

Diversity Committee
Members:

Lily E. Espinoza, Chair
Vince White, Secretary

Josue Abarca, Classified
Lily E. Espinoza, Management
Annie Liu, APIA
Paul McKinley, DSS
Bob Miranda, LFSA
Kim Orlijan Faculty
Andre Strong, BFSA
Olivia Veloz, Management
Vince White, GLADE

Special points of interest:

- Taking on the Challenge of Diversity and Ability
- On Cultural Competency
- LGBT Issues
- Immigration Reform

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FULLERTON COLLEGE

ELEVATING EXCELLENCE.

Diversity on Campus

Issue #2

Fall 2010

Message from the Chair by Lily E. Espinoza

The 2010-2011 academic year is in full swing. We are faced with unprecedented budget cuts and a stagnant economy that fails to show signs of improvement. Yet we continue to work toward the goals and mission of the community college knowing we lack resources. Now, more than ever before, diversity issues are at the forefront of many critical decisions we face as a college. How do we determine which programs to reduce? How can we afford to provide support to more and more students? In addition, how can we offer a multitude of courses that cost more and more funding to operate? How do we best

prepare students to enter a changing workforce? Can we honestly say that we are providing our students with the necessary tools to enter into the global marketplace of ideas given what they are learning in our classrooms? Are our faculty and staff trained on how to develop the skills and abilities that the industry require?

There is currently a state mandate to increase the number of college graduates by 1 million additional college degrees by the year 2020. To accomplish this goal, we will need to create an educational community that can meet the needs of our diverse learners to help them succeed.

So, rather than allowing our financial constraints to sever our dedication to our cause, we must look at the opportunity presented to us. There is new leadership at the college and there will be renewed leadership at the state house in Sacramento. We have ambitious goals and we must develop new ways of addressing the same old problems. We must do our part to acknowledge the challenges that working in a diverse community present and face this challenge head on. For the work of the weak is soon forgotten, but the work of the strong lasts for an eternity. As we plan for next year, our goal should be to take on this challenge.

Latino Faculty and Staff Association had a Busy Fall by Bob Miranda

The Latino Faculty and Staff Association was busy this year collaborating with other programs to bring activities and opportunities to students at Fullerton College. This Fall, the first activity for the group was hosting Bienvenidos, which took place in September. Bienvenidos started at Fullerton College in 2003. At that time, Fullerton College did not have a formal welcome or college-wide orientation program to highlight programs and services for new and returning students. It was an important goal for LFSA to start this tradition for Latino students and the campus community. Later, LFSA decided to expand the scope of the

program to invite all new and continuing students to attend the Bienvenidos Welcome and Orientation program. LFSA collaborated with various student services and academic program areas and with the assistance of students, we developed the first-ever program designed to help build recognition of Latino Heritage month and to welcome all students to the college.

Another proud accomplishment for LFSA was a collaboration with the FC Dream Team to provide scholarships to eight AB540 students for a total amount of \$2,400 for the Fall. The Dream Team scholarship will also be available in the Spring

to help students afford the cost of books and supplies. The scholarship was designed to assist students who qualify for AB540 but do not receive federal or state aid due to their immigration status.

On November 5, 2010, the LFSA, in collaboration with the NOCCCD, assisted with the "Closing the Latino Achievement Gap in Orange County" Summit. The conference was a great success and involved over 300 attendees throughout Orange County.

The Latino Faculty and Staff Association wishes everyone a wonderful holiday season to you and your family!



Multiculturalism is not a "national burden" but a "national resource and treasure"

"Representation of diversity needs to go beyond token levels."



Diversity means celebrating contributions and achievements of all people in society.

Taking on the Challenge of Diversity and Ability By Paul McKinley

Each of us is presented with obstacles on a daily basis. Some obstacles are perceived as insurmountable so we occasionally shrug them off and move forward without addressing them. The next time you cross the conundrum of accepting a challenge or backing away from it, consider the accomplishments of these people living with a disability:

- Rick Hansen pushed his wheelchair **around the world** in his *Man in Motion* Tour.
- Terry Fox succumbed to cancer while running across Canada with a **prosthetic** leg in his *Marathon of Hope*.
- Albert Einstein developed complex mathematical equations with a significant **learning disability**.
- Armless Jessica Cox has earned multiple Black Belts in martial arts and is the **only armless** person in the world to be FAA certified to fly a plane.
- Helen Keller learned to communicate and to **"see with vision"** without the use of her eyes and ears.
- John F. Kennedy and Franklin Roosevelt **led our country** notwithstanding their debilitating disabilities.
- Nick Vujicic lives independently, shaves, brushes his teeth, makes an omelet, word processes, swims and all other tasks most people do and he does these things **without arms or legs**.
- Alexander Graham Bell's and Thomas Edison's inventions altered society. They **master-minded** these inventions as disabled individuals.
- John Lennon, Beethoven, Itzhak Perlman, and Stevie Wonder all composed/performed **beautiful** music even with their ability challenges.

Diversity, in all its glory, represents challenges in endless shapes and forms. The examples above are just a glimpse of people with diverse ability levels who have overcome some challenges in their lives. They chose to achieve success regardless of their ability level. Diversity will always present a challenge to the status quo. It is how we accept, address and conquer the challenge that defines the perception we deliver about diversity as individuals, an academic community, and as a society as a whole.

LGBT Issues at the Forefront By Vince White

I am proud to serve another year as the President of GLADE and its designated representative on the Fullerton College Diversity Committee. For GLADE members, the new academic year began with a renewed energy and concern for the LGBT community on and off campus. Our goal has been to ensure that we strive for a campus climate that goes beyond mere "toleration" of lesbians, gays, bisexual, and transgender (LGBT) persons, but one that affirms the value and dignity of our community. This cannot be accomplished so long as homophobia and anti-gay sentiments continue to be commonplace at Fullerton College. Earlier this year, the campus released the two campus climate reports highlighting student and staff opinions on a variety of diversity issues including those related to sexual orientation and gender. The results of both surveys left us with more questions than answers in regards to the campus

climate for LGBT students and staff. The most troubling finding was that approximately 40% of the 897 students polled agreed that "homophobia is a problem on campus." Indeed, some students even wrote comments that can only be regarded as hateful rhetoric against gays and lesbians. Homophobia is the root of discrimination against LGBT persons and so long as society continues to perpetuate this form of hate, we may expect that these comments will continue. We in the LGBT community take homophobia seriously because we know that it is directly related to tragic situations such as the recent suicides of young gay people and direct violence against gays and lesbians. Thus, I am glad to continue as a strong voice for LGBT issues at our campus, especially at a time when the Diversity Committee is on the verge of revising its mission and purpose statement. As the

representative of GLADE on the committee my goal has always been to ensure that the concerns of the LGBT community on our campus are not relegated to a sidebar or afterthought. I look forward to another year of working with colleagues who are just as passionate in their representation on the committee in our goal to ensure that Fullerton College remains a welcoming and affirming place for all of our students and staff. In addition, I want to let our campus community know that GLADE will begin accepting applications for the GLADE Scholarship in January. Lastly, we are very happy to announce that our membership has grown this year as we accepted four new members – some of whom are allies! If you are interested in joining GLADE, please contact me at vwhite@fullcoll.edu or (714) 732-5528 for a membership form. For more information, please visit our new website at <http://glade.fullcoll.edu>

On Cultural Competency by Olivia Veloz

On October 29, 2010, I had the opportunity to attend the Western Region Council on Black American Affairs Fall Mini Conference 2010: Achieving and Sustaining Educational Excellence During Challenging Times at Pierce College in Woodland Hills, CA. Several outstanding guest speakers incited the audience with their touching personal stories and statistical data.

One of the workshops I attended was “Does Culture Matter? The Purpose of Cultural Competency in Supporting Educational Excellence” presented by Ms. Minerva Chavez, Assistant Professor in the Department of Secondary Education at California State University, Fullerton. This workshop addressed the role of cultural competence in sustaining educational excellence for students of color and focused on understanding culturally relevant pedagogy. This workshop also presented models that explored how culturally relevant pedagogy has resulted in improving academic performance for all students (WRCBAA brochure, 2010).

The presenter, Ms. Chavez, described pedagogy as a way of instruction that conveys our thinking about the world we live in. She indicated that Culturally Relevant Pedagogy sees the norms, social practices, ideologies, language and behavior of students as strengths and validates them. Culturally Relevant Pedagogy must address the 1.) ability to successfully develop students academically; 2.) ability to affirm, nurture and support the student’s cultural identity; and 3.) ability to develop a critical perspective that challenges inequities. She further stated that the lack of this cultural understanding fosters deficit views of students; deterioration of interpersonal

respect between teacher and student; poor use of instructional time; and increased attention to controlling student behavior (discipline). The lack of cultural understanding leads to a misunderstanding of the students in the educational system. An educational system that continually mislabels students of color as “disadvantaged” or “at-risk”.

Ms. Chavez also discussed various ways to attain cultural competence. A few strategies include 1.) acknowledge deficit-based notions; 2.) recognition of the connection between culture and learning; and 3.) recognition that traditional practices reflect middle-class European American values. The disconnection between culture and learning (e.g., dress, language), has resulted in Latino students being the most negatively affected by institutional practices that fail to incorporate the importance of cultural pedagogy into instruction and programs.

Culturally relevant teachers were described as having a dynamic pedagogy; seeing themselves as a member of the community; seeing teaching as a service to society; believing students have knowledge and are not “empty vessels” or “blank slates”; helping the student collaborate with other students; and building scaffolds for learning.

Having had the opportunity to develop a richer understanding of cultural pedagogy, I plan to implement these strategies in the Academic Support Center. In addition, I encourage us all to consider how culturally relevant practices can enrich the learning experience for students at Fullerton College. Lastly, I thank NOCCCD and Fullerton College for the opportunity to attend this timely and relevant conference.



Diversity means inclusion, cooperation, and movement toward mutually shared goals.

Upcoming Diversity Events at Fullerton College

One Book, One College

Speaker: Sonia Nazario
Thursday, March 10th
6:30pm
Wilshire Auditorium

Jane Elliott

Speaker on prejudice and bigotry
Wednesday March 30th
10:00am—11:30am
Campus Theatre

Leon Leyson

Jewish holocaust survivor
Thursday, April 12th
12:00pm—1:00pm
Campus Theatre

Tet Festival

Lunar New Year Celebration
Year of the Cat
Thursday, February 3rd
12:00pm—1:30pm
Campus Quad

Festival of Diversity

Thursday, April 28th
10:00am—1:30pm
Campus Quad

Campus Diversity Forum

Wednesday, May 4th
12:00pm—2:00pm
Location TBD

Diversity through the Arts

Contest
Thursday, April 28th
10:00am—1:30pm

DIVERSITY COMMITTEE

The committee meets the first Wednesday of each month in Room 227 3:00–4:30pm

Phone: 714-992-7087

Fax: 714-992-9912

E-mail: lespinoza@fullcoll.edu

PLANNING AN EVENT?

Is it related to diversity? Please let us know about it and we can post it on the Diversity Events Calendar!!!

Check out the calendar of this year's events!
<http://cadena.fullcoll.edu/Campus%20Diversity%20Events.htm>



A Discussion on Immigration and the Media by Kim Orlijan

On November 17, the Fullerton College Diversity Committee, along with the Anthropology Department, hosted a talk by UC Irvine Professor Leo Chavez entitled "Why Immigration Reform is So Difficult: Latinos as Threat in the Media." Approximately two hundred community and campus members attended the presentation in the Campus Theater.

Professor Chavez delivered a well-received and timely talk that argued that the mainstream media have historically figured Latinos as an imminent and forceful threat to the United States. The media have done so, Chavez asserted, by using the imagery and language of an invasion narrative, a narrative that has become normalized and unchallenged discourse in the United States media. Professor Chavez showed the audience a number of main-stream magazine covers and articles that helped, throughout the 1970's, 1980's, and 1990's, to create and perpetuate that discourse.

Part of the construction of the "Latino Threat" (also the title of Chavez's book) has been a push by the media and several right-wing pundits and politicians toward the notion that Latinos are conspiring to take over the Southwest United States and make it a Latino version of Quebec. The recent Arizona law, along with political advertisements in this month's election by people such as Sharon Angle (all of which arguably demonize and ostracize Latinos), make clear, Chavez argued, that the Latino Threat narrative is alive and well.

One of the main aspects of the Latino Threat, according to Chavez, concerns the characterization of Latinas as baby-making machines. That is, the media have in part reified the concept of the Latino Threat through the bodies of Latinas, implicitly arguing that part of the scheme to take over the Southwest United States relies on Latinas reproducing at a high rate and having many "anchor babies" to help populate and take over the United States.

However, Chavez argued in the

last part of his talk, the Latino Threat is a myth that is going unchallenged by the mainstream media despite the existence of solid evidence that undermines the myth. Chavez pointed out, for example, that the birthrate of Latinas both in Mexico and in the United States has been declining over the last several years and is approximately on par with the birthrate of Anglo women. Furthermore, about 40% of Latinas in Southern California are currently choosing to marry non-Latino partners. Both of these facts fly in the face of the idea that Latinos are partaking in any kind of separatist, Latino-centered, threatening movement.

Professor Chavez's talk seemed to me most important for our community in these days of immigration debate and discussion. He asserted that the "Latino Threat" blinds us to Latino contributions and must, therefore, be challenged and critiqued. This presentation was one part in what will hopefully be an ongoing conversation at Fullerton College about this crucial contemporary issue.

Asian Pacific Islander Faculty & Staff Association hosts

Book Discussion by Jane Ishibashi, APIA President

The Asian American Pacific Islander Faculty Staff Association (APIA) was formed in 2009 to foster a support group for APIA employees of the NOCCCD. Since one of the association goals is to provide opportunities to study issues of importance to Asian and Pacific Islander staff, APIA will be holding several book discussions during this academic year.



The first book discussion group met on October 13, 2010. Larry Hashima, Ethnic Studies faculty at Fullerton College and Cal State Long Beach, led the discussion about *The Myth of the Model Minority: Asian Americans Facing Racism* by Rosalind S. Chou and Joe R. Feagin. The group discussed ways that the model minority myth creates problems for Asian Americans as well as for ethnic groups unfavorably compared to this "model minority". The "model minority" image is imposed on extremely diverse Asian/Pacific Islander groups composed of individuals with differing problems and cultures that do not always fit the majority's image of the Asian American as studious, non-confrontational, relatively successful, and often geeky. The image of the successful immigrant works against Asian Americans who are having problems because their difficulties end up overlooked or underestimated. Students from Eufemio Fernandez's Ethnic Studies class were attentive participants. After the discussion, several APIA members sampled the delicious Korean fare at the Koba Tofu Grill in Fullerton.

Membership is open to any faculty or classified staff person interested in Asian American Pacific Islander issues. For more information, go to the APIA blog at <http://fullcollapia.blogspot.com/> and join!