### Intercultural and Women’s Studies

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<th>PROJECT DIRECTOR</th>
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<tr>
<td>Patricia Marquez de Chavez, Prof Psychology</td>
<td>Rae Yoshida, VP Academic Affairs</td>
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**PROPOSAL DESCRIPTION**

This project has four objectives: (1) faculty will be retrained in learning styles through in-service education programs designed to stimulate cultural awareness and to promote effective communication and teaching skills with Blacks, Chicanos, and women; (2) two mentor programs will be offered to ethnic minority students at local middle-school through high school to college levels; (3) faculty will develop new transferable courses that will include intercultural and women's issues (i.e., Psychology of Women, Economics from a New Majority Perspective); (4) cultural presentations and forums will be offered to faculty, students, and community members at which knowledgeable politicians, scholars, and social activists will be invited to discuss their work and views of the changing world.
The Intercultural and Women’s Studies Project

Recurrent literature has documented that the demographics in the Southwest, particularly in California, are changing. Minorities are rapidly becoming the New Majority. Not only is there rapid growth in these populations, women are also increasing their contribution by taking a more active role in mainstream society. The committee on Intercultural/Women's Studies at Antelope Valley College has diligently addressed specific issues, such as curriculum and cultural forums, that have been highlighted by the New Majority Conference sponsored by state wide Academic Senate. This college's committee has been active for two years and has an Advisory Board of community representatives.

This project has four objectives: First, traditional faculty will be retrained in learning styles through inservice education programs. These programs will stimulate cultural awareness that will promote effective communication and teaching skills with blacks, Chicanos, and women. Second, two mentor programs will be offered to ethnic minority students, beginning at middle school level through high school and at the college level. The mentorships (one existing titled EXCELL, and the second an extension of the first into the college years) will provide emotional support and academic guidance to ensure student retention. Third, faculty will develop new transferable courses that include Intercultural and Women's issues, for example; Psychology of Women, and Economics from a New Majority Perspective. Some of these courses would meet general education requirements for the Associate degree and provide a base for a new study major at Antelope Valley College. Students would be given an opportunity to broaden their education by taking one or several of these courses in preparation for a new California. Fourth, cultural presentations and forums will be offered to faculty, students, and community members. Knowledgeable politicians, scholars, and social activists will be invited to discuss their work and views of a changing world.

By involving these four facets of our service area, Antelope Valley College staff believes that positive change in student and faculty behavior will occur. Although current statistics show that ethnic target groups are not appropriately prepared for college activities and have not been given the necessary supportive services to remain in school; this program would give minorities and women guidance for educational success. By providing a positive environment, Antelope Valley College will afford ethnic minorities and women opportunities through role modeling. The sensitivity training program, the guidelines for mentors, the Intercultural and Women's Studies Major, and the cultural presentations and forums, in addition to results from questionnaires will be available to interested colleges and those parties involved in the Oxnard
Conference on the New Majority Board of Directors, Commission on Student Services, and the California Association of Community Colleges.
The Intercultural and Women’s Studies Project

1. Specific Educational Program Being Addressed

1. Description of proposed project is:

84381 (b) Programs for improving teaching abilities of faculty members.
   Purpose:
   Sensitize traditional faculty to the needs of ethnic minorities and women by creating awareness of distinct modes of learning.
   Method:
   Inservice training will be given by professional consultants that will educate faculty on Blacks, Chicanos, and Women as well as Alternatives to Traditional Learning. A total of four inservice workshops will be given (two fall semester; two spring semester). Faculty members will be given units that may be applied toward salary advancement for their attendance and participation. Faculty will develop skills that will improve student retention and academic skills in each academic area, such as psychology, sociology, English and allied health.

84381 (c) Programs addressing special learning needs of educationally disadvantaged students.
   Purpose:
   Continue to provide minority college mentors for area minority intermediate and high school students. The target students have college aptitude but will be the first in their families to seek a college education.
   Method:
   Continue the EXCELL Program established with the Palmdale Elementary School District. The Excell Program began in 1985 with ethnic first generation college bound sixth grade students who will be entering Antelope Valley College seven years later. These students were selected by the Palmdale Elementary School District Staff. College mentors presently assist intermediate school students with their studies and their self-image. Mentors visit their students bi-weekly and maintain close contact with teachers and administrators. Additionally, mentors accompany students on field trips to area universities for
academic enrichment. The program will extend into the Antelope Valley Unified High School District as the target students reach high school age.

84381 (d) Educational services for new clientele, including older, working adults.

Purpose:
Provide strong role models for minority students and women who are the first in their families to seek a college education.

Method:
Establish a mentor program on campus. Eligible participants will be minority students and women who are the first in their families to seek a college education or who, for other reasons, lack a strong role model. Mentors will be instructors on campus as well as interested professionals in the community identified and recruited by members of the advisory component. Ideally, students will be matched with a mentor in their chosen field. A student will spend two days per week with the mentor, preferably on the job, giving the student a first-hand feeling for the scope of his/her field while developing a personal support relationship with the mentor.

84381 (e) Efforts to improve traditional instruction programs.

Purpose:
Promote an understanding and appreciation of cultural diversity to prepare students for our future California society of an ethnic majority.

Method:
A: Initiate program development in Intercultural and Women's Studies. Such a program will be proposed as a new studies major consisting of 18 units of core courses. Majors will additionally select courses for an emphasis in Afro American, Chicano, or Women's Studies. In future years, development of an Asian Studies emphasis will be given strong consideration.

B: Cultural presentations and forums will be used as a vehicle for promoting an appreciation for cultural diversity among students, faculty and the community-at-large. Such presentations and forums may include speakers, artistic performances and displays, etc. They include, but are not limited to, Martin Luther King Jr. Day, Black History Month, National Women's History Month, Cinco de Mayo, Asian-Pacific Islander Week. These events will be promoted on campus and within the community. Efforts will be made toward cooperative sponsorship with existing organizations. Students for Intercultural Studies will play an active role in the planning and implementation of cultural presentations.

2. Antelope Valley College is attempting to implement the recommendations proposed by the New Majority Conference held in Oxnard in July of 1987. Since 1985, the college's committee on Intercultural and Women's Studies has monitored progress in the state of California towards achieving equity in the education of minorities and women. This proposed project will continue the new concept in matriculation of New Majority Students (minorities and women).
The project actively integrates college faculty and students, community members, and New Majority middle school students into a venture that will ensure retention and transferability.

3. The project will be conducted by the Intercultural/Women's Committee. Individual members are:
   1. Patricia Marquez de Chavez, Chair and Psychology Professor
   2. Melvina Jones, History Professor
   3. Diana Gonzalez, Librarian
   4. Deborah Charlie, English Professor
   5. Carlos Hernandez, Chemistry Professor
   6. Fred Thompson, Dean of Social Sciences
   7. John McDonald, EOP&S Counselor
   8. Walter Briggs, EOP&S Director
   9. Cathy Sedillo, EOP&S Counselor
  10. Vivian Thornton, Dean of Allied Health

4. In our one and-a-half year existence, we have enjoyed cooperation with other organizations in our community, including use of their facilities. They include, but are not limited to:
   - College Library:
     An Afro American Collection, well developed through late '70's Embryonic Chicano and Women's Studies Collection
   - Community:
     I. Lancaster Library
     The library is a member of the L.A County system which serves an ethnically diverse population. Access to the wealth of materials held within that system include Chicano and Afro American Resource Centers. In the past we have used their media and display material. Their Community Room, which has also been used in the past is available to us for cultural programming. One professional librarian is a member of the Advisory Board and another is a representative to the campus Learning Resource Center Committee, thus linkages are in place.
     II. Palmdale Library
     An analysis of the humanities holdings is being done with an eye toward writing an National Endowments for the Humanities grant in concert with the college librarian to enhance the Women's Studies emphasis with guest lecturers, workshops, and other programs of interest to women in the community, as well as on campus.
     III. Social Service Clubs and Organizations
     Liaison was made in promotion of committee's first annual Women's Conference in March 1388. They have helped in identifying human resources in the Antelope Valley (consultants, speakers and other
supporters) as well as serving as a vehicle for recruitment into programs. They include A.V. Arts Council, Lancaster Museum of Art, and women's clubs.

IV. Community Advisory Board
The group is representative of the ethnic composition of the community. Members consist of men and women of achievement, who are strong role models and active as community leaders. They bring to the committee a wealth of experience in a variety of professional fields. Members of this group organize and sponsor numerous cultural events and celebrations on the campus, frequently interfacing with other groups with similar objectives. Groups are mutually supportive. (See Appendix A)

V. Students for Intercultural Studies
Less than a year old, this is the newest club on campus. Most members have been enrolled in intercultural classes and have strong interest in cultural concepts. They support programs of the Intercultural/Women's Studies Committee and the Advisory Committee representing the community by participating in the planning and preparing of events and activities. The group also contributes financially.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS
Recent and continuing literature ranging from the U.S. Census Bureau to Academic Senate for Community Colleges has shown that California's demographics are changing from a predominantly Anglo population to Hispanic, black and Asian. It has also been shown that these changes from Old Majority to New Majority (minorities and women) are occurring with very little preparation in attitude or academic coursework.

Antelope Valley College will experience the new minority students in large numbers during the early 1990's. According to the California Community College Chancellor, Antelope Valley College is the second fastest growing district in the State. Currently, the district's ethnic demographics do not reflect those being experienced in metropolitan Los Angeles. This project is especially timely in that it will allow the opportunity to prepare the college environment including the staff, curriculum, and community for the New Majority student. Antelope Valley College has included this needed preparation in its strategic Master Plan.

In addition, more and more, Women's Studies programs are becoming an integral part of many college campuses, both on the two-year and four-year level. Women's studies also tend to naturally include a variety of issues examining various ethnic and cultural backgrounds, thus offering an opportunity for the campus community to examine such issues as sexism, racism, social stratification and social, political, and economic equality. The purpose of this type of program is not to separate women's issues and experiences from the mainstream of academic disciplines, but to show how they are an integral part of human experience. The program will also enrich the intellectual life of both students and faculty by giving them a chance to explore and consider diverse lifestyles.

While these changes are rapidly occurring, more and more community colleges throughout the state are making a strong commitment to ensure that students, faculty and community members learn and become educated on how to live within a society that is multi-ethnic.

It is imperative that concrete changes be made to equalize educational opportunities for minorities and women. The numbers of minority professionals have never matched the actual proportion of minorities in the overall population. When the numbers of college students increase, the numbers of college retainees will increase resulting in a much healthier representation of minorities within the graduate and professional ranks. The EXCELL program at Antelope Valley College directly influences minority students and their families as to a college career. The EXCELL program identifies minority students with potential as early as 6th grade and provides support systems through 12th grade in order to ensure an easy transition into college. By involving the entire family, schools, and college role models, minority students are given the academic and emotional support that is often lacking in traditional academic environments.
It seems clear that concrete changes of old stereotypes of minority groups must be eliminated to better foster harmony with others, particularly since we will be living, working, and playing more intimately. Since it has long been accepted that positive changes in society occur through education, the community college is in a powerful position to be that agent that offers guidelines and leadership for others. One of the initial changes that must occur is a change in teaching methodology and philosophy among traditional faculty and staff. As those persons who serve as agents of change become more sensitized, they will be more effective in teaching a new student body and in providing an atmosphere that will be conducive for minorities to complete their college education. The program would offer those returning college students, many of whom are women, an opportunity to advance their scholarly interests, and, at the same time, assist them in re-evaluating their goals in the community.

Here at Antelope Valley College the committee on Intercultural/Women's Studies has worked extremely hard to establish curriculum and design study majors that reflect these needed changes. The committee has also participated in bringing cultural presentations to the campus. Through these inservice programs for faculty and staff, not to mention conferences and guest speaker series to which students and the community would be invited, the project would help initiate an increased knowledge and understanding of minority and women's issues and their links to all academic disciplines and society in general.

2. The desired outcomes of this project are as follows:

a. The proposed projects would ensure that students be exposed to academic coursework that accurately instructs students from an intercultural perspective. The program and its related curriculum would allow students to study and understand minority and women's issues not only as they stand in the present, but as they stood in the past and new toward the future.

b. Additional curriculum will be developed in areas within Social Science, Language Arts, Allied Health, and Fine Arts for the purpose of creating a more balanced study major. (See Appendix B)

c. Four inservice workshops on topics covering Alternatives to Traditional Learning, Blacks, Chicanos and Women will be offered twice each semester. Faculty will be encouraged to implement new knowledge into their daily interactions with New Majority students (in and out of the classroom).

d. The project will offer conferences and programs which address contemporary intercultural and women's issues in academic areas, as well as community affairs, encouraging an alternative point of view for both women and men regarding traditional roles for each. It will also promote cultural presentations for students that will be integrated into classroom instructions.
e. Mentor programs for New Majority college students and women will provide academic and emotional support, ensuring retention at Antelope Valley College and transferability to a four year college or university.

f. Through the EXCELL Mentorship Program, more minority students will enter and complete their degrees from a college or university.

The project will build upon the existing literature that consistently reflects needed changes by colleges to better address the particular needs of minority and women students. Seventy-five percent of all minority students that enter a community college will drop out before completing their A.A. degree. Students express alienation and lack of preparedness as major reasons for terminating their college career. Antelope Valley College has made a commitment toward cultural diversity and academic excellence for all students. The Intercultural/Women’s Studies Committee at Antelope Valley College has been in existence for two years. The committee has reviewed literature from other community colleges and major four-year institutions, and believes major changes can be established by implementing the recommendations of the Academic Senate and New Majority Conference. There needs to be an Intercultural/Women's Studies category in the AA/AS General Education Requirements and a study major which will articulate and transfer to the university.
3. Population To Be Served

POPULATION SERVED

GROUPS BENEFITTING FROM PROJECT

- Palmdale area intermediate and high school students
  Students in intermediate and high schools in Palmdale will continue to have the opportunity to work with successful minority college students and to participate in a number of enrichment activities. The activities include, but are not limited to, field trips to area universities, museums, and other sites of cultural and historic significance. Thirty Palmdale students will participate with fifteen college mentors.

- Antelope Valley College Students
  Students, in general, will have an opportunity for enrichment in global and intercultural affairs by taking a course in Intercultural or Women’s Studies. Although the entire student body of 8,000 will indirectly benefit in the preceding manner, as many as two hundred students per semester will receive direct exposure to the project, either via curriculum, inservice, cultural forum or a mentor program.

- Antelope Valley College Faculty and Staff
  A total of ten faculty members will be directly involved, and as many as seventy faculty and staff will benefit by this project. The direct or indirect involvement will promote excellence in community college educational programs.
4. Objectives

OBJECTIVES
Objective 1:
Six faculty members will develop a total seven new courses within the Intercultural Studies Major.
TIMELINE: JULY-JUNE
COST: $750.00 x 7 courses = $5250.00 FII

Objective 2:
Ten faculty members will revise existing courses for the Intercultural Studies Major.
TIMELINE: JULY - JUNE
COST: $250.00 x 10 faculty = $2500.00 D

Objective 3:
Three faculty members will design and develop three new courses for the Women's Studies major.
TIMELINE: JULY-JUNE
COST: x 3 faculty members = $2250.00 FII

Objective 4:
Three faculty members will organize four inservice programs for faculty and staff. Multiple sessions may be required.
TIMELINE: SEPTEMBER-APRIL
COST: $2000.00 x 4 inservice programs = $8000.00
$4000.00 FII
$4000.00 District

Objective 5:
Three faculty members will establish criteria and consult with the Advisory Board regarding the College Mentor Program for New Majority college students.
TIMELINE: JULY-JUNE
COST: $500.00 x 3 faculty = $1500.00 FII

Objective 6:
Five college mentors who are ethnic college faculty or ethnic community members will receive $900.00 stipend each for 56 hours of work with ethnic students.
COST: $900.00 x 5 mentors = $4500.00 FII College students will receive extra credit from courses in Intercultural/Women's Studies and work experience/coop education involvement.
Objective 7:
Five faculty members will participate in conferences and visitations of other college campuses to expand the information base.

TIMELINE: JULY - JUNE
COST: $710.00 x 5 faculty members = $3550.00
$1050.00 District
$2500.00 FII

Objective 8:
One faculty member will serve as Project Director and develop an evaluation questionnaire and procedure to assess the impact and needed revision for further program implementation.

TIMELINE: JULY - JUNE
COST: $7400.00 FII
$7400.00 District
6 units assigned/released time

Objective 9:
Five cultural presentations and forums will sensitize and promote greater appreciation of minorities and women and further strengthen academic disciplines.

TIMELINE: JULY - JUNE
COST: $750.00 FII
$750.00 District
$500.00 EOPS
$1500.00 Gender Equity Funds

Objective 10.
One faculty member will administer the EXCELL program and be responsible for assisting in the recruitment of mentors and monitoring their activities. This faculty member will organize and participate in all enrichment field trips, maintain all EXCELL records, maintain ties with Palmdale Elementary District and establish a working relationship with Antelope Valley High School District.

TIMELINE: JULY-JUNE
COST: $7400.00 FII

Faculty member, 3 units release time. Note: students will receive extra credit from course work in related Work Experience/Coop education as compensation for their activities in EXCELL.
5. Workplan Narrative

ACTIVITIES

1. Project personnel will meet to review program to discuss each member’s responsibility and expected timeline in preparing progress reports on goals and accountability.
   Objectives: 1 through 3
   Schedule: September
   Personnel: Vice President of Academic Affairs; Project Director and Project Committee, Intercultural and women’s Studies, Adjunct faculty, Division deans
   Equipment and materials: Office space and secretarial support.
   Evaluation: Completed quarterly progress reports.

2. Faculty will research and develop course content.
   Objectives: 1 through 3
   Schedule: July-May
   Personnel: Project faculty
   Equipment and materials: Acquisition of print and non-print library materials in support of courses.
   Evaluation: Acceptance by Curriculum Committee as new or revised courses articulated with transfer criteria and listed in college catalog.

3. Faculty will obtain consultants to participate in four inservice programs.
   Objective: 4
   Schedule: September-May
   Personnel: Three project faculty; Advisory Component; Consultants,
   Equipment and materials: Leaflets, brochures and other instructional materials.
   Evaluation: Faculty involvement in training and implementation of strategies in classroom as assessed through measurable questionnaires.

4. Three project faculty will develop, in conjunction with Advisory Component, guidelines and criteria for college mentor program.
   Objective: 5
   Schedule: September-May
   Personnel: College faculty and community members.
   Equipment and materials: Pool of supportive literature, mailing labels and clerical supplies.
Evaluation: Minimum of five mentors/mentees paired for the academic year.

5. Faculty members will attend meetings and conferences dealing with new majority issues and visit campuses with Intercultural and Women’s Studies programs.
   Objective: 6
   Schedule: September-May
   Personnel: Five project faculty
   Equipment and materials: Conference packets, purchased instructional materials.
   Evaluation: By attending at least five conferences and campus visitations during the academic year, participating project faculty will share knowledge with colleagues via oral presentation and written reports.

6. Develop and distribute 50 questionnaires to evaluate progress to date and rite future needs.
   Objective: 7
   Schedule: May
   Personnel: Project director and college administration
   Equipment and materials: Clerical supplies, computer equipment
   Evaluation: Statistical analysis to provide success indicators and direction for future development.

7. Obtain at least five cultural presentations and forums for the enrichment of faculty, students and community members
   Objective: 8
   Schedule: September - May
   Personnel: Project faculty, Advisory Component, Invited speakers and presenters
   Equipment and materials: Lecture halls, Audio-Visual materials and equipment, Secretarial support
   Evaluation: Success measured by strong attendance by faculty students and community members.

8. The EXCELL Mentorship Program will continue to service area students
   Objective: 9
   Schedule: September-May
   Personnel: Faculty, Mentors
   Equipment and materials: District transportation, Clerical supplies
   Evaluation: Annual student and administrative written evaluations; increased numbers of minority students in college preparatory classes and
increased numbers of minority students opting for college.

ACTIVE PARTICIPANTS OF THE PROJECT

All members or the Intercultural and Women's Studies Committee will be actively involved with this project.

Nine faculty members will participate in course development. Course developers include:
- John Berry: Economic Development of Minority Groups and Women
- Ron Halcrow: Economic Development of Minority Groups and Women
- Laurel Johnson: Psychology of Women
- Patricia Chavez: Psychology of Women
- Deborah Charlie: Women's Studies
- Melvina Jones: Political Involvement of Minorities and Women
- John McDonald: Minorities and Women in the Cinema
- Instructor: Chicano Literature
- Diana Gonzales: Chicano Literature

Three faculty members will coordinate the inservice programs which will benefit all interested faculty. Developers are:
- Patricia Chavez: Psychology professor
- Deborah Charlie: Women's Studies professor
- Melvina Jones: History professor

Three faculty members will develop the college mentor program:
- Patricia Chavez: Psychology professor
- Vivian Thornton: Allied Health Dean
- Diana Gonzalez: Librarian

One faculty member will coordinate the EXCELL Program.
- Coordinator: Melvina Jones: History professor
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY

The Probable or Eventual Impact on Other Disciplines:

Faculty and staff campus wide will be able to increase their knowledge and understanding of Intercultural and Women's Studies issues not only through attending inservice programs and conferences, but by becoming involved in curriculum development within their own disciplines.

The college curriculum, overall, will be strengthened and increased by adding courses concerned with Intercultural and Women's Studies issues. This will eventually lead not only to an added category for our General Education Requirements, but to a new study major as well.

The students would benefit from exposure to Intercultural and Women's Studies programs in both their scholarly pursuits and their eventual roles in the work force and the community.

The Potential for Continued Support:

The continued success of this program would be ensured by the adoption of a study major on Intercultural and Women's Studies, thus requiring the need for further staff and curriculum development and the implementation of on-going inservice programs to sensitize faculty and staff to these issues.

The Potential for Adaptation of the Project by Others:

He would hope that our experience would help strengthen the continued growth of intercultural and women's studies programs, as well as serve as a model for colleges who have yet to develop similar programs.
EVALUATION PLAN

The evaluation plan for the project will be periodically monitored by monthly meetings. The meetings will be held by project members, and reports will be given, both written and oral form, describing activities that are required to meet objectives. The most significant method of evaluation will be via written questionnaires that will be disseminated to at least fifty individuals including administration, faculty, students, and community members. The survey will have two versions: one for administration and faculty to determine overall effectiveness of inservice, curriculum and forums, and another questionnaires for students and community members to evaluate knowledge and quality of the program offered by Intercultural/Women’s Studies. The results will be most beneficial in assessing success indicators and direction for future development. The college is committed to a three year plan that will provide assistance to a program that will be solidified institutionally. The evaluation process will provide needed insight into effective changes that are required for optimum performance. The project director will work closely with Antelope Valley College Technical Education Dean, Frank Roberts, in the design and statistical analysis for pre and post measures.

All information obtained for this project will be made available to the state-wide Academic Senate, California Association of Community Colleges Board of Directors, Commission on Student Services and those persons present at the Oxnard New Majority Conference, as well as any interested college. The overall findings of the project will be incorporated into the three year plan that will be designed during the project year.
8. Dissemination Plan

INFORMATION FOR DISSEMINATION

The following materials will be developed for local distribution:
  • program flyers and brochures
  • press releases
  • course descriptions
  • syllabi
  • reading lists
  • announcements of cultural forums

All of the above plus the following will be developed and made available to other educational institutions and organizations:
  • copy of grant proposal
  • mid-year and final project reports
  • evaluation questionnaires

Reproduction costs may be charged to those requesting the above materials.
9. Budget Narrative

[NO “BUDGET NARRATIVE ACCOMPANIES THIS DOCUMENT.”]