

Faculty Diversity Internship Program

Background

Historically, there has been a lack of diversity in the applicant pool for academic positions, especially academic administration and full-time faculty at Glendale Community College. Based on current labor market trends and the small percentage of underrepresented faculty groups at GCC as well as community colleges state-wide, the traditional methods are not enough to attract diverse faculty to college. Glendale Community College is committed to seeking out talented and diverse faculty who can benefit not only our institution, but our society through their backgrounds and experiences.

In January of 2005, the Senate created a Faculty Diversity Taskforce to study the diversity challenges on campus. The goal of the Faculty Diversity Task Force was to provide recommendations to establish greater equity and diversity among academic administration and full-time faculty. In 2007, the taskforce provided recommendations to the Senate and one of the three major areas of focus to improve the diversity of faculty at the college was recruitment. Among the recruitment activities identified was a GCC Faculty Internship Program.

In May 2007, the Senate approved the Faculty Diversity Taskforce's proposal. Subsequently, in 2009, John Queen, Academic Senate President on behalf of the Senate, attended the EEO Advisory Committee meeting and asked the committee to oversee the coordination and implementation of the program. The EEO committee agreed to take on the project and created an EEO subcommittee to develop the program.

This proposal includes: 1) Overview of the program; 2) Recruitment and selection process; 3) Program specifics; 4) Roles and responsibilities of the intern and mentor; 5) Intern evaluation and certification; 6) Timeline/milestones; and 7) Funding.

Program Overview

The Faculty Diversity Internship Program seeks to identify, recruit, train, prepare, and increase the number of faculty for instructional disciplines from historically underrepresented groups in California community colleges as defined in Title V, Section 53001: American Indians, Alaskan Natives, Asians, Pacific Islanders, Blacks, Hispanics, women, persons with disabilities, and persons with migrant backgrounds. The program recruits and places interns in the disciplines and departments with the greatest need for diversity. This effort will emphasize identifying and placing qualified applicants into faculty positions at Glendale Community College and providing them with professional opportunities to learn about community colleges and their students' needs under supported and supervised faculty mentoring assistance.

It is the intent of the FDIP to provide a supportive work and training environment for the intern. The intern will be assigned a mentor who will help him/her understand and prepare for future community college faculty positions.

During the internship, each intern will become familiar with a myriad of faculty activities and necessary tools to become a successful community college instructor. For the mentor it provides a rewarding opportunity to contribute to the college's goal to increase diversity on campus and support individuals who have an interest and/or are pursuing the field education at a community college.

Program Objectives

The objectives for this internship program are to:

- (1) Enhance Glendale Community College's efforts toward building a diverse faculty.
- (2) Increase the number of qualified persons pursuing doctoral, master's and associate degrees into faculty positions at GCC particularly for disciplines for which recruitment is difficult and for disciplines in which a shortage of qualified faculty is anticipated;
- (3) Develop and implement a recruitment and placement program for GCC faculty interns;
- (4) Provide training for interns which emphasizes student learning and meeting the needs of diverse students;
- (5) Provide prospective GCC faculty members with the opportunity to experience a work environment at a community college campus.

Program Oversight

The Faculty Diversity Internship Program is a major initiative supported by Glendale Community College. The Program is co-sponsored by the Academic Senate and the EEO Advisory Committee.

The Faculty Diversity Internship Committee (FDIC) consists of 1) A senate representative; 2) An administrator; 3) A division chair; 4) A guild representative; and 5) EEO Representative. The FDIC will provide oversight of the program and any problems that may arise during the internship for the interns and mentors. The Chair and/or Co-Chairs of the participating divisions are responsible for securing faculty mentors, interviewing prospective interns, and coordinating faculty assignments, as applicable. The committee will provide support as needed to the Chairs, Co-chair, mentors and interns.

The FDIC continuously reviews the Program and works with the various college and university faculty and leaders to develop the best experiences for interns.

Recruitment and Selection

Eligibility Requirements

Interested persons with advanced degrees (i.e. masters degree or higher) desiring to teach at the community college level; graduate students who are currently enrolled in a master's or doctoral program at the University of California, the California State University, or any other accredited higher educational institution in the discipline in which the intern plans to teach and who have completed a minimum of 50% of their master's program (must be within one year of degree completion).

A) Interns in General Education Disciplines

- Graduate students with completion of at least one half of Masters or Doctoral degree program at an accredited institution in the field in which they will be teaching;
- Current registration in good standing at the college or university in which they are enrolled as a student during the term(s) of the internship;

B) Interns in Career and Technical Education (CTE)

- Six years of related work experience and completion of half an Associate degree, or four years of related work experience and completion of half of a Bachelor's degree;
- Current registration and good standing at a college or university during the term(s) of their internship.

C) Interns with Degrees

- Meet regular faculty minimum qualification but no formal teaching experience

Application Process

Persons interested in applying for the Faculty Diversity Internship Program may apply on-line and must provide the following information as part of the application process by the closing date:

- On-line application
- A current resume or vitae;
- Three (3) letters of recommendation;
- A copy of unofficial transcripts identifying current graduate work or work in progress (official transcripts will be required by spring semester of Internship Program);

Intern Selection Process

The Selection Committee consists of 1) the respective division chair or designee 2) A faculty member from the division 3) A Faculty Diversity Internship Committee member and 4) An EEO Representative. The committee encourages all parties interested in becoming community college faculty or academic interns to apply. The entire committee reviews all applications. The selection committee will interview and select candidates for the internship program.

Selected interns are required to participate in a series of faculty development activities and training throughout the internship experience. Additionally, each intern works closely for up to a full year with an assigned mentor who has teaching experience in the intern's area of interest. Interns who successfully complete the program and meet the minimum qualifications in their discipline may be considered for an adjunct teaching/counseling position.

Mentor Selection Process

The Division Chair is responsible for selecting the mentor. The mentor is required to meet the following criteria:

- A tenured faculty member
- Current performance and student evaluations exceed/meet expectations

Program Specifics

Duration:

Minimum of one semester (approximately 21-22 weeks) up to 2 semesters; The second semester is optional.

Compensation:

Stipend:

	<u>Intern</u>	<u>Mentor</u>
1 st semester	\$2100*	\$1,000
2 nd semester	\$2100*	\$ 500

*Based on 2009 Adjunct Salary Schedule for a 3 unit class.

Assignment:

Summer Orientation Program

- Faculty Intern Orientation – 4 hours
 - Shadowing – 5 or 6 weeks; based on discipline (25 hours during summer interim session)
 - Observe mentor in classroom
 - Develop syllabus and one assignment
 - Practice grading a minimum of 5 student papers (from the mentor's class) and give feedback.
 - Read assigned book on effective teaching principles and complete a minimum of two, 1-2 page reading response in an area of interest

Fall Semester

- Teaching Internship
 - Instructor of Record
 - Course planning - Work with mentor to complete and refine materials (i.e. assignments, exams, rubrics, etc.)
 - Complete administrative preparation using established academic regulations and GCC procedures
- Campus activities
 - Attend a minimum of one faculty related campus meetings (department/discipline and/or governance meetings.)
 - Attend a minimum of one Faculty Development Workshop

Spring semester (if applicable)

The second semester the intern will complete the following:

- Teaching internship
 - Instructor of Record
 - Course planning - Work with mentor to complete and refine materials (i.e. assignments, exams, rubrics, etc.)
 - Complete administrative preparation using established academic regulations and GCC procedures
- Campus activities
 - Attend a minimum of one faculty related campus meeting (department/discipline and/or governance meetings.)
 - Attend a minimum of one Faculty Development Workshop

Intern Evaluation/Certificate of Completion

The interns will receive two formal written evaluations per semester. The first evaluation will be conducted after the first eight weeks of the internship. The second evaluation will be at end of the semester. Upon successful completion of the internship program, the intern will receive a certificate of completion.

Timelines/Milestones

The subcommittee plans to roll-out a three-year pilot program starting in the Summer interim session of 2011. The pilot would include three interns and three mentors. The subcommittee and FDIC will present an update to the Senate in Spring 2012 and an evaluation of the program in Spring 2013. Thereafter, the FDIC would like to recruit a minimum of three interns or more each academic year based on available funding.

Funding

The total cost for funding the program for three years is approximately \$54,000; \$18,000 per academic year. This will include compensation for three interns, (\$12,600), based on 2009 Adjunct Salary Schedule, plus compensation for mentors (\$4,500), and \$900 for recruitment, material and printing costs. The subcommittee is pursuing various funding sources.