CALIFORNIA COMMUNITY COLLEGES
AND
LOS ANGELES
COMMUNITY COLLEGE DISTRICT

#90-0016
Educational Leadership Colloquia IV: A Collegial Approach to Cultural Diversity

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $30,000</td>
<td>F --- Improvement of Fac./Staff</td>
<td>Conference</td>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
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<tr>
<td>Resource Materials</td>
<td>Faculty/Staff Develop</td>
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<td>Inter-Disciplinary</td>
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<thead>
<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tbody>
<tr>
<td>Toni Forsyth, Project Director ELC</td>
<td>Ned Doffoney, VP Academic Affairs</td>
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The overall goals of the ELC are to a) bring top campus administration, academic senate leadership and other appropriate governance constituencies together to discuss timely statewide educational issues, and b) promote collegiality among those constituencies. The objectives of this project are to 1) promote awareness of legislative mandates and 1989-90 BOG Agenda Priorities pertaining to cultural diversity; 2) provide a forum for discussion of those issues by conducting two regional seminars; 3) promote collegial exchange of ideas of those issues by inviting a five person team from ten to twelve colleges to attend each seminar; 4) increase awareness of participant knowledge of the issues by having participants submit position papers on the topic; and 5) increase this data-base on the topic by conducting statewide research.
Los Angeles Community College District

Educational Leadership Colloquia IV: A Collegial Approach to Cultural Diversity

Los Angeles Southwest College on behalf of the Academic Senate and Chief Instructional Officers for the California Community Colleges (ASCIos), co-sponsors of this project, requests $33,700 from the Fund for Instructional Improvement in order to implement Educational Leadership Colloquia IV: A Collegial Approach to Cultural Diversity.

The overall goals of the ELC are to a) bring top campus administration, academic senate leadership and other appropriate governance constituencies together to discuss timely statewide educational issues, and b) promote collegiality among those constituencies. The objectives of this project are to 1) promote awareness of legislative mandates and 1989-90 BOG Agenda Priorities pertaining to cultural diversity; 2) provide a forum for discussion of those issues by conducting two regional seminars; 3) promote collegial exchange of ideas of those issues by inviting a five person team from ten to twelve colleges to attend each seminar; 4) increase awareness of participant knowledge of the issues by having participants submit position papers on the topic; and 5) increase the data-base on the topic by conducting statewide research. The activities required to complete the project are reflected in these objectives.

This project is highly significant because it specifically addresses the problems of persistence and retention of minority faculty and students in the community colleges as noted in the 1989-90 BOG Agenda Items on Human Resources (diversity) and on Quality.

A five member team consisting of top administration, academic senate leadership, and other participants from areas such as personnel, the curriculum committee chair, and classified staff. Ethnically, participants should reflect the colloquia topic of cultural diversity. The expected outcomes of the project are that 1) the project objectives will be met; 2) colloquia participants will become more knowledgeable about cultural diversity issues and they will share this knowledge at their home campuses; 3) Chancellor's Office staff wills locate additional sources of funding to continue successful ELC proposals; 4) local campuses will continue the process by hosting "local" colloquia as they have in the past; 5) participant evaluation of the colloquia will remain positive; 6) dissemination of information will be both written and by presentation at statewide conferences; and 7) that the project budget, with assistance from registration fees will be totally expended at the end of the funding period.
Educational Leadership Colloquia IV: A Collegial Approach to Cultural Diversity

1. Specific Educational Program Being Addressed

A Collegial Approach to Cultural Diversity

The following narrative identifies the various funding areas that this proposal addresses and includes support for the significance and feasibility of the proposed project. In addition, substantial evidence for each item listed in the RFP “Proposal Narrative” subsections has been provided.

Funding Areas

This proposal specifically addresses areas of Funding Priority #3, Board of Governors' 1989-90 Basic Agenda Projects having to do with item "b," Implementing AB 1725, "c," Improving the system's image, and "e," Fostering diversity. Part (3), subsection (b), Diversity, identifies the need to develop creative incentives to attract and retain faculty and staff from underrepresented groups. Subsection (c), Quality, makes recommendations pertaining to 1) implementing faculty and staff development programs to improve the skills of college personnel, 2) encouraging the Academic Senate and students (student government) to assume leadership roles in governance so as to improve instruction and student services, and 3) maintaining high standards of instructional quality as the goals of diversity are implemented.

The proposal is designed specifically to create an arena in which the various campus governance constituencies can come together to discuss local and statewide issues pertaining to AB 1725 and BOG Agenda Items within the larger framework of fostering cultural diversity in the community colleges.

Specific Educational Program

Los Angeles Southwest College on behalf of the Academic Senate and Chief Instructional
Officers for the California Community Colleges (ASCIOs), co-sponsors of this project, requests $33,700 from the Fund for Instructional Improvement in order to implement Educational Leadership Colloquia IV: A Collegial Approach to Cultural Diversity. The current ELC funding period expires December 30, 1990 with the last shared governance ELC to be held in October 1990. The grant amount requested here will bring the ELC project back into synchrony with state funding cycles based on the July 1st through June 30th academic calendar. Based on the success of the previous ELC projects whose purpose was to acquaint faculty, CIOs, CSSOs and later, other campus governance constituencies with AB 1725 legislation on shared governance, promote collegiality, and strengthen academic senates, this proposal expands the original direction of the colloquia to focus its attention within the framework of fostering cultural diversity in the community colleges.

The overall goals of the statewide ELC project are to:

1) bring top campus administration, academic senate leadership, and other appropriate campus constituencies together to discuss current statewide issues affecting the community colleges; and

2) promote collegiality between the various campus constituencies in their discussion of those issues.

The specific objectives of ELC IV: A Collegial Approach to Cultural Diversity are to:

1) promote awareness of the mandates pertaining to fostering cultural diversity in the colleges as outlined in AB 1725 and the recommendations as outlined in the 1989-90 BOG Basic Agenda Items;

2) provide a forum for a collegial discussion of those mandates, recommendations and related issues by conducting two regional seminars, one in the north and one in the south using the ELC process;

3) promote a collegial exchange of ideas on those issues by inviting colleges to send a five-person team from each college consisting of a faculty senate leader, top administration, other faculty leaders (for example the chair of the curriculum committee), and other participants from leadership areas in personnel, and from the classified staff;

4) increase awareness of the scope of the issues by having each participant submit two position papers upon registering for the seminar, one addressing a successful campus effort that fostered cultural diversity, and one addressing an unresolved issue in fostering cultural diversity; and

5) increase the Chancellor's Office data-base by conducting research statewide on resolved and unresolved cultural diversity issues and by disseminating research findings in order to promote the goal of fostering cultural diversity within the state's
community colleges.

Cultural Diversity Issues:

Timely issues which may be discussed against the basic framework of fostering cultural diversity include those involving hiring, curriculum design, serving the needs of staff and students, and other topics involving cross-cultural interaction.

Colloquia Format:

The colloquia will be conducted using the process originally developed for the Great Teacher’s seminar and adapted to serve the two-day ELC format. Each college will be asked to send a five member team for which they will be asked to pay a $450 registration fee. ($450 covers all costs for the entire team). A refundable conference room and meal "surcharge" will be added to the $450 registration fee and totally refunded upon team members' room registration at the hotel. This "surcharge is to ensure against costly "no-shows." Invitational letters will be sent out to all CEOs, CIOs, and senate presidents. The colloquia will be conducted on Friday and Saturday of the third week of February and the second week of March, 1991.

Advisory Board:

As in the past, the ELC will be directed by a seven person Advisory Board consisting of six voting members--three administrators appointed by the statewide CIOs and three senate representatives appointed by the statewide Academic Senate--and one non-voting member, the project director. The purpose of the Advisory Board is to represent the interests of the two project co-sponsors and advise the project director in matters of policy, direction, finances, personnel selection and all other areas pertinent to the effective operation of the project.
2. Specific Problems Being Addressed

Problem Addressed

Everyone involved in education in California today is aware that by the year 2000, ethnic and racial "minority" populations will be in the majority. The greatest proportional and absolute increases will be among the Latino groups which, along with Blacks and Native American Indians, have traditionally been underrepresented in higher education both among students and faculty. This underrepresentation affects the overall development of the community colleges both at the local and state levels. The economic base of the state and hence, the colleges, rises and falls on the basis of a well-educated, a minimally educated, or an under-educated citizenry. Factors affecting persistence and retention of ethnic and racial minority students and faculty go beyond the level addressing the kind and frequency of course offerings, issues of simple access, or local availability of "qualified" applicants for positions. At the level of day-to-day interactions inside the classrooms, at the admissions windows, in the registration lines, and during the hiring interviews there exist cultural barriers as well as windows of opportunity to nurturing a culturally pluralistic college environment.

By providing the opportunity to exchange information on both the barriers and the windows in writing and in discussion sessions, the problems that currently exist as well as their potential solutions may be more effectively addressed.

Significance and Feasibility of Project

ELC IV: A Collegial Approach to Cultural Diversity is of great significance both at the local campuses and at the statewide levels. All efforts to promote a culturally pluralistic society are crucial at this point in the state's demographic history and in the history of its community colleges as well. In order to create an environment where cultural diversity is seen as an asset and is nurtured, projects which promote awareness of issues, knowledge of facts, and collegiality among the various constituencies is essential to achieving the goals of an educationally enfranchised population. With its demonstrated success in approaching timely topics of this import, the feasibility of producing these colloquia based on past success and the history of replication at the local level makes this a compelling project.
3. Population To Be Served

Population to be Served

As outlined above in "Specific Educational Program, objective #2, those targeted for attendance at the two regional colloquia (to be held at southern and northern sites) will be a five member team from ten to twelve colleges per colloquia. The five member team will consist of a top campus administrator, a senate leader, and other participants from leadership areas of faculty, personnel and classified staff. Ethnically, participants should reflect the topic of cultural diversity.

Fifty to sixty participants will be served at each seminar. The seminar will be conducted by a lead facilitator experienced in the ELC process, with support from six back-up facilitators, also selected on the basis of their experience with the seminar format. On the last day of the colloquia, participants will be asked to formulate an action plan for dissemination of information gathered during the seminar when they return to their home campuses. Encouragement will be given to the teams by the ELC staff and project director to conduct local "Cultural Diversity ELCs."
4. Objectives

[NO “OBJECTIVES” ACCOMPANIES THIS DOCUMENT.]
WORK STATEMENT

<table>
<thead>
<tr>
<th>Project Activities</th>
<th>Dates</th>
<th>Amount</th>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mail invitational letters to CEOs, CIOs, senate presidents.</td>
<td>8/10/90</td>
<td>$150</td>
<td>Project Director</td>
</tr>
<tr>
<td>2. Meet with ELC Advisory Board members to discuss ELC IV &amp; select Colloquia leader and support facilitators.</td>
<td>9/7/90</td>
<td>1,000</td>
<td>Project Director &amp; Adv.Bd.</td>
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<tr>
<td>3. Mail follow-up invitations and reg. forms.</td>
<td>11/15/90</td>
<td>150</td>
<td>Project Director</td>
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<tr>
<td>4. Process reg. forms.</td>
<td>2/1/91</td>
<td>0-</td>
<td>Project Director</td>
</tr>
<tr>
<td>5. Hold ELC staff meeting</td>
<td>2/21/91</td>
<td>600</td>
<td>Proj.Dir., staff.</td>
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<tr>
<td>6. Hold 1st ELC IV.</td>
<td>2/22</td>
<td>11,650</td>
<td>Project Director</td>
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<tr>
<td>7. Hold ELC staff meeting</td>
<td>3/7/91</td>
<td>450</td>
<td>Proj.Dir., staff.</td>
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<tr>
<td>8. Hold 2nd ELC IV.</td>
<td>3/8/91</td>
<td>8,300</td>
<td>Project Director</td>
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<td>9. Proj.Dir. conducts research 10/1/90 and oversees project.</td>
<td>10/1/90</td>
<td>5,200</td>
<td>Project Director</td>
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<tr>
<td>10. Print informational document</td>
<td>5/15/91</td>
<td>1,500</td>
<td>Project Director</td>
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<tr>
<td>11. Meet with ELC Advisory Board to assess project. Adv. Bd</td>
<td>6/1/91</td>
<td>1,000</td>
<td>Project Director</td>
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No special equipment will be required to carry out the project. Evaluation of the activities stated above will be based on performance and completion.
Expected Outcomes

a. Project Objectives:
With regard to project objectives, the following outcomes will have been accomplished by June 30, 1991:

1) Approximately 120 ethnically diverse campus governance constituency representatives from across the state will have participated in one of two regional colloquia designed to acquaint them with legislative mandates and BOG Basic Agenda Priorities on fostering cultural diversity in the community colleges;

2) between twenty to twenty-four, five-member teams from as many colleges statewide will have engaged in a seminar process designed to promote collegiality among the various campus constituencies and ethnic groups; and

3) the State Chancellor's Office data-base of information on issues affecting cultural diversity in the colleges will have been increased as a result of data collected and research conducted by the ELC project director.

b. Project Impact:

The impact of the project will be seen 1) in the increased collegiality among campus constituencies as evidenced by participant responses to survey questionnaires distributed at the end of each colloquia, and 2) in greater awareness of cultural diversity issues as evidenced by responses to the survey of colloquia participants conducted by the project director.

c. Potential for Continued Support:

The State Chancellor's Office staff has been investigating mechanisms for continued funding of successful FII projects.

d. Potential for Adaptation:

The ELC format has already been successfully adapted statewide by over 20 colleges hosting their own "local" colloquia. The format lends itself to all timely issues.
7. Evaluation Plan

Evaluation Plan: The project will be evaluated based on the following criteria:

1) projected number of colloquia participants compared to actual number of participants;

2) projected number of colleges being represented at the colloquia compared to actual number of colleges represented;

3) participant responses on a survey instrument about the appropriateness of the colloquia topic and of the ELC process as a vehicle for addressing that topic;

4) completion of project objectives as outlined above in "Specific Educational Program."
Dissemination of information about ELC IV research findings will take place at the statewide Academic Senate meeting, and the CACC and Leadership 2000 conferences. In addition, informational brochures will be printed highlighting the data gathered.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]