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**Building Self-Esteem: Multi-Cultural Curriculum and Approaches**

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Our proposed project addresses the relationship between educational quality and the massive changes in racial and ethnic student populations that have occurred at Rancho Santiago College (RSC) and at most other California Community Colleges. Our program will have a significant impact at our college in determining what classroom ethnic diversity issues need to be addressed to develop a quality multicultural education and, as such, can have a significant impact on other colleges grappling with these concerns. The issues are as complex as the people they represent. Our program is intended to help both students and faculty broaden their perspectives, and, at the same time, instill a sense of pride in one's own culture. There is no standardized procedure for accomplishing this. The important link to changing the system is through faculty development and "buy-in." This program will help us create a staff development model and also create a resource guide that can assist other colleges in their search for ways to serve their diverse student bodies. In this way, our project supports the Board of Governors’ 1992/93 Basic Agenda priority of enhancing educational quality.
This proposal addresses the eligible program faculty and staff development. The college intends to improve traditional instruction by inviting well-known scholars to share their expert knowledge and catalyze multicultural learning at the college.

The proposal also includes efforts to further the priority of the Board of Governors' Basic Agenda to enhance faculty/staff diversity and quality by RSC instructors: 1) learning from renowned scholars 2) maintaining and improving the quality of instruction by trying out new ideas in the classroom, 3) expanding cultural pluralism by taking into account all ethnic groups in their classroom strategies, 4) improving the skills of other teachers by becoming staff development trainers, and 5) maintaining high instructional standards by peer review of new ideas and strategies.
We developed the first language, math system, writing
We created the pyramids, the Sphinx
We are Egyptians, Nubians, Africans

Why wasn't I told?
We developed the blood plasma method and then
We died because THEY wouldn’t let us in the hospital to use the method to save US
We invented the traffic light
We sing opera and compose classical music
We dance African and European ballets
We are architects, literary geniuses, lawyers, CEOs, world renowned surgeons, fashion designers, educators...

Why wasn't I told?

In these few lines of her poem "Why Wasn't I Told," college student J. Elizabeth Sewer in May 1992, eloquently expressed a need of so many underrepresented students. In order to gain self-esteem, students must be anchored in their own culture.

Unfortunately, our institutions of learning have conveyed to all students an assumption of the superiority of Western ideas over non-Western by omitting diverse ethnic minority contributions in global intellectual development and in the formation of the United States. If minority cultures are not recognized and honored in the curriculum, students suffer a loss of esteem. They cannot answer the question -Who am I? - in the context of their education.

In the last decade, the student majority at Rancho Santiago College (RSC) has changed from Anglo to the 1992 credit population of 48% white, 27% Hispanic, 16% Asian, 3% African American, 2% American Indian and 2% Filipino. Our continuing education student population consists of 58% Hispanic, 22% white, 10% Asian, 2% African-American, and 1% American Indian. But, the 305 full-time and 1,423 adjunct faculty are still overwhelmingly Anglo. As we shape the educational experiences we offer, we must keep those demographics very much in mind.

The college proposes to develop a visiting scholars/faculty dialogue lecture series that will provide opportunities for instructors to learn about divergent cultural perspectives and to incorporate this information into their various subjects. The college does offer ethnic
studies courses. But, these classes serve relatively few students compared to the total student population of 45,759. Four scholars will be invited that have accomplished major interdisciplinary study in regard to ethnic minority cultures or have made a major impact on student success in an area that ethnic minorities do not usually succeed. Possible speaker candidates are Martin Bernal the author of the Black Athena series, Jaime Escalante the dynamic math teacher whose classroom experiences were portrayed in the movie "Stand and Deliver," Carlos E. Cortes, Professor of History at the University of California, Riverside who said in a 1992 Public Humanities speech delivered at San Jose "... today's History War addresses the very core of our humanity and identity, by contesting who and what should be considered basic to our remembered, transmitted, and commemorative heritage," and Ramon Gutierrez, Professor of History at the University of San Diego who wrote When Jesus Came the Corn Mothers Went Away.

The college feels that this program will have the greatest impact on student growth by providing powerful academic role models, empowerment of self-esteem through a sense of pride in one's own culture, and, at the same time, foster cross-cultural awareness among all racial groups.

The structure of this program will result in an ongoing in-house peer group staff development model. The evolution of this program will improve all instruction. As the program is designed to stimulate discussions of what constitutes essential information and competencies for balancing Western civilization with the contributions made by ethnic minorities in science, math, history, literature, the arts, and philosophy.
All adjunct and full-time faculty will be invited to attend the lecture series as well as all students. Twenty-five instructors will participate in a facilitated discussion with the visiting scholar following the presentation. In a survey of faculty concerning multiculturalism, all saw a great need and many responded with requests. One psychology professor wants resources to infuse cultural diversity into her Introduction to Psychology 100 course but doesn’t know where to look, another instructor from fire technology wanted a list of contributions that ethnic minorities have made to the technique of firefighting. In the short-term, this program will reach a wide audience, provide resources for immediate multicultural implementation strategies and 25 faculty will be available to conduct instructional workshops through the staff development program. In the long-term, institutionalizing this program by making it a regular part of our structured staff development program at RSC will provide professional growth opportunities that are required of all RSC instructional staff.
By October 1, 1993, 25 faculty members will agree to attend all four visiting scholars lectures and to participate in the scholar/faculty dialogues.

By May 30, 1994, each of the 25 instructors will have assessed new multicultural information by contributing feedback on ideas for lessons and pedagogy.

By June 30, 1994, 25 instructors will be available to serve as in-house staff development consultants and/or to teach workshops through the professional staff development program.
Background

This FII program will build on the college's efforts to develop a comprehensive approach to serving our minority majority student population. RSC feels that to successfully serve our students we must provide a variety of learning opportunities for both students and faculty, and to plan our programs within our long range goal of establishing a multicultural education. The projects in progress include: 1) a classroom based research project funded by the federal government to assess the learning styles of students, increase the methodology of instructors through cooperative learning techniques, and implementation of learning logs., 2) a study to assess the campus climate, and 3) an intersegmental program funded through the Ford Foundation to promote the numbers of underserved students receiving associate degrees and transferring to the university. This FII I visiting scholars program launches our drive to broaden students' and instructors' view of the world and will help bring tangible, rewarding results and build momentum for further efforts.

Feasibility of Project

The administrator of this program will be the Dean of Counseling. She has written many successful proposals and managed the programs. The counseling department at RSC is under the Executive Dean of Instruction. This linkage provides the structure needed to facilitate a project initiated and managed by the counseling department and carried out by the instructional staff. Faculty have shown their support of this project by endorsing the concept of the proposed project at governance committees and councils.

The project coordinator for this project is a personal counselor. The genesis of this program began as a result of her interaction with students and other personal counselors. As a personal counselor she hears confidential reports of students concerning their academic experiences. Just recently, she worked with a student who was on a transfer track but was barely maintaining a 2.0 average. Her approach to encourage this student began by telling him about the history of his race and their accomplishments. The student was surprised to learn that Beethoven was black and that America's first cowboys originated in the East and were black. From this experience and many similar situations related to her by other counselors concerning their students' self-esteem, she wrote an in-house proposal asking the college's Foundation for a mini-grant to support the 1993 semester
long program, "Enhancement of Cultural Awareness," offering students many opportunities to attend diverse cultural activities. The program has been one of the most well-attended at the college and is the forerunner of this FII program.

Design FII Workplan

The project coordinator, and many faculty from the different divisions, are members of an intersegmental program called Networks that includes school districts, universities and RSC. Ibis group has formed a task force with the working title "discipline dialogues" to discuss the issues of cultural diversity within the broader community of school districts, universities and community colleges. From this task force participating RSC faculty will be asked to form an advisory committee for the visiting scholars/faculty dialogue lecture series.

Work on this program will begin July 1993. The project director will compile self-esteem materials (resources for infusing multicultural curriculum across the disciplines) and a noted scholars' annotated bibliography. An advisory committee consisting of the FII project coordinator, faculty from the "discipline dialogues task force", Chair of Ethnic Studies and Diversity Resource Specialist will discuss and then select four scholars based on the academic specialist's ground-breaking research and/or classroom successes. They will also design the feedback survey that will be given to faculty. In August, a report containing a concept paper that explains the project, self-esteem materials, bibliography and the names of selected scholars will be distributed to the different departments and divisions as a recruitment vehicle for 25 faculty participants and to encourage attendance at the lectures.

During the 1993/94 school year the following events will take place. The lecture/dialogue series will be scheduled for the months of November, December, March and April. To ensure that lectures are well attended by all segments of the college, advertising efforts will consist of press releases, announcements in the professional faculty staff development brochure, college newsletter, and distribution of flyers throughout the college. RSC student organizations such as the Vietnamese Students Association, Cambodian Student Club, Black Student Union, Native American Student Club, and Movimiento Estudiantil Chicano De Aztlan (MECHA) will encourage fellow students and parents to attend.

By October 1, twenty-five faculty will have been recruited to participate in the program. They can earn salary placement credit through staff
development for participating in the dialogue sessions with scholars.

To stimulate discussion among instructors and scholars, the FII project coordinator will facilitate dialogue sessions to guide constructive interaction. This will be a time for faculty to ask questions, voice concerns, and share implementation strategies. Pending approval of the scholars, each lecture/dialogue will be taped, and scholars will be asked to spend at least four hours on campus.

Faculty will meet twice each semester to discuss classroom implementation of multicultural perspectives into their curriculum and to hand in feedback sheets with questions designed by the advisory committee to solicit input.

At the end of the 1993/94 school year a resource guide will be produced as a result of the program. It will contain: a) Self-esteem materials that pertain to multicultural infusion b) Visiting scholars’ annotated bibliography c) Transcribed lectures and dialogue notes d) Faculty feedback sheets
a) Project Objectives: By June 30, 1994, it is expected that 25 faculty will have assessed new strategies to infuse culturally diverse materials into their curriculum, and to ensure expansion of cultural pluralism, these instructors will be available to teach staff development workshops aided by the resource guide.

b) Impact of the Project: The college will have a pool of faculty available to train other instructors through our professional staff development program. These workshops will become a regular part of faculty development at the college. And, as a result of the program, library acquisitions will increase, as instructors request supplementary materials (books, journals, magazines) to support their multicultural curriculum modifications. This will increase the available culturally diverse resources for faculty and students. By inviting parents to the lecture series it will benefit a wide range of people.

c) Potential for Continued Support: The need is so great at RSC to address cultural diversity issues that the Faculty and Staff Development Coordinating Committee formed a task force in January 1993 to support our institutional goal of promoting cultural diversity. If this FII project is successful, it is anticipated that the faculty staff development program will look towards maintenance of effort through inviting many local scholars to provide multicultural information about the various disciplines and subjects. A new co-hort of teachers will be recruited periodically to inject new information into the workshops. Also, curriculum development mini-grants are available through the staff development program and the college Foundation for instructors wanting to make major revisions of their curriculum.

d) Potential for adaptation to other institutions or programs: The structure of this program can serve as a model for any district or college working to infuse multicultural perspectives into the curricula. It will be a cost-effective method for reaching a wide range of instructors as opposed to a few teachers attending conferences or out-of-town workshops. The resource guide can be an aide in conducting staff development workshops, classroom cultural diversity curriculum integration, and as an informational resource for campus climate surveys and other ethnic diversity projects. The information needed to establish this program at other institutions will be made available through the dissemination process.
To ensure the success of the program the project coordinator will work closely with the project administrator and consult with the Executive Dean of Instruction, Curriculum Council, Chair of the Ethnic Studies and Diversity Resource Specialist as needed to evaluate the effectiveness and progress of this project in the following ways: a) Formative Evaluation

1. The project staff will meet the work statement objective/activity target dates.
2. Faculty feedback sheets will be collected and compiled.
3. The Diversity Resource Specialist and Chair of the Ethnic studies will attend faculty feedback meetings twice a semester.
4. The guide will be successfully articulated to appropriate college personnel and committees.

b. Summative Evaluation

1. Twenty-five faculty members will complete the requirements of the program.
2. Documented responses of the faculty will be collected from the feedback sheets about multicultural classroom strategies and pedagogy.
3. A core of 25 faculty will be available to train other instructors and/or serve as consultants to the professional faculty staff development program.
The final report and the resource guide containing instructors’ feedback, self-esteem multicultural materials, visiting scholars’ annotated bibliography and scripts of the lecture/dialogue sessions will be sent to the Chancellor's office. Pending approval of the project products, the college will disseminate the resource guide by: a) mailing upon request to all community colleges Chief Executive Officers,

Chief Instructional Officers, Chief Student Service Officers, Academic Senate Presidents, and Student Body Presidents, b) distributing it to Networks’ affiliation members, c) distributing it to the departments and divisions of the college, and by d) conducting faculty staff development workshops.
[No information provided in this document for this section.]