CALIFORNIA COMMUNITY COLLEGES
AND
FOOTHILL - DE ANZA
COMMUNITY COLLEGE DISTRICT

#141-86-08
### 141-86-08 --- FII --- SUMMARY

California Community Colleges  
Curriculum and Instructional Resources Division

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tr>
<td>1986-87</td>
<td>141-86-08</td>
<td>Foothill</td>
<td>Foothill-DeAnza</td>
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**PROJECT TITLE**  
Statewide Faculty Development Project

<table>
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<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<tr>
<td>Grant = $21,632</td>
<td>F --- Improvement of Fac./Staff</td>
<td>Developmental Model</td>
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<tr>
<th>PROJECT PRODUCT</th>
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**PROJECT DIRECTOR**  
Larry S. Miller

**PROJECT SUPERVISOR**  

**PROPOSAL DESCRIPTION**

This proposal is a joint presentation by the Academic Senate for the California Community Colleges and California Association of Community Colleges. The intention is to bring faculty and staff development resources into a state, systemwide framework to provide more effective instruction and services for the 'new majority' student. Activities of the project will include an initial survey, followed by two sets of symposia of faculty, staff and administrators from throughout the state. The products of the project will include documentation of the current status of staff development in California Community Colleges, analysis and identification of the needs of faculty in tomorrow's colleges, and the formulation of methods and measures for meeting these needs.
Statewide Faculty Development Project

This project will be carried out under the auspices of the Academic Senate for the California Community Colleges, in collaboration with the California Association of Community Colleges.

This project addresses the future needs of California community college minority students by focusing on ways and means of identifying and developing the faculty development needs through the next decade. The intention of this project is to bring faculty and staff development resources into a state system-wide framework to provide more effective instruction and services for the new majority student.

Activities of the project will include an initial survey, followed by two sets of symposia of faculty, staff and administrators from throughout the state. Each of the sets of symposia will have a different focus. The first set will consist of the identification and clarification of the staff development needs of faculty in the 1990's, and the second will serve to clarify and develop objectives and action plans for meeting these needs.

Products as a result of this project will be: documentation of the current status of staff development in California Community Colleges, analysis and identification of the needs of faculty in tomorrow's colleges, and the formulation of methods and measures for meeting these needs.
Statewide Faculty Development Project

1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM OR SERVICE ADDRESSED

This proposal, a joint effort of the Academic Senate for California Community Colleges and the California Association of Community Colleges, addresses the Board of Governor’s Basic Agenda Item to promote excellence in community college programs, services and employees. Specifically, the proposal provides two of the programs set forth in the Education Code, Section 84381:

4.b. Programs for improving teaching abilities of faculty members.
4.e Efforts to improve traditional instructional programs.

This proposal requests funding for preparing faculty and staff to effectively deal with and teach the new majority student. It is apparent that the student demographics in the California Community Colleges are rapidly changing from the middle class Caucasian to a vast majority of minorities. It is also apparent that the current majority of community college faculty and staff have not dealt effectively with the multi-cultural student body. This project will provide the basis from which community college faculty and staff can become better informed about their new students and address special learning needs of there students

Status of the Project.

In 1985 the California Community College Chancellor’s Office initiated a symposium on Minority Enrollment in the Community Colleges. The purpose of this symposium was to identify areas of concern contributing to the decline in minority enrollments. This proposed project is an elaboration of the Minority Symposium and will address the development of faculty and staff in dealing with the minority student. The intention of this project is to bring faculty and staff development resources into a state system-wide framework to provide more effective instruction and services for the new majority student.
Consortium

The Academic Senate for California Community Colleges and the California Association of Community Colleges will work together to promote this project statewide.

The project also provides for the participation of the California Community College Chancellor’s Office staff and representatives from the Northern and Southern Staff Developer’s Consortia. Together, representatives from the above organizations will comprise the steering committee that will assist the project director in setting up and evaluating the symposia activities. Participants in the symposia will include approximately 200 faculty and staff representing participating community colleges.

Resources.

This project will require mailing of surveys and notices of symposia to be held in conjunction with the stated objectives. Office space and mailing resources will be provided by the California Association of Community Colleges.

Personnel resource people such as minority leaders in the community college educational community will be identified as resource people to serve on the Advisory Committee.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS

The community colleges have been the primary point of entry into higher education in California. Eighty percent of all minorities who attend college first enter the community colleges. As such, the community colleges have a special responsibility to see that this path remains accessible. Secondly, the majority of community college faculty and staff have been trained in their specific area of discipline or service and have not been exposed to the learning problems or needs of the vast numbers of minority students. Thus, the level of frustration builds as the community college staff attempts to help these new students.

A review of the literature reveals that demographic trends to the year 2000 show a growing ethnic minority population with little improvement in educational attainment.¹

Second, there will be a continuing under-representation of Black, Hispanic and lower socio-economic Whites in higher education.² In March 1985 the Board of Governors of the California Community Colleges received a special report on the "Preparation and Participation of Hispanic and Black Students". Concomitant with this report, the Board also reviewed an enrollment report citing significant enrollment reductions among Hispanic and Black students. In response to this problem, the Chancellor’s office presented the Minority Symposium to address the issues involved in minority enrollment and transfer decline. The outcome of the symposium³ was the identification of several problem areas of minorities, particularly that students lacked specific knowledge and skills necessary to survive in a college environment. The quality of support services and of instruction was specifically in question.

The intent of this project will be to address the following questions:

1. What specific problems exist for minority students in counseling and instruction?
2. What specific problems exist for faculty and staff in dealing with minority students?
3. What types of staff development planning or programs can best be implemented to address this problem?
4. How can the effectiveness of such a staff development program be measured?


² Western Interstate Commission for Higher Education/The College Board, Minorities in Higher Education: The Changing Southwest, 1984
3 Academic Senate for California Community Colleges, *The Rostrum*, volume 2, No. 4: “Minority Symposium Considers Issues.”
3. Population To Be Served

POPULATION SERVED

The population served will be, first and foremost, the over one million students expected to be enrolled in community colleges in the next decade. The most direct benefit will be to the approximately 30,000 faculty who teach or counsel in these colleges, and the 20,000 staff members who will assist the faculty in their functions. On a more immediate level, the project will involve approximately 200 faculty and staff who will participate in a series of symposia. The symposia will focus on improving services and instruction to minority students. In addition, the 106 community colleges will be surveyed for their staff development plans and their strategies of arriving at such plans. A representative sample of community college students will be surveyed for their opinions on what their needs are regarding services and instruction.
4. Objectives

OBJECTIVES

The following objectives, with anticipated outcomes, are stated here in accordance with the intention of bringing the faculty and staff development resources into a state system-wide framework to provide more effective instruction and services to minority students:

1. Identify areas of faculty and staff development of current practice in the California community colleges, with an emphasis on meeting the needs of the minority student.

   The outcomes envisioned in this process are to identify the current planning methods and strategies used in staff development sessions as related to student demographics. This will be accomplished through the surveys, to be conducted in Fall of 1987.

2. Reaffirm and clarify the importance of faculty and staff in the critically essential role of helping minority students to achieve true access, standards and quality.

   The outcomes envisioned in this process would be to establish a series of symposia that would, through participant consensus, identify the areas of services and instruction where faculty and staff could implement significant changes in servicing the minority student. This shall be accomplished through the first set of symposia, which will be held in Fall of 1986.

3. Design models of faculty and staff development programs in the community colleges to meet the needs of the minority student.

   The outcomes envisioned in achieving this objective would be based on the identification of the final symposium activities (establishing staff development to meet the needs of minority students) and evaluation such activities as to their effectiveness in each college setting. This will be accomplished through the second set of symposia, which will be held in Spring of 1987.
5. Workplan Narrative

ACTIVITIES

Activities supporting the above objectives of this project are as follows:

1. Establishment of an Advisory Committee.

A project Advisory Committee will be formed by representatives from:
   • The Academic Senate for California Community Colleges
   • The California Association of Community Colleges
   • The Chief Instructional Officers for the California Community Colleges
   • The Southern/Northern California Community College Staff Developer's Consortium
   • Leading Community College minority staff associations

This committee will set up symposia and evaluate projects presented by symposia participants. The members will produce symposium reports. The project director will produce progress reports and assure adherence to the project's timeline and production requirements.

The individuals listed as Resource People in the Project Table in the Appendix are representative (but not inclusive) of the above groups, and are the primary participants in this project:

Larry Miller (project director) is Chair of the Faculty Development Committee of the Academic Senate for the California Community Colleges, and is director of the Respiratory Therapy Program at Foothill College.

Debra Banks is a member of the Executive Committee of the Academic Senate, and is a professor of anatomy and physiology at Mission College.

Raul Felix is special projects coordinator at Foothill College, and is a past president of the La Raza Faculty Association.
Harry Saterfield is the Health Sciences counselor at Foothill College, and has been past president of the Foothill College Academic Senate. He is a member of the Faculty Development Committee of the Academic Senate.

Carmen Decker is Past President of The Academic Senate, and has been actively and extensively involved in minority education issues too numerous to list here. She is a professor of English at Cypress College.

Kathie Read is staff development coordinator at American River College and a member of the steering committee of the northern California staff developer's consortium.

Alfredo Mendoza is a member of the Executive Committee of The Academic Senate, and has also been involved in many minority education issues. He is a professor of Spanish at East Los Angeles College, and is a past president of the La Raza Faculty Association.

Peter Hirsch is Executive Director of the California Association of Community Colleges, is a co-founder of the Great Teacher Seminar, a highly successful annual faculty development activity that is a cooperative effort of CACC and the Academic Senate.

The above persons shall act as the initial members of the Advisory Committee. Additional Advisory Committee members will be added, from the organizations cited earlier, as they are identified through the committee process.

It should be noted that the Executive Committee of the Academic Senate meets monthly for the purpose of conducting of faculty business, and that considerable savings of project travel funds could be realized through scheduling of Advisory Committee meetings to immediately precede or follow such meetings.

2. Surveys of student needs and staff development program needs.

Two surveys with distinct components will be undertaken:
   A. Five thousand minority students will be surveyed at twenty representative community colleges. The colleges chosen will be representative of the system as a whole, and will be representative of northern and southern California.
   B. 106 community colleges will be surveyed for how they plan enrichment programs for their staff and faculty, and secondly, for what kinds of programs they have and for what anticipated needs they envision.
The project director, with the assistance of the Advisory Committee, will construct the above survey instruments.

3. Distribution and collection of survey.

The results of these survey efforts will be compiled by the staff of Foothill College and the California Association of Community Colleges (CACC). Results will be further used to set strategies in the symposia.

4. Analysis of surveys.

The Advisory Committee will meet, in cooperation with CACC, to analyze and prioritize the concerns identified in the surveys, and to discuss their application to the upcoming first symposium.

5. Sponsorship of First Symposium series.

A progressive series of two sets of symposia will be held. Each series will include one symposium in northern California and one in Southern California. Representatives of faculty and staff selected by their colleges will attend these symposiums. Colleges will be requested to pay a matching fee for each of their participants (see the Fixed Income column of the Project Table in the Appendix). Each participant will be expected to present a project at the end of the second symposium series. This first symposium series will focus on building consensus by establishing the purpose of staff development, establishing goals and objectives, and setting major strategies for achieving them. The symposium series will integrate the results of the surveys into its activities and processes. The purposes of this symposium series will include the determination of (1) the current state of staff development, (2) the perceived needs for staff development of both survey and symposium participants, and (3) the extent of the gap between (1) and (2) above.

This symposium series will be scheduled to immediately precede the Fall Conference of the Academic Senate, using the same site if available. This proximity will encourage the widest participation possible by college faculty.

6. Analysis of symposium results.

A statistical compilation will be undertaken by the California Association of Community Colleges, and this will be reviewed by the Advisory Committee in a series of meetings.

7. Compilation and distribution of symposium results.

A series of meetings of the Advisory Committee will be held to develop a document describing the consensus developed through the symposium process. Included will be discussions of the purpose of staff development, the establishment of the goals and
objectives of staff development, and the setting of major strategies for achieving these
objectives. This document will be disseminated to each of the 106 community colleges
through the auspices of CACC.

8. Sponsorship of second symposium series.

A second symposium will have the primary emphasis of implementing the strategies
identified in the first symposium series. Also, available resources will be identified for
implementing these strategies. The last activity for this symposium series will be to
develop criteria for evaluating staff development as it relates to staff and faculty
awareness of minority students. Participants will then be asked to construct a staff
development project focusing on improving services and instruction for the minority
student.

Among available resources studies in this effort will be professional development
leaves, and how they may be applied in the implementation of these strategies.

This symposium will be held immediately preceding the Spring Conference of the
Academic Senate, for the same reasons as cited with the first symposium.

Also to be discussed, if possible, will be methods for field testing model programs.


Results will be compiled by CACC, with the guidance of the Advisory Committee in
regards to clarity and accuracy of data.

10. Preparation of findings and recommendations as a summary report

The Advisory Committee will, in a series of meetings, develop a summary report that
will be a compilation of all activities and results described earlier. This report will be
disseminated to all 106 community colleges.

11. Evaluate and coordinate project activities

This is an ongoing activity, which will be the primary responsibility of the project
director. Assistance will be provided by members of the Advisory Committee and
CACC. The project director will submit monthly progress reports to the Academic
Senate Executive Committee and to the Chancellor's Office, and shall be accountable
to the Executive Committee in regard to the ongoing success of the project in meeting
its stated objectives.

The project director will be accountable to the Foothill-De Anza Community College
District in regard to the ongoing fiscal management of the project.
The project director will establish regular contact with a designated representative of the Chancellor's Office, to assure ongoing conformance with the goals of the Board of Basic Agenda. It should be noted that the project director and Carmen Decker serve as members of the Chancellor’s Task Force on Academic Quality, and would be able to utilize time before or after the monthly Task Force sessions for project status meetings with Chancellor’s Office staff - and thus keep at minimum the travel costs of the project.
6. Expected Outcomes

IMPACT AND TRANSFERABILITY

(1) Impact on other disciplines.
   This project has the potential for improvement of instruction in all disciplines, through
development of strategies and processes that better prepare all faculty for the new
majority students of the 1990's.

(2) Potential for continued support.
   Upon completion of the project activities, the network of people and institutions
developed by the project will remain in place. This network will continue to serve the
faculty development needs for all colleges through dissemination of information and
sharing of ideas and strategies on faculty development.

(3) Likelihood for adaptation of this project by other institutions.
   Every college throughout the California Community College system will have an
opportunity to benefit from the results of this project. The network and documentation
created will allow colleges to select models of faculty development that are best suited
to their individual needs.
7. Evaluation Plan

EVALUATION PLAN

(1) How the procedures and outcomes of the project will be evaluated by the District.

This proposal has been designed in terms of measurable objectives. The success of this project will be determined by the degree to which these objectives are achieved.

(2) Methods that will be used to collect and treat evaluation data.

The surveys and symposia that are proposed here will serve as the methods for collecting data. The treatment of these data will include its application to the adaptation and modification of strategies for faculty development.

(3) How successful projects will be incorporated into college operations.

Interested colleges may adopt the model projects and strategies identified as a result of this project. This process will be facilitated by the involvement of college staff development officers in the activities of the project. (Kathie Read, of the northern California staff developer's consortium, will serve on the project Advisory Committee). Additionally, members of the Advisory Committee, as well as others associated with this project, will, as a result of this project, have developed skills to allow them to act as consultants to colleges wishing to initiate effective programs of faculty development.
8. Dissemination Plan

INFORMATION FOR DISSEMINATION

Dissemination of the project’s results will involve the following:

1. Survey results.
   These will be placed in a report to be available to the Advisory Committee and at public request.

2. Symposia findings and reports.
   The final report will summarize all symposia activities, conclusions and strategies. The report will also discuss possible continuation of the project in such areas as field testing of model projects at selected colleges.

3. Conferences.
   Oral presentations of the project and its results will be presented at the regular or annual meetings of the following organizations, at their invitation:
   • Board of Governors of the California Community Colleges
   • American Association of Community and Junior Colleges
   • Association of California Community College Administrators
   • Academic Senate for the California Community Colleges
   • California Association of Community Colleges
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]