Community Development (CCD) would jointly offer to "contract" with Specialty Areas for community project and cultural literacy services to their curriculum.

- Specialty Areas would assign  $\frac{1}{2}$  or 1 faculty FTE to the TWC/CCD in exchange for  $\frac{1}{2}$  or 1 FTE worth of community project and cultural literacy assistance to their programs.
- The Specialty Area faculty joining the TWC/CCD as faculty associates would develop a faculty development "plan" in consultation with the TWC and CCD directors. Possible components of a faculty development strategy could include:
  - a) Participation in TWC and CCD faculty seminars and workshops to introduce faculty to issues, community and campus resources, teaching materials, and the inter-personal skills of effective cross-cultural and/or community work.
  - b) Bibliographic research and the development of teaching materials appropriate for their Specialty Area's needs.
  - c) Participation, as guest faculty or "master learner", in programs offered by the Native American Studies and/or the Tacoma campus.
  - d) Residency, apprenticeship, or, if appropriate, professional consultant assistance in collaboration with a Third World community or community group.
  - e) Professional consulting assistance in collaboration with a local community or community group foreign to the faculty member's previous experience.
  - f) Teaching assistance back into their own or other participating Specialty Areas, using the results of their TWC/CCD experience.
- The TWC/CCD "team" of staff and faculty associates would offer participating Specialty Areas the following services:
  - a) Cultural literacy consulting and assistance, which might include counseling and tutoring for Third World students, assistance in syllabus planning, participation in faculty seminars, arrangement for guest speakers, workshops, arrangements for field trips, etc.

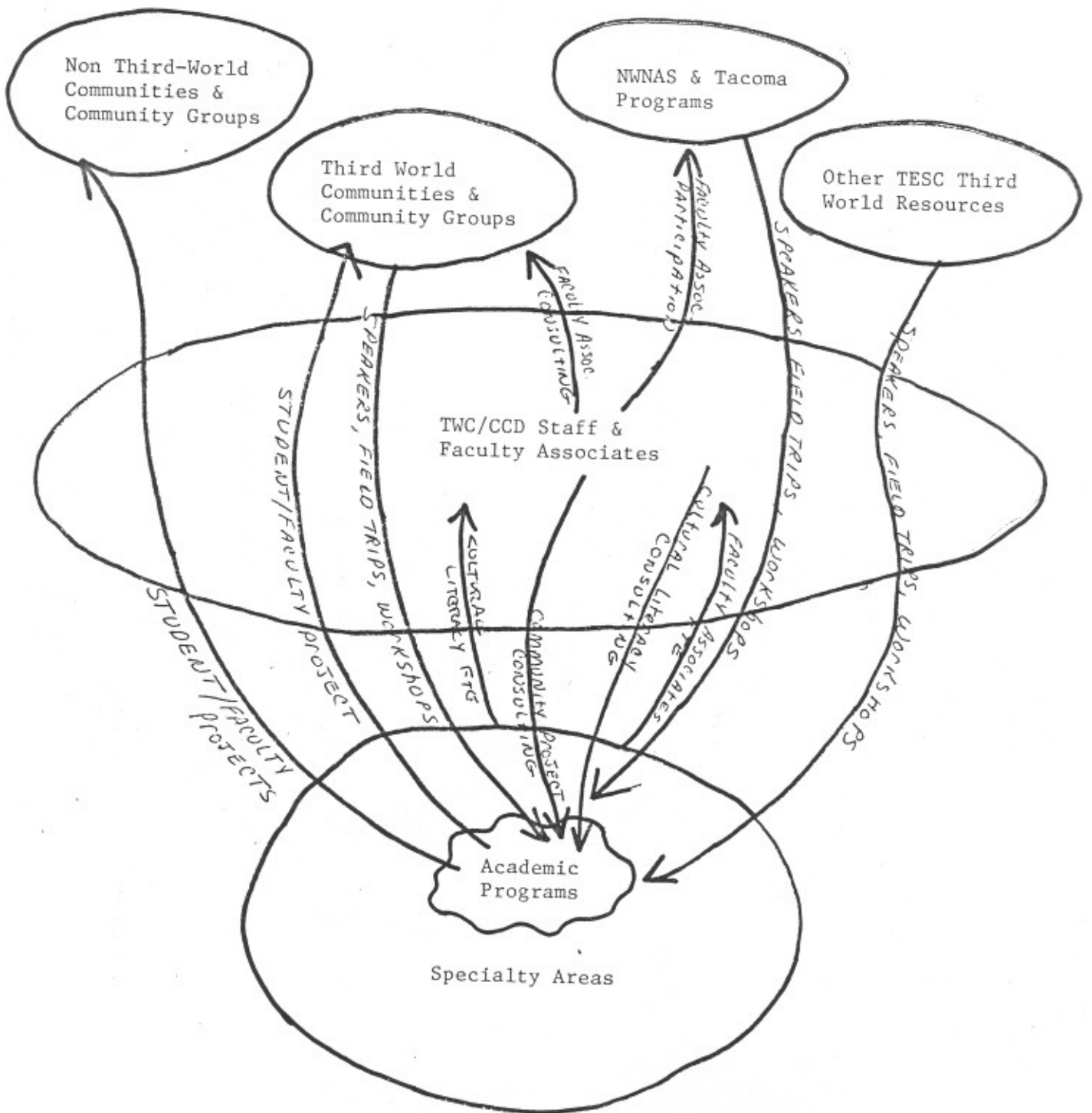
- b) Community project consulting and assistance, which might include project preparation workshops, assistance in negotiation of project "contracts" with community "clients", supervision of the project component in programs, etc.
- Specialty Areas could propose different models or strategies of exchange. Two possibilities might be:
- a) One member of a teaching team might agree to work half-time as a faculty associate in the TWC/CCD faculty development team in exchange for  $\frac{1}{2}$  FTE worth of workshops, lectures, project supervision, etc. for that same program.
  - b) A Specialty Area may want to designate half or full-time FTE assignment to the TWC/CCD faculty development team in exchange for "services" provided to all programs of the area. In this case the area as a whole would agree to absorb  $\frac{1}{2}$  or 1 additional student load in exchange for the faculty development and teaching assistance opportunities.

III. Visual Schematic (See Next Page)

IV. Alternatives:

- 1) Individual "contracts" between interested Specialty Areas and:
  - a) Third World Coalition
  - b) Center for Community Development
  - c) NWNAS
  - d) Tacoma Campus

+ = "cleaner" reciprocal relationships  
- = smaller resource "pools"
- 2) Eliminate faculty/student projects in non-Third World communities and community groups from strategy.
  - + = focus more on direct Third World interactions;
  - = fewer "entry" points re: process of interacting with differences;
  - = overall strategy of cultural experience available to fewer faculty and students.



V. Implementation

This proposal addresses several different curricular needs -- faculty development release time; academic program access without exploitation of Third World faculty, staff and community people; community project opportunities for students and faculty; increased visibility of two existing academic support offices on campus -- with a strategy based on reciprocity. Lots of students, programs and faculty would benefit with very little additional expense.

Because neither the Third World Coalition nor the Center for Community Development is fully staffed to establish and maintain the community contacts this strategy would ideally have, we should create a "Cultural Literacy Faculty Development Coordinator" position for the TWC and/or the CCD.

We also need travel money to enable faculty to have contact and spend time with community groups. How much? How much are we willing to invest in cultural literacy faculty development?

VI. Concerns

- 1) While I think that the issue of reciprocity is an essential one for us to address in any cultural literacy strategy we develop, I have some cautions about mechanisms (such as this one) that replace "spontaneous" and "good will" reciprocity with "contracted" exchanges. On the other hand, given the lack of funds to bring in lots more new Third World resource people, except through existing hiring schedules, and the need for a serious faculty development strategy that involves a cultural experience, this proposal meets a lot of these "needs" with minimum expense and using existing campus functions.
- 2) Would any faculty be willing to join this type of faculty development scheme? I don't know, but if we're serious about taking some of this cultural literacy responsibility ourselves, this gives us a relatively friendly opportunity.

March 1984

## Summary of Revised Affirmative Action Policy

Approved June 6, 1984

As a result of much hard work by the Affirmative Action DTF Policy Subcommittee, a revised Affirmative Action Policy has been approved by the Board of Trustees. The responsibility for implementation of this policy was delegated to the President of The Evergreen State College. Following are specific highlights of the policy. The complete policy is available in each unit and on reserve at the TESC college library.

### WAC 174-109-100 Preamble (stated in full)

"It is the policy of the Board of Trustees of The Evergreen State College to provide equal opportunity to all employees, prospective employees, students and prospective students. Students and qualified student applicants shall have equal opportunity for admission to the college, and equal access to all academic programs, college services and facilities; employees and qualified applicants who meet the federal definition of protected groups, women and ethnic minorities, shall have equal employment opportunity under federal statutes and college policy. The college elects to extend equal employment opportunity to other groups and pledges not to discriminate against students or employees on the basis of national origin, religion, marital status, sexual preference, age, handicap or Vietnam era or disabled veteran status. The Board of Trustees pledges that they will provide adequate funding and resources necessary for implementation of this policy.

It is the responsibility of each and every member of the college community to ensure that this policy becomes a functional part of the daily activities of The Evergreen State College.

This policy shall form part of the college social contract, the faculty handbook, and all other contractual agreements governing employees, other members of the Evergreen community, and all groups and organizations who use campus facilities."

### WAC 174-109-080 Goals and Timetables

"Evergreen is committed to achieving and maintaining a richly mixed multi-ethnic student body, faculty and staff. In order to assure our progress toward this end, the college establishes goals to measure achievement. Short-term goals measure our expectations while long-term goals measure our aspirations. A four-year cycle is established to measure short-term goals because it best includes the largest part of the Evergreen community.

The administrators of the college commit themselves to every possible effort to set short-term student and employment goals and meet those goals by June 30, 1988. In employment areas where goals of the previous affirmative action policy (3/5/76) have been met or exceeded, affirmative action participation will be maintained at or above those goals."

For specific data on short-term and long-term goals, please refer to the complete policy statement available in each unit or on reserve in the college library.



WAC 174-109-200 Education and Training of Campus Community

"Recognizing that prejudicial discriminatory attitudes and behavior are historically and systemically produced, this policy envisions sustained and multiple efforts to dispel them from the college community. All faculty and staff are expected to participate in regular college-sponsored programs to increase cross-cultural and interracial understanding and mutual tolerance between groups and individuals. Other interested members of the Evergreen community are welcome to attend these programs."

The rest of this section can be found in the complete policy statement.

WAC 174-109-400 Monitoring, Evaluation, and Improvement

"(5) All members of the Evergreen community are required to abide by the provisions of this policy as a condition of remaining a member of the community. Every Evergreen employee shall be evaluated with respect to performance obligations under this policy, as a regular part of the established annual evaluation process. In every case of a negative evaluation, the evaluation shall state what corrective action has been required. Subsequent evaluations shall specifically address the question of whether there has been improvement in the employee's performance in this regard. Continued negative evaluations shall constitute grounds for terminating the employee's membership in the Evergreen community. College officials shall report instances where a finding of probable cause that discrimination has occurred among students to the affirmative action officer and the campus adjudicator."

The following policies may be read in their entirety in the complete text of the revised Affirmative Action Policy:

WAC 174-109-030	Definitions (refer to complete copy)
WAC 174-109-040	Purpose
WAC 174-109-050	Responsibility for Implementation
WAC 174-109-060	Policy Dissemination
WAC 174-109-070	Hiring Procedures
WAC 174-109-080	Goals and Timetables
WAC 174-109-090	Corrective Employment
WAC 174-109-100	Other Policies
WAC 174-109-200	Education and Training of Campus Community
WAC 174-109-300	Academic Programs and Activities Policies
WAC 174-109-400	Monitoring, Evaluations and Improvement
WAC 174-109-500	Grievance Procedures



