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ABSTRACT

Noting that the state of Illinois mandates that community colleges address cultural diversity in their curriculum, this paper presents a proposal for a day-long in-service faculty education program to make faculty aware that cultural diversity exists at Rend Lake College (Illinois). The paper begins with a schedule for the in-service day, offering brief descriptions of the presentations. The paper then discusses the rationale and overall objectives of the in-service day, and identifies the target audience. It also presents profiles of the people offering presentations at the in-service day. Next presented are brief descriptions of the nine sessions that comprise the in-service day, and offers three examples of the materials that might be presented. An evaluation form concludes the paper. Appendixes contain "Internationalization beyond the Curriculum" (Joseph Henry Rust), demographic data on students at the college, and data on underrepresented groups at the college.) (RS)

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Developing Multicultural Awareness
An In-service Day Proposal
for

Rend Lake College
Ina, Illinois

A paper presented
at
The 63rd Annual Convention
of

The Central States Communication Association
April 19-23, 1995
Hyatt Regency Hotel
Indianapolis, Indiana

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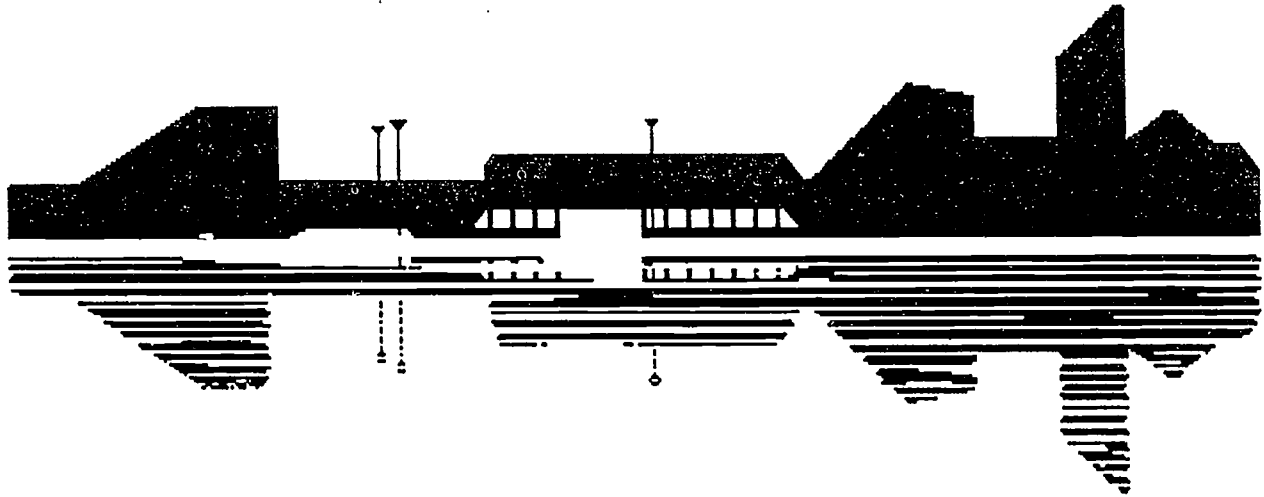
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25 March 1995

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In-service Day Schedule

 **8:30 a.m.—9:30 a.m.**

Student Center

Coffee, tea, juices and assorted rolls and muffins will be served.

 **9:40 a.m. — 10:40 a.m.**

Theatre

Opening presentation by Daradirek Ekachai, Assistant Professor, Ph. D., Southern Illinois University at Carbondale, 1991, whose specialization is in Public Relations and Multiculturalism will open the day with a plenary address to set the frame for the days activities. In her address Dr. Ekachai will discuss the movement in higher education towards multiculturalism and give us some unique insights from her own perspective being that she is a native of Thailand and resident of Bangkok. The address will be followed by a brief question period. Dr. Ekachai will be with us during the day where you may pursue some of your questions further.

 **10:50 a.m. — 12:00 noon**

Academic Building

Select one to attend from the following

ACA 208 — How to develop multicultural units within your current course.

This session RLC instructors Sue Tomlin, Sociology, Christina Kuberski, English, Carolyn Stewart, Psychology and Bill Dill, Pneumatics & Industrial Mechanics will present lesson units and/or creative exercises to be used in the classroom. Program attendees will move from round table to round table at ten minute intervals.

ACA — Computer Laboratories — Demonstration of Multicultural Computer Software —


Rosalie M. Hoar of the Developmental Skills Center will demonstrate software that RLC currently owns and how instructors may use it in their courses.

Multicultural Awareness Proposal
ACA 108 — What you should know when you are dealing with a person of a different culture.

This session is aimed at support personnel. Director/Admissions and Records, International Student Advisor Sue Wells will explain differences of other cultures other than American. Dean Wells will discuss those cultures and co-cultures that currently exist in the RLC student body.


ACA 209 — Opportunities for Professional Development here and abroad

Director of International Studies and Programs Joseph Henry Rust will explain RLC's plan for professional development opportunities contained within the strategic internationalization/multiculturalism document for the college. These opportunities cover conferences, seminars and specialized training within the United States, to specialized study abroad.

 **12:15 p.m. — 1:30 p.m.**

Student Center

Luncheon will be provided by Martin Catering. Twenty-five multinational students from the University of Southern Illinois—Carbondale will be our guests. Everyone has been assigned to sit at specific tables. Please check at the table when you enter the Student Center. Please make our guests welcome.

 **1:45 p.m. — 3:00 p.m.**

Academic Building

Select One from the following to attend:

ACA 108 — Cultures of the Pacific Rim

Students representing cultures of the Pacific Rim countries will briefly explain their culture and the problems they confronted living and attending college in the United States. Questions from the audience will be taken.

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ACA 208 — Cultures of Western Europe


Students representing cultures of Western European countries will briefly explain their culture and the problems they have confronted living and attending college in the United States.

ACA 109 — Cultures of South America

Students representing cultures of South American countries will briefly explain their culture and the problems they have confronted living and attending college in the United States.

ACA 209 — Co-cultures in the United States

Students representing co-cultures in the United States will briefly explain their culture and the problems they have been confronted with attending college.

 **3:10 p.m. — 4:15 p.m.**

Department Meetings

Department Chairs will lead brief response discussions to the day's activities. Reactions, suggestions and questions for further discussion should be addressed.

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Rationale and Overall Objectives

This proposal grew out of a need for a comprehensive institutional plan for internationalization/multicultural training. The project is especially needed because (1) our region is geographically insulated, (2) students, faculty and staff are oriented toward local rather than national and international concerns, (3) students leave our economically depressed area for jobs that have international dimensions, (4) a large percentage of industry in the region is now owned by foreign concerns, specifically German and Japanese; thus, the work force must be prepared by the local colleges to accept management structures that differ from the American model, and (5) today third world professionals are found in the medical and other occupations that have been dominated by predominately white Anglo-Saxons in Southern Illinois in the past; thus, the local college must develop activities to reduce the ethnocentric bias that is prevalent in the region towards these changes.

The state of Illinois now mandates that the community colleges must address cultural diversity within its curriculum. Description of courses in the college catalogue should clearly identify non-Western focuses with a goal of complete integration of units and philosophies across the curriculum. To be able to accomplish this goal faculty and staff must first be made aware that cultural diversity does exist in the college district and then be trained specifically in how to bring multiculturalism into the core of their individual discipline and duties as members of the college.

To this end Rend Lake College has been moving in the past seven years. This viewpoint encompasses student study abroad programs, foreign students on the home RLC campus, faculty/staff/administration exchange programs in Europe and Mexico, a broadly defined professional development program, a culturally sensitive campus environment and an integrated approach to internationalization across the curriculum. These various components are at different stages of implementation—all under the office of the Vice President Stephen B. Tietz with advisement from the Interna-

tional Committee, Chaired by Joseph Henry Rust, Director, International Studies and Programs. Full details of this plan may be found in the addendum number one, *Internationalization Beyond The Curriculum*. This document is also available through ERIC.

Where the college has been weak is in keeping the faculty and staff abreast of actions, developments, and directions taken. This proposal would use one of the mandated "in-service days" and inform the staff of what is currently happening with this issue at Rend Lake College. At the conclusion of the day the best I would hope for is a better awareness. To be able to truly bring to fruition the ideals and goals of cultural diversity it will take a much more systematic plan.

At the outset, a firm grip on reality must be kept realizing that this is, not a top priority of the faculty and staff nor is it in the top twenty-five of the administration. This mandate along with multiple others have been dumped on the system by the state with equal weight, yet no additional funding. Resistance is high and "in-service" a dreaded and hated day at Rend Lake College.

Target Audience

In 1967 when the Illinois Community College act created Rend Lake College (RLC), the board of trustees authorized the granting of visas so that foreign students could be part of the student mix at the college. Fast forward to 1992 where RLC now has an international viewpoint that is being incorporated into the fabric of the college as a whole.

First, what and where is Rend Lake College?

- ☛ Established in 1967

- ☛ Located on a \$30 million, 350-acre site near Ina, Illinois, eighty miles southeast of St. Louis, Missouri, and forty miles northeast of Southern Illinois University—Carbondale, Illinois

- ☛ District includes major parts of four counties — Jefferson, Franklin, Hamilton and Perry — parts of Wayne, White, Washington and Williamson

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- ☛ District includes fourteen high schools
- ☛ State-supported institution has an annual enrollment of approximately 5,932 students and the equivalent of 2,978 full-time students.
 - ✓ 1,400 Male students per semester *
 - ✓ 1,566 Female students per semester *
 - ✓ 41 Asian or Pacific Islander students ☆
 - ✓ 27 American Indian or Alaskan students ☆
 - ✓ 160 Black Non-Hispanic students ☆
 - ✓ 37 Hispanic students ☆
 - ✓ 2,897 White Non-Hispanic students *
 - ✓ 1,559 or 53% were Female Students. ☆
 - ✓ 265 or 2.4% were Minority students. ☆

* (Data source is the summary of opening Fall 1993 student headcount enrollment by ethnic origin and by sex and type of attendances published by the Illinois Public Community College System. Addendum No. 2)

☆ (Data source Rend Lake College Underrepresented Groups —Annual Overview—Fiscal Year 1994. Addendum No. 3)

(Mt. Vernon is the only city in the College district with a minority population, 11%.)

- ☛ Classes and programs offer a variety of academic and vocational-technical courses ranging from those which provide university-parallel instruction for those students who plan on transferring to a four-year institution to classes providing occupational training for direct entry into the labor market after one or two years.
- ☛ Adult education and developmental classes also are emphasized.
- ☛ Twenty administrators
- ☛ Thirty-one Academic support staff
- ☛ Thirty-one Office Support Staff
- ☛ Seventeen Maintenance staff
- ☛ Seven Menard Prison faculty and support staff

-
- ☛ Nine Big Muddy Prison faculty and support staff
 - ☛ Sixty full time faculty members
 - ☛ One hundred thirty part time instructors
 - ☛ One hundred student workers
 - ☛ Special sectors of the district population served by such programs as the Business Resource and Assistance Center, Small Business Development Center, Volunteer Literacy Project, Early School Leaver Program, Dislocated Worker Assistance Center.
 - ☛ Campus includes 10 classroom/office buildings, plus greenhouse and maintenance building, trap shoot facility for meetings.
 - ☛ Home of the Aerobic Super-Circuit Fitness Center for area residents
 - ☛ College has been recognized nationally for its cooperative education programs with area industries, as well as cited statewide.
 - ☛ Off-campus classes offered throughout district...Mt. Vernon, Benton, McLeansboro, Pinckneyville, Wayne City, Christopher, Woodlawn, Sesser-Valier, etc.
 - ☛ Awarded maximum 10-year accreditation
 - ☛ Recipient of 1.5 million dollar Title III grant
 - ☛ Recipient of Government Foundation matching grant

Why is a community college like Rend Lake College involved in the international/multicultural movement? Because it is part of its mission to the district which has seen the private sector becoming dominated by foreign ownership. It is also stated in its philosophy and mission statement, to **“Foster global awareness and understanding through its curricula, faculty/staff development, and community outreach programs.”**

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Trainers' Profiles

Plenary Address —

Daradirek Ekachai, Assistant Professor, Ph.D., Southern Illinois University at Carbondale, 1991. Public relations, media relations, communication and multiculturalism.

Curriculum Units —

William Dill, Instructor, M.A., Southern Illinois University at Carbondale., Industrial Technology and Mining, first faculty exchange member.

Rosalie Hoar, Instructor, M.S., Indiana University, Developmental English.

Christina Kuberski, Instructor, M.A., Southern Illinois University at Carbondale, . English as a second language, English, Speech, and ESL instructor Nakajo, Japan Campus, SIU.

Joseph Henry Rust, Instructor, M.A., New York University, Speech, Theatre, English and International Studies.

Carolyn Stewart, Instructor, M.A., Southern Illinois University at Carbondale., Psychology

Sue Tomlin, Instructor, Ph.D., Southern Illinois University at Carbondale. Anthropology, Sociology and Fulbright scholar.

Sue Wells, Director, M.S., Southern Illinois University at Carbondale., Admissions and Records and International Student Advisor.

Training Instructional Methods

Plenary Address

Opening presentation will be by Daradirek Ekachai, Assistant Professor, Ph. D., Southern Illinois University at Carbondale, 1991 whose specialization is in Public Relations and Multiculturalism will open the day with a keynoter to set the frame for the days activities. In her address Dr. Ekachai will discuss the movement in higher education towards multiculturalism and give us some unique insights from her own perspective being that she is a native of Thailand and resident of Bangkok. The address will be followed by a brief question period. Dr. Ekachai will be with us during the day where you may pursue some of your questions further.

How to develop multicultural units within your current course.

This session RLC instructors Sue Tomlin, Sociology, Christina Kuberski, English, Carolyn Stewart, Psychology and Bill Dill, Pneumatics & Industrial Mechanics will present lesson units and/or creative exercise to be used in the classroom. Program attendees will move from round table to round table at ten minute intervals.

Demonstration of Multicultural Computer Software –

Rosalie M. Hoar of the Developmental Skills Center will demonstrate software that RLC currently owns and how instructors may use it in their courses.

What you should know when you are dealing with a person of a different culture.

This session is aimed at support personnel. Dean of Student Services and International Student Advisor Sue Wells will explain differences of other cultures other than American. Dean Wells will discuss those cultures and co-cultures that currently exist in the RLC student body.

Multicultural Awareness Proposal**Opportunities for Professional Development here and abroad**

Director of International Studies and Programs Joseph Henry Rust will explain RLC's plan for professional development opportunities contained within the strategic internationalization/multiculturalism document for the college. These opportunities cover conferences, seminars and specialized training within the United States to specialized study abroad.

Cultures of the Pacific Rim

Students representing cultures of the Pacific Rim countries will briefly explain their culture and the problems they confronted living and attending college in the United States. Questions from the audiences will be taken.

Cultures of Western Europe

Students representing cultures of Western European countries will briefly explain their culture and the problems they have confronted living and attending college in the United States.

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Co-cultures in the United States

Students representing co-cultures in the United States will briefly explain their culture and the problems they have been confronted while attending college.

Department Meetings

Department Chairs will lead brief response discussions to the day's activities. Reactions, suggestions and questions for further discussion should be addressed.

Training Materials

I will include a few examples of the materials that might be presented in the curriculum round tables. The first is a lesson that my colleague Christina Kuberski developed followed by two other exercises.

Introduce Intercultural and the "I"s Will No Longer Have It

Goal of Assignment:

The purpose of this assignment is to refocus the informative speech in the Basic Public Speaking course from an internal perspective to an intercultural one.

Implementation:

When introducing the informative speech, the instructor will narrow topic selection to topics of intercultural significance. The speaker's goal will be: 1) to increase students personal understanding of other cultures; 2) to increase their audience's understanding of other cultures; 3) to promote intercultural communication. It may be helpful to give students a topic sheet which includes cultures of intrigue and areas of interest to get them started. Cultures for exploration could include African, Australian, Chinese, French, Italian, Japanese, Jamaican, Mexican, or Thai. Areas of interest might include male/female roles, traditional dress, ceremonies, non-verbal communication, art, educational system, or food. Emphasis should be placed on how these concepts

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are interpreted, implemented and/or significant within the culture. Students might also address how these practices differ from the United States and the significance of these differences. Students should be instructed to choose areas of personal interest so that a topic/speaker relationship can be established. However, students should not be permitted to choose topics concerning their own culture. The goal is to move them away from themselves by having them explore others.

Supplemental materials will aid in the development of this emphasis. Discovery through discussion of the students' cultural beliefs, values, traditions and customs will help pique their curiosity for cultural diversity. Other activities may include Cultural Pursuit (i.e.. attached sheet), travel experiences, stories from other lands, speakers from other countries, clips from television documentaries or movies (i.e.. "Not Without My Daughter"), ethnic bias pieces (i.e.. "Fire in the Mirror", "West Side Story"), etc. The more examples provided in class, the better the students will understand this issue.

One word of caution: many libraries are not equipped with these materials; therefore, students may need extra guidance when researching.

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Clarification of Values

Critical Incidents

To provide experience analyzing critical cultural incidents and attempting to reach a judgment consensus with a group regarding the incident.

PARTICIPANTS

Three or more persons. Facilitator.

MATERIALS

Ten to twenty critical incidents, answer sheets, pencils.

SETTING

No special requirements.

TIME

Variable; at least thirty to forty-five minutes.

PROCEDURE

1) Each critical incident is a short (ten to twenty lines) account of a cultural event, whose outcome has cross cultural significance. Facilitators are encouraged to develop incidents from their own experience. Several of these incidents are presented to participants, along with an answer sheet.

2) The answer sheet is a "forced choice" technique whereby participants must make a judgment on the action which the incident describes. The sheet gives a scale of "Completely agree" (1) to "completely disagree" (9) for each action described, and space for a brief justification of the rating. The facilitator emphasizes that there are no "right" answers to any of the incidents.

3) Each participant responds individually on paper to each incident. Then all are brought together in groups of four or five, and asked to:

- a. Arrive at a group *consensus* rating;
- b. Give a mutually agreeable *reason* for the rating, and
- c. An acceptable substitute action in the incident.

(Voting or averaging is not allowed; a true consensus is the aim.)

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Adapted from "Critical Incidents" in *A Manual of Teaching Techniques for Intercultural Education*, (UNESCO), October, 1971. Henry Holmes and Stephen Guild, eds.

The Hidden Agenda

OBJECTIVE

To generate data early in a group meeting on the different roles cultures utilize to manage group situations and pressures.

PARTICIPANTS

Three or more persons from different cultures. Facilitator.

MATERIALS

None.

SETTING

No special requirements.

TIME

Variable. At least fifteen to twenty minutes.

PROCEDURE

- 1) The facilitator, knowing the members of the group, will design a list of role tasks that reflect cultural stereotypes relating to the cultural identity of persons in the group.
- 2) Some of these role tasks may be to always answer in the negative, or always in the positive, or to befriend one other person, or to get into an argument with one other person, or to talk a great deal of the time, or not to talk at all.
- 3) Each member of the group will be given a slip of paper with one role task on it which must be performed within the ten-minute group task as a committee to make a particular decision.

4) No member will be informed of what role task the other members of the group were assigned, and each member will be instructed to keep others from finding him or her out.

5) After the ten minutes are over the group members can discuss what they thought the other members' role task may have been and how performance of those role tasks affect the committee's activity.

Designed by Paul Pedersen, University of Minnesota.

Evaluation

The following form is the instrument developed to be used to evaluate all "in-service day" activities at Rend Lake College.

SPRING 1994 IN-SERVICE SESSIONS EVALUATION

9:40 SESSION TITLE *Plenary Address by Daradirek Ekachai*

1. To what extent do you feel this session met your needs?
 Very Well
 Fairly Well
 Not Very Well
 Of No Value At All

2. In what ways did you find this session helpful?

3. In what ways do you feel this session could have been improved?

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3. In what ways do you feel this session could have been improved?

10:50 SESSION TITLE _____

1. To what extent do you feel this session met your needs?

- Very Well
- Fairly Well
- Not Very Well
- Of No Value At All

2. In what ways did you find this session helpful?

3. In what ways do you feel this session could have been improved?

1:45 SESSION TITLE _____

1. To what extent do you feel this session met your needs?
 - Very Well
 - Fairly Well
 - Not Very Well
 - Of No Value At All

2. In what ways did you find this session helpful?

3. In what ways do you feel this session could have been improved?

3:10 SESSION TITLE _____

1. To what extent do you feel this session met your needs?
 - Very Well
 - Fairly Well
 - Not Very Well
 - Of No Value At All

2. In what ways did you find this session helpful?

3. In what ways do you feel this session could have been improved?

Addendum Number One
Internationalization Beyond the Curriculum

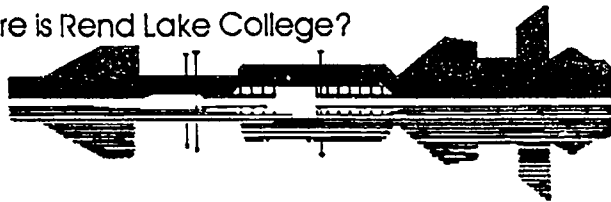


Multicultural Awareness Proposal**Internationalization beyond the Curriculum**

Rend Lake College as a replicable model of an integrated approach to internationalizing the Community College making use of existing structures and funding.

In 1967 when the Illinois Community College act created Rend Lake College (RLC), the board of trustees authorized the granting of visas so that foreign students could be part of the student mix at the college. Fast forward to 1992 where RLC now has an international viewpoint that is being incorporated into the fabric of the college as a whole. This viewpoint encompasses student study abroad programs, foreign students on the home RLC campus, faculty/staff/administration exchange programs in Europe and Mexico, a broadly defined professional development program, a culturally sensitive campus environment and an integrated approach to internationalization across the curriculum. These various components are at different stages of implementation—all under the office of the Vice President Stephen B. Tietz with advisement from the International Committee, Chaired by Joseph Henry Rust, Director, International Studies and Programs.

First, what and where is Rend Lake College?



- ☛ Established in 1967
- ☛ Located on a \$30 million, 350-acre site near Ina, Illinois, eighty miles southeast of St. Louis, Missouri, and forty miles northeast of Southern Illinois University—Carbondale, Illinois
- ☛ District includes major parts of four counties — Jefferson, Franklin, Hamilton and Perry — parts of Wayne, White, Washington and Williamson
- ☛ District includes 14 high schools
- ☛ State-supported institution has an annual enrollment of approximately 8,000 students and the equivalent of 2,000 full-time students
- ☛ Classes and programs offer a variety of academic and vocational-technical courses ranging from those which provide university-parallel instruction for those students who plan on transferring to a four-year institution to classes providing occupational training for direct entry into the labor market after one or two years.

- ☛ Adult education and developmental classes also are emphasized.
- ☛ Special sectors of the district population served by such programs as the Business Resource and Assistance Center, Small Business Development Center, Volunteer Literacy Project, Early School Leaver Program, Dislocated Worker Assistance Center.
- ☛ Campus includes 10 classroom/office buildings, plus greenhouse and maintenance building, trap shoot facility for meetings
- ☛ Home of the Aerobic Super-Circuit Fitness Center for area residents
- ☛ College has been recognized nationally for its cooperative education programs with area industries, as well as cited statewide
- ☛ Off-campus classes offered throughout district... Mt. Vernon, Benton, McLeansboro, Pinckneyville, Wayne City, Christopher, Woodlawn, Sesser-Valier, etc.
- ☛ Recently awarded maximum 10-year accreditation
- ☛ Recipient of 1.5 million dollar Title III grant

Why is a community college like Rend Lake College involved in the international movement? Because it is part of its mission to the district which has seen the private sector becoming dominated by foreign ownership. Stated in its philosophy and mission statement, to **“Foster global awareness and understanding through its curricula, faculty/staff development, and community outreach programs,”** how does Rend Lake College fulfill this mission? In the following six ways, which are briefly explained:

1. Student study abroad opportunities

RLC is a charter member of the Illinois Consortium for International Studies and Programs (ICISP). ICISP, founded in 1986 with the first semester abroad in 1987, is made up of thirty-eight Illinois Community Colleges and Illinois State University. ICISP has student programs in Canterbury, England, Salzburg, Austria, and Queretaro, Mexico. Additional memberships through National Association of Foreign Student Advisers (NAFSA) and Institute of International Education (IIE) allow RLC students to be placed in an additional twenty-nine programs in eighteen countries. The ICISP programs have been designed specifically for the community college student, whereas the majority of the other programs take the student as an entering junior. RLC ranks eighth in the state with students participating in the ICISP programs and supplied the first community college resident

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program director. Students qualify for the program after they have completed fifteen accumulated hours and have a GPA of 2.75 or higher. Approximately 300 students qualify each semester and are notified by a letter sent from the Center for International Studies and Programs. To help facilitate the ability of the students to participate, RLC waives its tuition and fees, plus the RLC Foundation makes an award to cover the trans-Atlantic airfare. This part of RLC's program is operated out of the Center for International Studies and Programs, directed by Joseph Henry Rust. It has its own separate institutional budget lines. This is appointed as an add on responsibility to a tenured faculty position with no additional salary or release time.

2. Foreign students on the RLC home campus

From the beginning RLC has issued student visas. The Director of Admissions and Records Sue Wells administrates this part of the program as well as serves as the Foreign Student Advisor. This is appointed as an added responsibility with no additional salary or release time. There were six foreign students attending RLC in the fall of 1992. Chris Kuberski, a tenured English Instructor, is certified as an English as a Second Language instructor having worked with Southern Illinois University at Carbondale's Center for English as a Second Language (CESL) and having taught at SIU-Nakajo Campus, Japan; she assists foreign students with language problems. RLC's TOFEL score is 500, so the foreign students have more cultural problems than language. This is appointed as an added responsibility, with no additional salary, or release time. The International Committee is currently investigating the feasibility of expanding RLC's foreign population to one hundred students a semester.

Total recap of RLC's foreign student enrollment (1970-1995)

Australia	1
Canada	6
England	1
Iran	1
Jordan	1
Kenya	1
Malaysia	2
Puerto Rico	6
Spain	1
Switzerland	2
Syria	1
Turkey	1
United Arab Emirates	1
Venezuela	7
Yugoslavia	1
Zimbabwe	1

3. Faculty/Staff and Administration exchange programs

RLC has hosted seven foreign administrators and one faculty member since 1989 on the RLC campus. It has sent to Europe and Mexico three administrators, one board member and one faculty member in the same time frame, with one administrator and two faculty members scheduled to participate in 1993. These exchanges have been arranged in two ways through ICISP and by the college. These exchanges are coordinated through the Center for International Studies and Programs and the appropriate administrative office. The form of the exchange is as follows. The host provides housing, transportation and meals during a two week period. During this time the guest mirrors the host on and off the job. At an arranged date the same takes place in the guest's home country. The airfare is the only additional cost. The average expense of these exchanges is \$1,500 per participant, which has come from the Institutional Professional Development/travel budget. Additionally, RLC hosts visitors from many foreign countries on a less formal basis. Administrators are encouraged to help facilitate more exchanges with the counter institution in Europe, while faculty are asked to develop modules for class usage based upon their experience.

4. Faculty/Staff and Administration professional development

Travel may be used for salary movement by the faculty. Travel expenses are approved for attendance by faculty and administration at International Conventions through the institutional travel budget. In-service programs are presented on international topics as well as satellite conferences. Under the college's sabbatical guidelines a faculty member may apply to teach one semester abroad at one of the ICISP sites. Industrial technology instructors may apply for the Thailand Project where they offer workshops and seminars over a one-month period of time in Thailand through an arrangement with the **Federation of Private Vocational Schools of Thailand**. RLC has participated in the *Fulbright-Hays* group projects abroad as well as individual faculty in the *Seminars Abroad Program*. Finally, the Jean Jordan Kirkpatrick Endowment Fund is used to sponsor special projects to foster better international understanding.

5. Campus Environment and community outreach programs

All classrooms at RLC have a poster of the study abroad opportunities available to the students. The area around the Center for International Studies and Programs is decorated with framed posters of the world with international time zones prominently displayed. An annual newsletter entitled *R.L.C. Internationally Speaking* is sent to every resident of the district, keeping them abreast of international developments at RLC. During October of each year the World Affairs Forum brings speakers, programs, theatrical performances and art exhibitions to campus which are related to a specific focus country. This year's was Spain. Working with Boatmen's Super Set, Mitchell Museum and Holiday Travel, several

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organized trips abroad have been made available to the College district. The International committee working with the Minority Student committee is investigating other specific ways of improving cultural sensitivity of the campus environment. The development of a new energy park with the first company being Chinese will present new challenges for programming .

6. Integrated approach to Internationalization across the curriculum

Special language programming is tailored for General Tire which is jointly owned by American, Japanese and German concerns. C-SPAN is used to air foreign debates and other proceedings such as the House of Parliament and the evening news from Moscow in speech, history and political science. Sociology is taught from a world viewpoint. Foreign languages are offered with resident instructors and through a novel arrangement with Ohio State University allows all languages to be offered even if only one student is in the class. A new course on Latin American culture was specially designed as an international offering. Expansion of the Learning Resource Center's collection both print and media support these courses. Finally, a proposal has been made to send a team of five faculty members and one administrator to be trained in developing curriculum modules within existing courses at the **Training and Resource Center for International Education for Community Colleges in the Midwest** at Kalamazoo Valley Community College, Kalamazoo, Michigan, this May and then return to RLC and train the remaining faculty in this procedure with the ultimate goal of complete curriculum revision by the year 2000.

For more information contact: Joseph Henry Rust, Director, International Studies and Programs, Rend Lake College, Ina, Illinois 62846-9740. 1-800-369-5321/618-437-5321, x 379.



Addendum Number Two

Illinois Community College Board

Summary of Opening Fall 1993 Student Headcount Enrollment by Ethnic Origin

Summary of Opening Fall 1993 Student Headcount Enrollment by Sex and Type of Attendance



Multicultural Awareness Proposal

Table III-1

**SUMMARY OF ANNUAL UNDUPLICATED HEADCOUNT ENROLLMENT BY SEX
FOR FISCAL YEAR 1993**

<u>Dist. No.</u>	<u>District/College</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
522	Belleville	10,882	14,214	25,096
503	Black Hawk	6,215	8,445	14,660
508	Chicago	(82,138)	(96,084)	(178,222)
	City-Wide	9,354	9,897	19,251
	Daley	7,034	8,795	15,829
	Kennedy-King	8,009	11,843	19,852
	Malcolm X	18,995	15,116	34,111
	Olive-Harvey	7,098	10,829	17,927
	Truman	18,022	18,247	36,269
	Washington	4,385	8,746	13,131
	Wilbur Wright	9,241	12,611	21,852
507	Danville	2,245	3,429	5,674
502	DuPage	24,349	32,511	56,860
509	Elgin	7,397	9,094	16,491
512	Harper	13,296	18,353	31,649
540	Heartland	1,145	1,661	2,806
519	Highland	3,128	4,932	8,060
514	Illinois Central	8,879	11,996	20,875
529	Illinois Eastern	(17,741)	(8,275)	(26,016)
	Frontier	2,479	3,778	6,257
	Lincoln Trail	947	957	1,904
	Olney Central	773	1,364	2,137
	Wabash	13,542	2,176	15,718
513	Illinois Valley	2,780	3,810	6,590
525	Joliet	7,172	9,568	16,740
520	Kankakee	4,228	5,665	9,893
501	Kaskaskia	2,503	3,632	6,135
523	Kishwaukee	2,582	3,182	5,764
532	Lake County	11,493	14,266	25,759
517	Lake Land	4,079	4,891	8,970
536	Lewis & Clark	3,684	5,575	9,259
526	Lincoln Land	7,028	8,646	15,674
530	Logan	4,242	5,104	9,346
528	McHenry	4,073	5,404	9,477
524	Moraine Valley	11,106	13,596	24,702
527	Morton	3,163	4,336	7,499
535	Oakton	13,413	18,217	31,630
505	Parkland	6,674	9,030	15,704
515	Prairie State	4,282	5,944	10,226
521	Rend Lake	5,396	3,009	8,405
537	Richland	3,241	4,582	7,823
511	Rock Valley	6,049	8,000	14,049
518	Sandburg	2,238	2,835	5,073
506	Sauk Valley	2,045	2,936	4,981
531	Shawnee	1,381	2,360	3,741
510	South Suburban	6,929	11,887	18,816
533	Southeastern	3,738	2,481	6,219
534	Spoon River	1,929	2,229	4,158
601	State Comm. Coll.	693	1,351	2,044
504	Triton	13,604	19,712	33,316
516	Waubensee	4,374	6,258	10,632
539	Wood	1,992	3,135	5,127
	TOTALS	323,526	400,635	724,161

Table III-5

SUMMARY OF ANNUAL UNDUPLICATED HEADCOUNT ENROLLMENT BY ETHNIC ORIGIN
FOR FISCAL YEAR 1993

Dist. No.	District/College	Asian or Pacific Islander	American Indian or Alaskan	Black Non- Hispanic	Hispanic	White Non- Hispanic	Non- Resident Alien	All Other or No Indication	Total
522	Belleville	448	207	1,840	363	22,139	99	0	25,096
503	Black Hawk	182	44	1,115	1,071	11,981	267	0	14,660
508	Chicago	(13,075)	(1,246)	(67,471)	(55,078)	(39,912)	(0)	(1,440)	(178,222)
	City-Wide	1,610	149	10,435	3,360	3,451	0	246	19,251
	Daley	404	78	2,870	6,129	6,286	0	62	15,829
	Kennedy-King	905	122	11,891	4,887	2,009	0	38	19,852
	Malcolm X	1,093	334	14,701	15,290	2,456	0	237	34,111
	Olive-Harvey	140	126	14,278	2,673	661	0	49	17,927
	Truman	6,069	209	3,779	15,406	10,595	0	211	36,269
	Washington	1,467	101	6,986	1,374	2,872	0	331	13,131
	Wilbur Wright	1,387	127	2,531	5,959	11,582	0	266	21,852
507	Danville	51	8	628	117	4,868	1	1	5,674
502	DuPage	4,770	78	1,554	3,387	45,777	21	1,273	56,860
509	Elgin	668	50	646	3,339	11,787	1	0	16,491
512	Harper	1,935	78	693	3,318	24,988	637	0	31,649
540	Hearland	50	11	191	32	2,507	3	12	2,806
519	Highland	71	15	392	55	7,512	15	0	8,060
514	Illinois Central	272	42	1,240	173	18,738	12	398	20,875
529	Illinois Eastern	(103)	(15)	(269)	(207)	(25,255)	(167)	(0)	(26,016)
	Frontier	18	3	3	9	6,220	4	0	6,257
	Lincoln Trail	13	4	148	15	1,568	156	0	1,904
	Olney Central	17	1	11	8	2,097	3	0	2,137
	Wabash	55	7	107	175	15,370	4	0	15,718
513	Illinois Valley	90	5	142	279	6,071	3	0	6,590
525	Joliet	270	42	1,449	1,022	13,943	14	0	16,740
520	Kankakee	82	18	1,286	237	8,264	6	0	9,893
501	Kaskaskia	41	33	416	113	5,520	12	0	6,135
523	Kishwaukee	183	16	323	452	4,770	20	0	5,764
532	Lake County	841	108	1,961	2,850	19,231	768	0	25,759
517	Lake Land	39	43	353	73	8,446	16	0	8,970
536	Lewis & Clark	72	25	551	57	8,545	9	0	9,259
526	Lincoln Land	108	31	1,048	140	14,324	23	0	15,674
530	Logan	151	29	457	60	8,614	35	0	9,346
528	McHenry	107	12	12	838	8,488	20	0	9,477
524	Moraine Valley	347	105	1,327	1,077	21,595	251	0	24,702
527	Morton	162	16	31	2,238	4,634	418	0	7,499
535	Oakton	4,049	72	1,192	1,644	24,673	0	0	31,630
505	Parkland	489	69	1,722	279	12,776	369	0	15,704
515	Prairie State	161	24	2,545	902	5,983	8	603	10,226
521	Rend Lake	24	12	242	51	8,073	3	0	8,405
537	Richland	52	26	981	32	6,732	0	0	7,823
511	Rock Valley	308	45	739	550	12,359	41	7	14,049
518	Sandburg	28	15	397	139	4,448	46	0	5,073
506	Sauk Valley	42	25	179	258	4,477	0	0	4,981
531	Shawnee	29	3	521	18	3,169	1	0	3,741
510	South Suburban	245	87	5,988	1,430	10,928	138	0	18,811
533	Southeastern	24	16	1,354	233	4,586	6	0	6,21
534	Spoon River	67	6	341	42	3,650	52	0	4,158
601	State Comm. Coll.	17	0	1,999	2	26	0	0	2,044
504	Triton	1,310	86	4,424	3,405	23,985	106	0	33,316
516	Waubensee	101	105	685	1,570	8,170	1	0	10,632
539	Wood	8	12	221	30	4,828	8	0	5,127
	TOTALS	31,092	2,880	108,925	87,161	486,772	3,597	3,734	724,161

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Addendum Number Three

**Rend Lake College
Underrepresented Groups
September 1, 1994**

Annual Overview—Fiscal Year 1994



REND LAKE COLLEGE
 UNDERREPRESENTED GROUPS
 September 1, 1994

Annual Overview - Fiscal Year 1994

During fiscal year 1993, 11,165 (unduplicated) part- and full-time students were enrolled according to the College's Tenth Day Report; 5,089 or 45.6% were female; 265 or 2.4% were minority students. The numbers in this report do not include students served at the College's Menard or Big Muddy sites.

Minority Students

The following represents a break-down of the minority student population of Rend Lake College for fiscal year 1994.

Asian Pacific Islander	41
American Indian/Alaskan	27
Black Non-Hispanic	160
Hispanic	37

*Number and percentage of those Fall students who returned Spring Semester.

Four minority students received degrees in fiscal year 1994.

Associate of Arts	1
Associate in Applied Science	1
Occupational Certificates	2

The Adult Education and Project First Class programs are, most likely, responsible for the increase in minority student population. Project First Class is a result of an initiative begun by Rend Lake College Fall 1988. Local school administrators were concerned that too few minority students were enrolling in post-secondary education programs. The education has been improved and implemented on an on-going basis through this HECA project. Although the College has begun to make inroads, educational and community leaders realize the tremendous need to continue the encouragement and motivation of Mt. Vernon minority

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students to pursue a college education. (Mt. Vernon is the only city in the College district with a minority population, 11%.)

Project First Class has the support, commitment, and continual involvement of the Hamilton/Jefferson County Regional Superintendent of School, the Mt. Vernon Township High School Superintendent and Director of Student Services, the Mt. Vernon City Schools, Superintendent, Assistant Superintendent, Principals and teachers, Rend Lake College Administrators and staff, Southern Illinois University - Carbondale Administrators and Staff. During this past year, two volunteer citizens support groups known as "Friends of Project First Class" (Rotary Club initiative) and "Project Excel" (First Presbyterian Church initiative) continue to provide additional support services. This HECA Project is well received in the Mt. Vernon Community.

Project First Class has focused on raising academic skills and improving the self-esteem of over one-hundred minority elementary, junior high, and senior high students in the Mt. Vernon school districts. The project serves students who have the potential to do college work and encourages these students to complete high school and attend college. The emphasis is on professional tutoring, parental development and involvement, role modeling, and academic and enrichment activities to increase student success. Parental involvement has been another significant factor in the program's success. Nine parents participated in the College For Kids program during the summer, with 61 parents participating during the entire year.

The following activities were planned by the Project First Class Coordinator to encourage college attendance by minority students.

<u>Academic Skills Classes</u>	<u>No. of Project First Class Participants</u>
College Entrance Exam Preparation	18
PSAT Preparatory Classes	6
ACT Preparation Saturday Class	19
ACT Testing	10
Computer Literacy	21
PLAN Testing	10
Mt. Vernon Township High School	
College for Credit	2

Campus Summer Programs

College Credit Classes	2
Rend Lake College for Kids	124
Future Scholars (SIU-C)	4
Challenge to Excellence SIU-C	5
Architecture for Kids SIU-C	2
Law Camp SIU-C	4
Tech Camp - Rend Lake College	4
Cultural Diversity Camp	4
Bridges to Other Cultures	
Ambassador Reunion (SIUC)	5
City Kids Self-Esteem Workshop	28
University of Illinois 4-H	
Extension Program	28
Academic Enrichment	
Rend Lake College	138
Mt. Vernon Twp. High School	14

In the Fall of 1993, the College offered ten Project First Class tuition waivers to further encourage minority student enrollment and retention. Of those waivers offered, five were used.

The College's Adult Education Program served several special populations students (1 Asian, 12 Blacks, and 1 Hispanic.) The College's Adult Education Literacy Coordinator provided tutoring services at the College's Adult Education Center. This New Readers program was moved to the same location that GED preparation courses are offered to facilitate the student's transition.

Female Students

Female students represented 45.6% of the 1994 headcount. Of the degrees awarded this past fiscal year, 319 or 61% were earned by females.

Associate of Arts	57
Associate in Science	51
Associate in Applied Science	123
Accounting	6
Auto Mechanics	2
Architecture Technology	2

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Business Management	2
Criminal Justice	6
Culinary Arts	2
Industrial Electronics	
Microcomputer Maintenance	1
Industrial Service Technology	1
Medical Records Tech.	1
Nursing	76
Secretarial Science - Admin. Assist.	5
Secretarial Science - Legal Assist.	10
Secretarial Science - Med.	4
Secretarial Science -	
Word Processing	6
Certificates	88
Architecture Technology	2
Child Care	5
Computer Aided Design	2
Nurse's Assistant	15
Practical Nurse	54
Secretarial Science - Basic	10

The Single Parent, Sex Equity, and Early School Leaver Programs have continued to offer tuition, books, mileage reimbursement, and licensed child care stipends to female students.

Early School Leaver Program

The Early School Leaver Program serves youth, aged 16-24, who have left high school without graduating. The program combines classroom learning with supervised employment experiences. Students are given preparation courses for the GED examination prior to their enrollment in college courses, and also are provided career guidance and counseling for the College's vocational programs.

Single Parent Program

The goal of the Single Parent Program is to provide services and activities which will furnish single parents, displaced homemakers, and single pregnant women with marketable job skills leading to full-time employment and self-sufficiency. This goal was reached by providing GED testing, tutoring, referral to other agencies, field trips to local industries and Southern Illinois University at Carbondale, and seminars on divorce and single parenting. Students were also assessed to

determine their needs as they relate to daycare, transportation, tuition, books, and personal needs.

Sex Equity Program

The goal of the Sex Equity Program is to provide services and activities to assist participants in completing educational programs which will furnish them with marketable job skills leading to self-sufficiency and full-time non-traditional employment.. The program actively recruited women into areas such as Industrial Service, Electronics, Engineering, Architecture, and Criminal Justice. As indicated in the previous chart; females earned Associate in Applied Science degrees in traditionally male fields.

A particular emphasis of the Sex Equity Program is to host Summer Tech Camps for high school females. Two camps were offered summer 1994 – Architecture Camp and Tech Camp. The purpose of each camp was to recruit women and minorities in order to expose the participants to career options. Eighteen students enrolled in the Architecture Camp and fourteen in the Tech Camp with two minority participants in the Architecture Camp and four in the Tech Camp. The weeks were spent in the classroom, taking field trips to local industries and Big Muddy Correctional Center, and a walking tour of the architecture of St. Louis

Disabled Students

Six (6) disabled students were served during the year according to the College's A1. Disabled students must identify themselves and request services, thus, exact numbers are not known. Approximately ten students were assisted by the College Special Needs Counselor. The counselor arranged special accommodations within the classroom and special testing sessions for disabled students. Interpreters/signers are also available for hearing impaired students. The Vocational Special Populations Coordinator worked with 22 students; the school nurse, approximately six. There is likely some duplication in these numbers due to referrals made by counselor, coordinator, and school nurse.

Employment of Underrepresented Groups

The goals and objectives of the Affirmative Action Office continue to be to develop and maintain a system of recruiting, hiring, promoting,

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and continuing education opportunities that are free of discriminatory criteria and that encourage full and equal participation regardless of race, gender, religion, or national origin.

Special Populations Grant Funds

The Rend Lake College Special Populations grant monies are used to identify educationally disadvantaged students, to provide special needs assessment (extended time, assistance in recording answers, assistance in reading), to provide writing tutoring, and to supplement developmental writing and reading instruction.

Summary

The College's efforts to recruit and retain minority students have been concentrated in the HECA-Project First Class program by providing an early intervention with students in grades K-12. Project First Class accomplishes this goal by attempting to raise the academic skill levels, self-esteem, and motivation of 100 minority students in Mt. Vernon, Illinois. Students participating in the program are encouraged to plan to attend college at a very early age. The academic performance of the participants is monitored during the school day in Mt. Vernon City Schools (District 80) and Mt. Vernon Township High School (District 201). The assistance provided by the local school districts, parents, and community organizations make a significant contribution to the success of the program. The program is evaluated by tracking the success of the students after they complete the program and continue on to college.

Participants are provided tutoring in reading, writing, math, science, foreign languages, and computers. This assistance is available six days a week during the regular school year. Academic enrichment through summer programs is provided in the form of such programs as College For Kids, Tech Prep Architect Camp, Scientific Exploration, and the Dwight D. Eisenhower Mathematics and Science Education Program Grant: "Video Lab and Kitchen Chemistry" project at Rend Lake College. Additionally, students may participate in Future Scholars, the Minority Engineering Program, Regional Career Preparation Program, Project Upward Bound, the Southern Illinois University Division of Continuing Education's Law Camp, Challenge to Excellence, and Bridges to Other Cultures programs.

The College also assists minority students through the Adult Education Program by providing tutoring, counseling, testing, and other services to special populations students. Enhancement of these services was accomplished by locating the services in the areas of the community that exhibit the greatest need. Special populations students are also served by various grant funded programs at the College such as Project Child, the Single Parent, and Early School Leavers programs.

In-Service diversity training, sexual harassment training, and culturally diverse events for students are activities that have heightened awareness of minority issues on campus. Employment goals of minorities and women are clearly outlined in the College's Affirmative Action Report. The College also plans to follow affirmative action procedures in the employment of part-time employees.