## 93-0016
**Promoting Diversity Across the Campus and Curriculum**

<table>
<thead>
<tr>
<th>CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BACKGROUND / INTRODUCTION</td>
</tr>
<tr>
<td>IMPACT ON SYSTEMWIDE NEED</td>
</tr>
<tr>
<td>SPECIFIC EDUCATIONAL PROGRAM BEING ADDRESSED</td>
</tr>
<tr>
<td>SPECIFIC PROBLEMS BEING ADDRESSED</td>
</tr>
<tr>
<td>POPULATION TO BE SERVED</td>
</tr>
<tr>
<td>OBJECTIVES</td>
</tr>
<tr>
<td>WORKPLAN NARRATIVE</td>
</tr>
<tr>
<td>EXPECTED OUTCOMES</td>
</tr>
<tr>
<td>EVALUATION PLAN</td>
</tr>
<tr>
<td>DISSEMINATION</td>
</tr>
<tr>
<td>BUDGET NARRATIVE</td>
</tr>
</tbody>
</table>
Consortium Project.

This is a Consortium Project which utilizes the joint efforts of faculty and staff at Palomar College and California State University at San Marcos. As a joint venture, these institutions will contribute to the development, implementation and evaluation of the project. Key contact persons at CSUSM include Dr. Bill Stacy, President, Dr. Edward Thompson, III, Chair, Academic Senate, Dr. Dorothy Lloyd, Associate Dean for the College of Education and founding faculty member who chairs the Excellence through Diversity Task Force established by Dr. Stacy. Ms. Eugenia Villamarin, Director of Curriculum Services and Dr. Victor Rocha, Dean of the College of Arts and Sciences.

Dr. Thompson and fellow faculty senate members have enthusiastically agreed to work with Palomar College and MiraCosta College faculty and staff. CSUSM, as the newest CSU campus, has approximately 40% of its faculty and staff from underrepresented groups. According to Dr. Stacy those figures far exceed those of any other State or National institution.

Of significant importance is that Dr. Sandra Wilcox, Chair, Academic Senates of the California State Universities, is highly supportive of this proposal and will assist in recruiting other CSU participants. Her involvement will also enhance the dissemination of the results of this project throughout the state and the nation.

It is expected that several the individuals named above along with Palomar College and faculty, staff and students will serve actively on a Steering Committee overseeing this project. MiraCosta College and other CSUs will also be invited to participate in several activities associated with this project. It should be noted that Palomar College, MiraCosta College and CSUSM have had a very productive relationship since the University’s inception. Both are members of the North County Higher Education Alliance. This organization links the Higher Education Community in Northern San Diego County to meet common challenges and to work cooperatively as the area grows and demand for access to higher education increases.

The Palomar College District, located in San Marcos, California, covers 2,500 square miles with a population of about 450,000. The college enrolls about 24,000 students each semester and holds classes at the San Marcos campus, the Escondido
Education Center, and eight other off-campus centers. In February, 1991, the Governing Board adopted the Palomar College vision statement entitled "Palomar College 2005: A Shared Vision." This vision focuses on five interrelated themes which define Palomar's commitment to excellence in education. The themes are Empowerment, Learning, Evaluation, Discovery and Growth.

One of the vision statements expresses clearly Palomar's commitment: "We provide an environment where persons of diverse cultural and ethnic backgrounds become partners in learning, build on the strengths of their own cultural traditions and respect, embrace and learn from persons of other traditions... We learn and work in an environment that encourages and incorporates a cross cultural perspective into the curriculum, programs and services of the college at all levels, and we promote the benefits, opportunities and discoveries that are presented only through a diverse community of students, staff, faculty and administrators."

Given this commitment, it is imperative that mechanisms be developed to meet the needs of Palomar's diverse population, including the nine American Indian reservations within the district. Within the district approximately 35% percent of the population is from underrepresented groups; the student body 27%, part-time faculty 12%, administrative staff 15% and classified staff 21%. (See Appendix A.)

The District has not achieved its diversity goal for hiring faculty. The District is especially concerned about the lack of ethnic diversity within the instructional program. Of Palomar's faculty, only 12% are from historically underrepresented groups and approximately 75% of those are assigned to the Student Services. Clearly we are not placing enough diverse faculty in the classroom as our Vision Statement addresses or as we are in fact required to by provisions of AB 1725.

Traditionally, efforts to address diversity issues have been departmentalized. We have excellent programs in Ethnic and Multicultural Studies. However, our need to incorporate diversity issues within the comprehensive curriculum has been identified by our Curriculum Committee. Thus far, concerted efforts to do so have not been initiated.
Thus the specific challenge we wish to address through this program is two-fold:

1. A need to increase the number of underrepresented faculty in the classroom.

2. A commitment to increase the treatment of diversity issues across the curriculum.
This project is expected to have Systemwide Impact in two ways. First, it provides a model of cooperation between California community colleges and state universities in addressing issues of common interest. This model specifically utilizes faculty-to-faculty contact via their respective academic senates. The issue of mutual interest identified by senate leaders is that of promoting diversity.

Secondly, on the basis of Chancellor's Office data, the vast majority of California community colleges could benefit by examining new ways of recruiting, employing and retaining historically underrepresented classroom faculty. This cooperative model could serve those institutions wen in their attempts to increase the presence of historically underrepresented faculty among the ranks of teaching faculty. Moreover, the need for an improved method of treatment of cultural pluralism issues beyond the confines of the multicultural disciplines is emerging in the literature. This kind of effort has been identified by the Board of Governors in its Agenda as one method of improving Educational Quality. Developing a creative, faculty initiated mechanism to have disciplines other than those traditional multicultural disciplines, treat issues of diversity within the bounds of those disciplines will stimulate others to examine their own curricula and seek ways to improve instruction and learning.
This novel proposal primarily addresses the area of faculty/staff development as an eligible program or service. While this project is primarily one addressing faculty development, it certainly contains elements of program development as well.

As a faculty development project, its potential to improve instruction lies in the fact that:

1. A new pool of diverse faculty is being targeted for recruitment, employment and retention.

2. A Summer Bridge program focusing on teaching and learning will be provided for newly recruited Graduate Student Interns as well as their Tenured Faculty Mentors. Both graduate student and faculty team members are expected to benefit, not only form such formal interaction, but from the informal dynamics of the Mentor-Intern relationship.

3. As diversity among faculty increases, all faculty will have their awareness of diversity issues heightened. That increased awareness could be transported into the classroom to have a very positive effect on quality of instruction, particularly as it addresses the needs of our historically underrepresented student population.

4. As senior faculty actively participate in the development of Department Diversity Plans addressing curriculum, student retention and faculty hiring practices they assume a greater level of personal responsibility for all aspects of diversity within the institution. Our experience with Professional Development activities has shown that self-directed and self-managed plans are very effective in meeting both individual and institutional needs.

As a Board of Governors Basic Agenda Priority, this project contains elements of both Access and Educational Quality. The emphasis of this proposal is on the area of Access.

It is expected that as a result of this project, Palomar College will be better prepared to provide access and meet the needs of underrepresented students by:

1. Creating a college environment which is sensitive to the needs of diverse students and which promotes Student Equity.
2. Developing a program of recruitment and retention for underrepresented faculty from within California and out of state.

3. Identifying potential teachers early and utilizing methods for motivating those from underrepresented groups to enter the teaching profession.

4. Increasing the recruitment and success rates of underrepresented students by providing them with role models and treatment of relevant cultural issues within the classroom.
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Palomar

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<th>Population to be Served</th>
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The overall objectives of this project are:

To increase the number of diverse faculty in the classroom at Palomar College and other community colleges.

To incorporate diversity components throughout the curriculum at Palomar College and provide a model for others.

To increase awareness and appreciation of diversity at Palomar College.

To have faculty play a greater role in achieving diversity and in bringing diversity perspectives to the curriculum.

To enhance communication and cooperative efforts initiated by CSU and community college faculty.

Specific performance objectives of this project are:

1. Ten graduate students from historically under-represented groups or having non-traditional representation within a discipline (e.g. female welding instructor) will be identified and recruited between August and December, 1993 as Graduate Student Interns to participate in the two-phase program.

2. Upon degree and Internship completion, eighty percent of Intern-Graduates will be placed in full-time or part-time teaching positions in a California community college.

3. Ten departments/programs representing a variety of disciplines across the campus will have a complete "Department Diversity Plan" specifically tailored to the discipline by July, 1994. Each plan will address elements of student retention, faculty hiring and curriculum and syllabi will reflect these curricular changes.

4. A (1-3 unit) course on Teaching and Managing Diversity will be offered in conjunction with CSUSM. At least 30 Palomar, MiraCosta and CSUSM faculty, staff and students will have completed this course by July, 1994.

Activities

The Palomar College Faculty Senate will identify Faculty Diversity
Coordinator (50% Internship, 50% Curriculum). In order to achieve the goals of this project, it is expected that the Faculty Diversity Coordinator will be an experienced and recognized faculty leader with a demonstrated commitment to the issues of diversity.

Desirable qualifications include experience in working with a variety of faculty, staff and students on complex issues, ability to work with minimal supervision in organizing and carrying out complex tasks and the ability to communicate effectively.

The Faculty Diversity Coordinator will:

Form a Steering Committee of Palomar College, MiraCosta College and CSUSM faculty and staff.

Design and implement Internship program.

Develop appropriate training activities and workshops to support diversity efforts.

Develop community and higher education contacts to support diversity efforts on campus.

Identify and develop appropriate resources to assist departments in developing Department Diversity Plans.

Work with departments/programs to develop Department Diversity Plans.

Disseminate project results via Project Manual, appropriate publications, presentations, reports.

Conduct ongoing, quarterly and final evaluations of the overall project and its components.

Attend appropriate meetings related to diversity efforts, examples include meetings of Curriculum Committee, Faculty and Staff Diversity Committee, Department Chairs, Affirmative Action consortia, Affirmative Action Job Fairs.

Communicate regularly with Faculty Senate, Administration and Governing Board on program progress.

Selected Internship Component Tasks
1. Identify and recruit graduate students from historically underrepresented groups as potential Graduate Student Interns.

2. Pair ten Graduate Student Interns with ten Palomar College Tenured Faculty Mentors.

3. Provide training workshop on teaching and learning for each Intern-Mentor team.


5. Conduct mid-year team evaluation.


7. Conduct end-of-year team and project evaluation.

8. Assist in placement of degree complete Graduate Student Interns into regular teaching positions.

Selected Curriculum Component Tasks

1. Research and develop possible curricular models incorporating diversity.

2. Identify ten departments/programs to participate in the curriculum diversity project.

3. Provide workshop(s) for participating Departments/Programs, Curriculum Committee and other interested faculty and staff.

4. Work with the Curriculum Committee to identify course objectives incorporating cultural pluralism.

5. Assist departments/programs in identifying appropriate curricular goals.

6. Assist departments/programs in producing a comprehensive plan addressing diversity.

The Steering Committee composed of Palomar, MiraCosta and CSU
faculty, staff and students as well as community representatives will serve as the primary advisory board overseeing this project and will provide the Faculty Diversity Coordinator and Project Director with advice and assistance in carrying out this project.
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As a direct result of accomplishing the project's performance objectives, there will be ten historically underrepresented graduate students that have participated in the Internship program. These individuals will have had recent, relevant community college teaching experience at the time of their graduation, providing them with significant advantages over other new graduate teaching applicants with no experience.

Additionally, the curriculum in at least ten departments/programs will reflect an increased awareness of diversity issues and will result in the production of ten comprehensive department/program plans addressing diversity issues.

It is expected that the following will be some of the other significant outcomes of this project.

1. Improvement of instruction at Palomar College as effective faculty more fully reflect the diversity of our student population.

2. Improvement of instruction at Palomar College as all faculty are sensitized to the need to consider diversity issues within the context of their classrooms and curricula.

3. The development of a model for instructional improvement which incorporates diversity and cultural pluralism at its core which may be used as a model for all California community colleges.

4. The development of a model for collegial interaction and cooperative efforts among faculty at California community colleges and their University colleagues.

5. An increase in the number of courses reflecting diversity in the curriculum.

6. A College Statement regarding diversity across the curriculum.

The effort to build the most effective college that meets the needs of an increasingly diverse student population will be ongoing throughout the state. It is expected that long term results from this effort will require long term commitment to its goals and objectives.

The effort to recruit, employ and retain diverse faculty will be an ongoing effort which may require additional funding beyond the initial year of the program. Incentives must be provided and ongoing. One of
the most important contributions which the Steering committee will make to this project is the identification of potential support for this ongoing effort.

Ideally once all departments and programs have had an opportunity to address their curriculum and incorporate appropriate elements in their Diversity Plan, a review of such a plan will become a regular part of the department/program's commitment to overall excellence. No outside funding would be necessary once that level of development had been achieved.

The continued need for a Faculty Diversity Coordinator to direct this effort will be examined at the conclusion of this project.
Evaluation of this project will be the joint responsibility of The Faculty Diversity Coordinator and Steering Committee. Overall objectives of the project a progress toward meeting these will be monitored regularly and the program adjusted to insure that they are met. Performance objectives will measured regularly and be reported quarterly and upon project completion. Specific data will include the number of contacts made with graduate programs, number of intern/mentor pairs and the number of Department Diversity Plans developed.

Participants in the Internship component (Graduate Student Interns and Tenured Faculty Mentors) will be surveyed to assess their perceptions of the program's success, potential for improvement and other relevant information. Formal assessments will be collected twice during the year. Additionally, both Intern and Mentor will be provided with confidential formative student assessments. All participants will be debriefed following their participation in the project.

Participants in the department/program curricular component of the project will be surveyed to identify their perceptions regarding effectiveness of the process of developing specific Diversity Plans. Input will be sought on the value of the experience and how the process could be improved for other departments/programs undertaking a similar plan.

The final report and Project Manual will include statistical data, copies of Department Diversity Plans including samples of curricular specifications reflecting diversity, a summary of activities as well as identification of effective methods, outcomes and specific recommendations resulting from the experience.
It is expected that results of this project will be reported to all appropriate participating agencies.

Presentation of the project and its results will occur at one or more of the following state or national meetings:

- Academic Senate for California Community Colleges (ASCCC)
- Academic Senate for California State University
- Community College League of California (CCLQ)
- American Association of Community Colleges (AACC)

Publication of the project and its results will occur in one or more appropriate local or national publications.

A Project Manual will be produced and distributed to all interested California community colleges, California state universities or other organizations to serve as a guide in developing similar programs. Records will be kept for a period of three years reflecting the distribution of the Project Manual.
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