



CHANCELLOR'S LEADERSHIP ACADEMY APPLICATION FORM 2020-21

In an effort to expand leadership opportunities and champion diversity both within the district and the California Community College System, the chancellor has established and will lead an academy that provides grantees with mentorship, broad technical skills training, and networking necessary to gain the practical expertise necessary to accelerate into executive leadership positions. Grantees must apply for admission to the program.

The Leadership Academy is limited to 10 individuals. Applicants will be selected based on an application and interview. Those selected for the Leadership Academy will receive a \$1000 stipend through the Land Corporation professional development fund for attending evening sessions that will occur monthly throughout the academic year.

Learning objectives include:

- Building managerial decision-making capacity
- Cultivating organizational excellence
- Community relations and fundraising
- Enterprise level budgetary and operational proficiency
- Fluency in negotiating the community college legal landscape
- Managing the reputational and financial risks of your institution
- Championing equity and diversity

To be considered for the program, please submit the following materials:

- Completed application with questions answered in a separate document
- Resume or Curriculum Vitae
- Supervisor approval and signature

Applicant Information

First Name: _____ Last Name: _____ Employee Id: _____

Telephone #: _____ Cell Phone: _____

E-mail address: _____

Mailing Address: _____ City: _____ State: _____ Zip: _____

Position: _____

(Check one) Faculty _____ Staff _____ Administrator _____

(Check one) Location: MC: _____ WVC: _____ District: _____

APPLICATION DEADLINE: Friday, November 13, 2020

Please submit all applications to the Chancellor's Office

Attn: Gloria Gutierrez via email to gloria.gutierrez@wvm.edu

For questions please call the Chancellor's office at (408) 741-2011



Applicant Questions (Please limit each response to 1 paragraph)

1. Why do you want to be a community college chancellor, president, or vice president?
2. How do you see this program augmenting your current experience and education and thus moving you closer to that goal?
3. Specifically, what skills or knowledge do you feel are beyond the traditional work experience or otherwise unavailable in existing professional development formats that may be essential to your growth?
4. Define excellence in teaching and learning at the community college level.

Applicant Signature: _____

Date: _____

Supervisor Name: _____

Supervisor approval signature: _____

Date: _____

Monica Sain—English Composition

FDIP 20/21 Cohort-Hired as Tenure Track Mission College/ Umoja Instructor

How have you benefited and grown from participating in the Faculty Diversity Internship Program?

The Faculty Diversity Internship Program has offered me an invaluable opportunity to work closely with talented and dedicated faculty members (including my mentor and the FDIP coordinators), as well as the opportunity to work with a group of truly wonderful students. In this position, I have learned so much about providing equitable, inspiring, and engaging curricula for students of all skill levels. Also, I've finally gotten the opportunity to teach online! That's something I've wanted to do for a long time. This experience has helped me become more confident in my teaching and curriculum-planning.

Why do you want to be an educator in higher education and what discipline do you want to teach?

I want to be a higher-education educator (especially at a community college!) because education is my passion. Ever since I was a kid, I've loved learning! I used to love to "play teacher" and help my teachers after school. I had a lot of fun tutoring other students as well. I want to pass on my excitement for education to students. Also, there's no doubt that education opens so many doors, and I want to give students – especially those who are "non-traditional" – the tools for advancement. I would love to teach English! I love it all – composition, literature, reading, etc.

What role did your mentor play in guiding you throughout the internship program?

My mentor has been instrumental in helping me learn and grow, especially in expanding my mind curriculum-wise. From the moment I began working with her, I was so excited to see how inspired and interesting her curricula are – not the typical boilerplate type of lessons. She uses a variety of instruction delivery methods (e.g., video, books, articles, Prezi presentations, and more), has interesting themes for her classes, and always assigns thought-provoking readings.

What was your most memorable activity during the internship?

This is a hard one to narrow down, because there have been so many memorable activities! However, the one that stands out most to me is teaching a unit on African-American protest music! I had so much fun planning the video lecture and the accompanying assignments, as well as commenting on the students' postings. Also, all of the trainings were wonderful, but I especially enjoyed Circle Up Education's "Diversity Uncovered: Introduction to Implicit Bias, Microaggressions and Inclusion," training.

Why do you think diversity and inclusion is important for faculty, students, and the community college system as a whole?

I think that diversity and inclusion (and equity!) are important for faculty, students, and the community college system, because diversity and inclusion open minds and encourage critical-thinking skills (by challenging pre-conceived notions and encouraging more diverse viewpoints). Also, prioritizing diversity and inclusion makes the community college system more welcoming for students, which enhances their learning abilities. Diverse and equitable environments are great for faculty and staff as well, since positive and equitable environments attract high-quality employees, which makes the college learning community more effective in helping students learn and grow.

What advice do you have for prospective interns?

My main advice is to take advantage of all of the resources the program offers: working one-on-one with your mentor, attending trainings and FDIP Happy Hours, teaching opportunities, observing classes, and more. It's not every day one has the opportunity to do all of these things, and the FDIP provides a safe space to grow and learn.

Shamiran Badal—General Counseling

FDIP 2019/20 accepted Adjunct Counseling West Valley College Fall 2021

How have you benefited and grown from participating in the Faculty Diversity Internship Program?

Absolutely yes!

Why do you want to be an educator in higher education and what discipline do you want to teach?

I find it a blessing opportunity to be part of a transformative experience in our students' educational & career goals. I would like to teach different counseling courses.

What role did your mentor play in guiding you throughout the internship program?

My mentor, Elise Johnson, was very supportive, and with her encouragement and guidance, I could successfully facilitate several COUN 12 sessions. It was a very rewarding experience when the students tried to communicate with me after the sessions asking questions about the topics that I had discussed in class.

What was your most memorable activity during the internship?

Facilitating several class sessions and using different teaching modalities to internalize the information for students. Also, the data, theories, topics, and information were shared by Michelle Francis and Meg Farrell were some very valued parts of the internship.

Why do you think diversity and inclusion is important for faculty, students, and the community college system as a whole?

We have a unique chance to help our students experience a healthy and transformative learning experience. It is our responsibility to help them enjoy their education while they are with us and to be successful and open-minded members or future leaders who will work hard to build an anti-racist community.

What advice do you have for prospective interns?

To value this opportunity and be an active participant who can bring a new view and perspective to the program.

Joshua Kas-Osaka—Business/Counseling

FDIP 2020/21 West Valley College

How have you benefited and grown from participating in the Faculty Diversity Internship Program?

The FDIP program has provided me with the insight and wherewithal I needed as an instructor and what the role entails. I always had my own idea of how to approach this process but this program has really helped me take an outside in view and think more about impact and intent.

Why do you want to be an educator in higher education and what discipline do you want to teach?

I want to be an educator because change within and out of the classroom environment is needed. I want to impact students at a level that goes beyond just the classroom. I want my students to always understand the importance of being committed and the level of work that is needed to embrace the success they want. I currently teach business courses

What role did your mentor play in guiding you throughout the internship program?

My mentor has been great gives me opportunities to interact with the students in our class and really understands the importance of being black in higher education. His impact has made me refocus my goals as an instructor and the work he's done has changed my classroom approach.

What was your most memorable activity during the internship?

My most memorable activity has been the mock interview. It came at a perfect time and prepared me for an interview that allowed to obtain a job as an Associate Faculty member with Mission College.

Why do you think diversity and inclusion is important for faculty, students, and the community college system as a whole?

Education the things we strive for should never be taken for granted. There are different student groups who want an education and deserve one. Understanding the importance of diversity and the role it plays in how you communicate construct and carry yourself as a professional is extremely important. I pride myself on building connections working with students and helping them realize their own goals. Part of this process is understanding how education is key in marginalized communities and making the course you are teaching bridges that gap to create our future professionals. Coming from an American Born Nigerian background I experienced that feeling of how important my education was to me. The person who was in control of all of this was me but it took faculty and admin members to help me realize how important it was to me. I was then able to embrace the knowledge and to this day I continue to work to pass it on to others.

What advice do you have for prospective interns?

My advice is embrace this opportunity take on all the activities get to know people get involved in everything you can and continue to be an out the box thinker. I am appreciative of those that believed in me and because of that and my own individual past experiences in the classroom there isn't a day that

goes by where I am not trying to be the best version of myself in each setting I am in. You learn this from putting in the work and this program is great place to start that process.

Daniela Azuela—General Counseling

FDIP 2020/21

How have you benefited and grown from participating in the Faculty Diversity Internship Program?

Participating in the Faculty Diversity Internship Program has benefited me greatly. I think it has been one of the best decisions I have taken in terms of advancing my professional development and career. For example, I get real live feedback on my counseling and teaching styles. I also received feedback on my mock interview, and that was eye opening because I learned what I was doing well and what I needed to improve. I get a better sense of what goes behind the scenes in a hiring committee, and therefore, I feel more prepared for my upcoming interviews. As a counselor, I rarely teach college success courses, so another benefit of this internship was observing my Mentor teacher her class and teach it online. Last semester, I facilitated two presentations in her class, and it was a great opportunity for me to feel comfortable teaching an online class synchronously.

Why do you want to be an educator in higher education and what discipline do you want to teach?

I want to become a full-time counselor at a community college, and I want to teach college success classes. Before the pandemic, I disliked Canvas and online teaching because I was afraid of the technology. I was hesitant of trying a new teaching style in an online platform because of the learning curve. However, during the FDIP, I have come to enjoy online teaching because it has given me a new sense of excitement and creativity when it comes to designing curriculum.

Being an educator in higher education, specifically at a community college, has been my dream ever since I was in graduate school. I too was a college student who transferred to a university to obtain a bachelor's degree. As a first-generation student and having gone to a community college myself, I truly believe that a community college is a great option for students seeking social mobility and/or a higher education. Therefore, I want to work at the community college level so I can help bridge and support our students in achieving their goals.

What role did your mentor play in guiding you throughout the internship program?

My Mentor played a tremendous role throughout the internship program! She has been a true cheerleader and I cannot thank her enough for what she has done for me. She has taught me how to network, apply for counseling positions, how to tailor my resume and cover letter for specific jobs as well as how to prepare for job interviews. We meet once a week to discuss instructional pedagogy, design, develop curriculum. I have learned various ways on how I can engage students and build community in an online environment. More importantly, I have learned how self-care and set healthy

boundaries in order to prevent burnout and compassion fatigue. She has modeled this so beautifully and has taught me how to balance work and personal life.

What was your most memorable activity during the internship?

The most memorable activity during the internship were the mock interviews. I have interviewed for counseling positions in the past and have even made it to the second round of interviews, and when I did not obtain the job, I would ask for feedback. I would usually get the same response, “you’re doing great, keep doing what you’re doing” or no response at all. During the internship, we had two mock interviews that included a regular interview and a teaching demonstration. The best part of this activity it that I got feedback on how I did well and where I needed to improve. I also received a recording for both interviews so I could watch myself. It was such a great practice that now, when I prepare for interviews, I record myself to better prepare and gain confidence.

Why do you think diversity and inclusion is important for faculty, students, and the community college system as a whole?

Diversity and inclusion are important for faculty, students and the community college system because the student population is diverse and multi-ethnic. It makes a difference when students attend an institution where they can see themselves represented not just within their peers but educators and staff as well. It creates a sense of belonging and it recognizes and embraces everyone’s differences not only in the curriculum and material content, but in student support services as well.

What advice do you have for prospective interns?

If you want real feedback and a mentor that will guide and advice you, consider applying for this internship. I have worked at two community colleges as a full-time faculty and adjunct, and the onboarding process does not compare to what this internship has to offer. As a recent hire, not many places offer a mentor so take advantage that you get to meet weekly with a person who has so much wisdom to bestow and is willing to work with you so you can grow and develop your career.

Alexandro J. Jara—Political Science, Mexican American History

FDIP 20/21 West Valley College

How have you benefited and grown from participating in the Faculty Diversity Internship Program?

Participating in the Faculty Diversity Internship Program has benefitted me tremendously in my development as an educator. The workshops on addressing issues of inequity, diversity, and best practices have made me think more deliberately when creating lessons and addressing students' needs. As a history graduate student I was seldom taught pedagogy and how the study of learning and practice of teaching needs to address issues of diversity and inequity. Although my personal experiences as a person of color influenced my teaching as I addressed these issues, prior to my participation in the program I believe my attention to issues of diversity and inequity were more passive than deliberate.

Why do you want to be an educator in higher education and what discipline do you want to teach?

I want to be an educator in higher education to promote a broad dialogue among young adults surrounding issues social justice that often include more specific discussions surrounding race, gender, inequality, inequity, and citizenship. While I believe these issues need to be introduced at a younger age, my training and interests involve participating in and leading discussions surrounding large societal issues with students in higher education. I would like to teach students interested in learning about the struggles of minority populations through history or ethnic studies.

What role did your mentor play in guiding you throughout the internship program?

My mentor, Nichola Gutierrez, has served as a great resource, connecting me with several people across the School of Social Sciences and has also been a tremendous source of support as I navigate through my professional development. She informed me early on about my ability as an intern to receive my online teaching certificate and also showed me how to access Course on Record (COR) information. We have engaged in several conversations regarding online and in-person teaching and strategies to better engage students while also allowing ourselves the opportunity to meet simply to check in with one another. She has been especially understanding of my desire to complete my Ph.D. this year and has often provided words of support and encouragement. Most recently, she provided the initial feedback for my cover letter and diversity statement in my applications for tenure-track positions at several community colleges.

What was your most memorable activity during the internship?

I don't think I have a "most memorable activity." What I enjoyed the most about the internship, however, was getting to know Nichola, my faculty mentor, and engaging in discussions with other FDIP faculty like Meg and Michelle. Although I did not attend as many as I had hoped to, the weekly discussion hours were fun and informal ways to learn more about particular issues pertaining to becoming a community college faculty member.

Why do you think diversity and inclusion is important for faculty, students, and the community college system as a whole?

I think diversity and inclusion is important for faculty, students, and the community college system as a whole for several reasons. The demographics of the country are changing and, as such, issues of diversity and inclusion need to be addressed so that everyone feels welcomed and feels like their lives matter. People want to be connected to one another and need to see themselves and their experiences reflected in their education so that they can relate and become more active and engaged in their learning. Also, promoting diversity and inclusion provides an impetus for a more well-rounded education by offering multiple perspectives that can lead to understanding and empathy towards the struggles of other people. If empathy and understanding is achieved then people can work towards addressing issues of inequality and inequity to create a more democratic society and promoting social justice.

What advice do you have for prospective interns?

Do not be afraid to be engaged. Try to attend as many workshops, events, and meetings outside of those required by the internship so that you may truly benefit and take advantage of the opportunities to soak in as much information about becoming a future faculty member.

Faculty Diversity Internship Program Evaluation

Amy Vu

Texas Tech University

Executive Summary

The West-Valley Mission Community College District (WVMCCD) Faculty Diversity Internship Program (FDIP) was developed to promote and increase diversity in the community college faculty pool. Assessment of the FDIP focused on whether the FDIP attracted and recruited qualified candidates to serve as faculty and whether the program adequately prepared interns to serve as faculty at a community college. Four sources of data were used in the program evaluation process: (1) applications for the FDIP program; (2) observations of FDIP participants in the online class; (3) documents related to the FDIP program; and (4) field notes made by the evaluator.

The evaluator found that although the processes for the program have been streamlined, work still remains to be done to ensure that the program meets its goals. Three recommendations were made to help the program achieve the goal of promoting and increasing diversity in the community college faculty pool.

Recommendations:

- Ensure that both interns and mentors understand the significant time commitments required to complete the program.
- Match intern disciplines with current and upcoming job openings in the district.
- Create a structured evaluation mechanism to measure the effectiveness of the program and further improve the program.

Given that the FDIP is finishing up the second year of the program and recruitment has not occurred for the upcoming academic year, the recommendations can be implemented and measured starting in the third year. Implementation of the recommendations could bring about the change in the effectiveness of the program.

Faculty Diversity Internship Program Evaluation

West Valley-Mission Community College District is a two-college district in the California Community Colleges system. The district is located in Santa Clara County, in a region commonly referred to as Silicon Valley. Gaille (2016) noted that at one point, 80% of the labor force in Silicon Valley was White. Over the last decade, the demographics of Silicon has changed dramatically. Since 2015, the largest racial/ethnic group in Silicon Valley are Asians and Pacific Islanders (Gaille, 2016). Latinos are the majority population for the under 30 age group. The information about the changing demographics of Silicon Valley presented by Gaille is consistent with the information given by the U.S. Census Bureau (Silicon Valley Institute for Regional Studies [SVIRS], n.d.). In 2018, Whites accounted for 33% of the population in Silicon Valley, with Asians at 34.8% and Hispanic or Latino at 25%. (SVIRS, n.d.).

The changing demographics of Silicon Valley has not been reflected in the faculty demographics in the district. In Fall 2019, 61.06% of full-time faculty and 60.98% of part-time faculty were White, non-Hispanic (California Community Colleges Chancellor's Office, 2020). The stark difference in the demographics of the area and the faculty demographics was noted by the Equal Employment Opportunity (EEO) Diversity Council in the district. The Faculty Diversity Internship Program (FDIP) was created to help address the lack of diversity of the faculty.

Studies identify two functions of mentoring programs: psychosocial functions and career functions (Kram, 1983; Schockett & Haring-Hidore, 1985; Eller, Lev, & Feurer, 2014). Career functions include sponsorship, coaching, exposure, and visibility. These functions prepare the mentee for organizational life. Psychosocial functions include role modeling, counseling, and networking to develop competence, confidence, and effectiveness in the position. Most

mentoring programs occur after hiring, whereas the FDIP is a mentoring program for potential applicants.

There is very little research on the effectiveness of faculty internship programs for potential applicants. In 1992, the California State Legislature gave community colleges general authority to establish faculty internship programs to increase diversity in the make-up of faculty (Title 5. Education California Code of Regulations, n.d.). Although the internship programs have been established since the 1990s, a review of literature shows that the effectiveness of these programs on increasing diversity and improving readiness of future faculty is not consistently being measured. The program implemented at West Valley-Mission College is in its second year. There is no tool or plan in effect for measuring whether the program meets its goals of increasing diversity and preparing new faculty.

The Faculty Diversity Internship Program (FDIP) arose from a brainstorming session during an EEO Diversity Council meeting. In October 2016, members of the EEO Diversity Council reviewed the data on recruitment and hiring and saw a need to find ways to diversify the faculty at the two colleges in the district. During the meeting, the author talked about her experience mentoring graduate students at San Jose State University and coaching them on how to apply for jobs at community colleges. Some of the mentees had successfully applied and were offered jobs at West Valley College. After a brief discussion, the EEO Diversity Council (2016) proposed a mentor initiative to match seasoned employees with hires.

In the following year, the position of Director of Compliance, Training, and Employee Resources was created in the WVMCCD (EEO Diversity Council, 2017). The newly hired director, Paul Williams, reported directly to the Vice-Chancellor of Human Resources, who also headed up the EEO Diversity Council and was a member of the Office of the General Counsel,

the division of the California Community Colleges State Chancellor's Office responsible for ensuring compliance with EEO laws and regulations. Williams was tasked with researching and developing the faculty mentor program.

Two years after the brainstorming session, Williams presented a draft proposal of the Faculty Diversity Internship Program to the EEO Diversity Council (2018). The FDIP was officially launched in Fall 2019 with 25 applicants (EEO Diversity Council, 2019). Although 12 were selected to be interns, only 11 accepted the offer. The program is currently in its second year.

Data Collection

A qualitative approach was used in this program evaluation. Denzin and Lincoln (2011) define qualitative research as “a set of interpretive, material practices that make the world visible” (p. 3). In this evaluation, attempts were made to assess the program during a pandemic which closed the campuses. Workshops, tours, and interaction between the mentor and mentee moved from an in-person setting to an online setting. This evaluation uses the existing information to determine whether it is sufficient and necessary for assessing the program goals.

Following a case study methodology, the data for the program evaluation came from nonparticipant observation and document analysis. Careful analysis of current documents and records provided the program with recommendations for the development of surveys and quantitative assessments to measure program success. Case study methodology was chosen for its key features – real life, in-depth analysis of data from a single institution (Cresswell & Poth, 2018). In this program review, the evaluator is examining a program within a California community college district with the intent of evaluating the program.

For the purpose of this evaluation, several sources of data were utilized: (1) applications for the FDIP program; (2) observations of FDIP participants in the online class; (3) documents related to the FDIP program; and (4) field notes made by the evaluator. The focus of this stage of the evaluation was to address two evaluation questions:

1. Did the program attract and recruit qualified candidates to serve as faculty?
2. Did the FDIP program adequately prepare interns to serve as faculty at a community college?

Triangulation among the information gathered (applications, observations, documents) provided a basis for the model of the assessments to be developed and implemented for the FDIP.

Both content and thematic analysis were performed on the intern applications. Content analysis was used to determine whether the interns met the minimum qualifications for faculty positions in California Community Colleges (CCC) (Arambula, R. & Lovelace, K., 2019). Ethnicity and gender data were extracted for comparison with the current faculty demographic in the district. Thematic analysis was used to identify categories for further analysis and possible use for the development of a survey to assess satisfaction and gather feedback on how to improve the program. An iterative approach was used to review the contents of the online classroom and workshops during the academic year. This allows the researcher to determine if the program processes and timeline were followed. Additional themes were identified in the process of reviewing the online classroom.

Results

Qualifications

Evaluation Question: Did the program attract and recruit qualified candidates to serve as faculty?

Resumes and transcripts of 21 interns were analyzed to determine if they met the state's minimum qualifications for faculty or faculty interns. The gender, ethnicity and discipline of the participants are given in Table 1.

Table 1

Demographics of participants

Characteristic	2019 – 2020		2020 – 2021	
	n	%	n	%
Gender				
Female	8	73%	7	70%
Male	2	18%	3	30%
No answer	1	9%	0	0%
Ethnicity				
African-American	0	0%	2	20%
American Indian/Alaskan Native	1	9%	0	0%
Asian	3	27%	3	30%
Hispanic	2	18%	3	30%
Unknown	3	27%	0	0%
White Non-Hispanic	1	9%	2	20%
Discipline				
Counseling	5	45%	1	10%
English/Communication	2	18%	3	30%
Kinesiology	1	9%	2	20%
Social Science	1	9%	4	40%
Other	2	18%	0	0%

In 1990, California discontinued the issuance of community college credentials and replaced them with standards related to minimum academic qualifications (California Community Colleges Chancellor's Office, 2021). The minimum qualification for academic faculty at a California Community College (CCC) is a master's degree in the assigned discipline. The California Code of Regulations stipulates that for faculty internship programs, students employed as faculty interns should be enrolled in a master's or doctoral program at an accredited institution (Arambula, R. & Lovelace, K., 2019). Nineteen interns had completed master's degrees or higher and 2 were currently enrolled in a master's program with projected graduation dates in the same academic year as the internship.

In addition to the minimum degree requirement set by the state, the West Valley-Mission Community College District also requires applicants to have an understanding of and be sensitive to the diversity of community college students. This qualification is measured using the following diversity statement prompt on the application:

Provide any experience and training you possess which demonstrates your sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students (WVMCCD, 2021).

All respondents discussed their personal background and work experience in their statement. Some common themes that were discussed by the FDIP participants in the diversity statement included socioeconomic status (low-income), first-generation students, English language learners, students of color (Black, Latinx, Asian), and sensitivity to different cultures.

Mentoring and Training

Evaluation Question: Did the FDIP program adequately prepare interns to serve as faculty at a community college?

Common factors necessary for success as a faculty member can be divided into three domains: individual, institutional, and leadership (Bland et al., 2009). Online classroom and workshop content were analyzed to ascertain if the characteristics of each emergent theme were discussed or fostered during the internship. The domain, characteristics, and evidence provided by the FDIP program are summarized in Table 2 (individual) and Table 3 (institutional).

Table 2

Individual characteristics of productivity and vitality for college faculty

Domain and characteristic	FDIP Program evidence
Socialization	The District mission, values, and equal employment opportunity plan is discussed in the first module of the online class.
Motivation	Interns are expected to develop personal learning objectives and internship goals for the semester and design outcome-based instruction.

Content knowledge	Interns are put in charge of delivering course material or facilitating learning a minimum of three times a semester.
Basic and advanced research and teaching skills	Interns are expected to attend two hour culturally responsive instruction workshop.
Simultaneous projects	Interns are expected to attend all workshops, class meeting of the course in which they intern, and work with their mentor.
Orientation	Interns are welcomed at orientation and mixer before the start of the fall semester.
Autonomy and commitment	Interns can go through classroom modules at their own pace. There are set workshop dates and monthly schedules.
Work habits	Interns are expected to closely observe their mentor’s teaching styles and classroom management techniques and most importantly, ask questions.

Table 3

Institutional characteristics of productivity and vitality for college faculty

Domain and characteristic	FDIP Program evidence
Recruitment and selection	Interns learn to write a resume and vitae for community college jobs, find out how to apply, and participate in mock interviews.
Clear coordinating goals	The goals of the FDIP program, timeline, and expectations are provided to the interns.
Research/teaching emphasis	The program balances both teaching and research by having interns learn about pedagogy, culturally responsive instruction while designing and implementing lesson plans before teaching under the supervision of the faculty mentor.
Culture	Interns and mentors attend workshops, events and/or committee meetings together.
Positive group climate	The program coordinators and instructional design and training team have not changed since the inception of the program.
Mentoring	Interns are paired with a faculty member in their subject area.
Communication with professional network	Interns have substantive contact with the FDIP program coordinators, instruction design and training team, and faculty mentor.
Resources	Mentors and interns can reach out to the FDIP for assistance when there is a problem.
Sufficient work time	Mentors and interns are matched by discipline and schedule of availability.
Size/experience/expertise	The FDIP core team consists of two members of the human resources department and two tenured faculty members. Faculty mentors are matched with interns by discipline.
Communication	Communication with interns takes place through email, phone, an online classroom, drop-in office hours, and online meetings (in-person when permitted)
Rewards	Interns are paid a monthly stipend of \$300 for participation. Mentors are paid four monthly \$750 payments per semester.
Brokered opportunities	Professional development workshops on diversity, interviewing, the hiring process, and culturally responsive teaching are provided to the interns and mentors.

Decentralized organization	The core team, faculty mentors, and interns are expected to participate in the workshops.
Assertive participative governance	Faculty teach interns how to navigate in the classroom. The core FDIP team teaches interns how to navigate the community college.

Given that almost all the interns meet the minimum qualifications for a faculty position at a community college in California, they begin the internship program with the educational background and content knowledge needed to perform the job. In the education area, mentors assist the interns with designing outcome-based instructional lessons, share lecture notes, and observe the intern in the classroom to provide feedback. Administrative competencies are facilitated through attendance and participation in workshops and committee meetings. Socialization is achieved through an introduction to the values and mission of the district along with the governance structure. Although frequent and substantive contact is established with the mentor, the FDIP lacks collaborative opportunities for the interns at the college and district level. Building contacts and a supportive network within the college and community help facilitate teaching success (Bland et al., 2009).

Recommendations

Time Commitment

Recommendation: Ensure that both interns and mentors understand the significant time commitments required to complete the program.

The length of the internship, lasting an entire academic year, provides interns with a more comprehensive experience than an internship lasting over a few months. Nevertheless, lengthy internships have own challenges. Two of the 21 interns withdrew from the program and one separated in the middle of the program. Since interns cannot be recruited or replaced once the program begins, it is vital that interns understand the lengthy commitment when they are accepted into the program.

The FDIP program managers do an excellent job of providing the interns and mentors with the annual projection of work required along with the monthly schedule. The evaluator recommends that mentors and interns should be asked to sign a commitment contract. Although there is no penalty for withdrawal, a commitment contract may have a psychological binding effect that will keep them engaged and involved during the program.

Intern Disciplines

Recommendation: Match intern disciplines with current and upcoming job openings in the district.

As the FDIP shifts from preparing interns for jobs and increasing faculty diversity at California community colleges to focus on keeping the interns in the district, it is recommended that the program directors be more intentional when accepting interns and mentors into the program. In the last two years, six of the interns were counseling majors; five were English/reading majors; and 3 majored in kinesiology. If the goal of the FDIP is to train potential faculty and help them obtain jobs in the district, then it would be more beneficial to match up the intern disciplines with current or future job openings in the district. Using current workforce data to project retirements and shifts in hiring, the program director could determine which disciplines to focus on when recruiting interns.

Program Evaluation Tools

Recommendation: Create a structured evaluation mechanism to measure the effectiveness of the program and further improve the program.

Currently, the FDIP has no structured feedback or evaluation mechanism to determine if the program meets its goals. According to the program director, feedback about the program is obtained through informal meetings with interns and mentors. Without a formal mechanism in

place, the evaluator could not determine whether the interns increased their knowledge during the program. The absence of a formal evaluation plan is a weakness of the FDIP.

The evaluator recommends that program managers conduct evaluations at entrance, at mid-point, and at exit. The entrance evaluation could assess FDIP expectations before the program begins, followed by a mid-point assessment to determine if the expectations are being met. An exit assessment would gather data from the experiences of the interns and mentors to further improve the program. Intern experiences can also be used to promote the program to potential interns and as testimonials for continued funding of the program. In addition to the end-of program assessment, a follow-up survey should be created to track interns after leaving the program to determine if they successfully obtained faculty jobs at community colleges.

Predictive Analysis of Assessment of Impact

To help interns and mentors understand the significant time commitment required to complete the program, the evaluator recommends that they sign a commitment contract. Commitment devices are voluntary binding arrangements made by the person signing the contract; these devices impede the person's future choices (Savani, 2019). Although the calendar and time commitment are given on the course learning site, psychological commitment contracts have been shown to have a mediating affect between affective commitment and organizational citizenship behavior (Atrizka, Lubis, Simanjuntak, & Pratama, 2019). Moreover, psychological contracts or perceived obligation is a good predictor of employee turnover and can generate enough psychological impact to bring about changes in behavior (Fletcher, 1998; Savani, 2019). A commitment contract signed by both the mentor and intern may have enough psychological weight to keep them from withdrawing from the program after it starts.

The second recommendation for the FDIP program managers is to match intern disciplines with current and upcoming job openings in the district. One of the reasons that faculty internship programs were discontinued or not established in the past was that colleges could not find interested graduate students from underrepresented groups in the fields to match the recruitment needs (Klein & Peralez, 1996). In the 1994 – 1995 academic year, when faculty diversity internship programs were first implemented at California community colleges, the discipline cited as the most frequent discipline for interns was counseling (Klein & Peralez, 1996). Consistent with the findings by Sirihekaphong (2016) and the intern disciplines at WVMCCD, the majority of interns' disciplines were in Counseling and English. Being more deliberate with recruiting interns in disciplines with current and upcoming job openings may set the FDIP at WVMCCD apart from previous programs, and perhaps even increase the diversity in the district workforce.

The final recommendation for the FDIP is to create structured evaluation mechanisms to measure the effectiveness and further improve the program. Jeffcoat (2012) evaluated the San Diego and Imperial Counties Community College Association (SDICCCA) faculty diversity internship program. The researcher used multiple evaluations in the process to examine the experiences of the mentors and interns. The evaluations focused on what they were learning, a self-evaluation of their performance as well as an evaluation of their mentors, and a final evaluation. These evaluations can improve the quality of the program over time.

Conclusion

The FDIP at West Valley-Mission Community College meets the minimum requirements set by the California Community Colleges Chancellor's Office (CCCCO) for faculty internship programs (Arumbula & Lovelace, 2019). While the purpose of the FDIP at WVMCCD is to

improve efforts towards increasing faculty diversity, the CCCCO states that faculty internship programs can also help enhance recruitment efforts for faculty in disciplines which are difficult to recruit for and in which a shortage of qualified faculty is anticipated. However, focusing on recruiting a diverse group of interns alone does not necessarily increase faculty diversity.

The evaluator has recommended the following steps to improve the FDIP and achieve its goals:

1. Intern and mentors should sign commitment contracts before participating in the program to increase the psychological weight, and thus help ensure that both mentors and interns complete the program.
2. Program managers should intentionally recruit interns in disciplines with current and upcoming job openings. More intentional efforts in the recruitment process may potentially increase faculty diversity.
3. A deeper, meaningful evaluation of the program through the use of structured feedback and evaluation mechanisms should be developed. Structured feedback can be used to determine if the participants find the program beneficial, identify barriers and challenges in implementing the program, and assess the impact of the FDIP. Although nonstructured informal discussions with interns can provide program managers with a sense of the issues that arise during implementation, it does not provide sufficient long-term evidence for decision making and improvements. A more thorough, systematic and timely feedback mechanism is needed to before re-evaluating the program.

The FDIP program is nearing the completion of the second year. The implementation of the recommendations will improve the program over time and possibly improve the faculty diversity in the district.

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Faculty Diversity Internship Program
Overview: CCLC Trustees DEI Integration Plan Workgroup

- Presented by Paul Williams, Director, Compliance, Training & Employee Relations/Faculty Diversity Internship Program Manager

1

**West Valley-Mission Community College District (WVMCCD)
Faculty Diversity Internship Program-Pilot Internship Land Corporation Proposal**

The WVMCCD Faculty Diversity Internship Program (FDIP) is designed to promote quality instruction and diversity in college instruction.

Proposal and Program Purpose

2

Supports District Strategic Initiatives 2020

Goal #2
 • Actively support the colleges in their endeavors to maximize student access and success, promote the intellectual life and professional development of faculty, and provide an education with value.

Goal #3
 • Champion equity and social justice at our colleges and district, and throughout our community.

3

Fall 2019 Program Launch Summary

- The District received 36 applications, 24 met minimum qualifications, and 12 offered internships
- 11-Interns committed to the Program
- **Disciplines**
 - 5-Counseling
 - 1-Legal Studies
 - 1-Kinesiology
 - 1-English
 - 1-Communications
 - 1-Physical Sciences
 - 1-Antropology
- **Demographics-see attachment**
- **West Valley College Interns-7**
- **Mission College Interns-4**

4

Program Highlights

1. Interns hired as **Temporary Associate Faculty** w/no benefits and union representation
2. One applicant **from San Diego traveled weekly to participate in the FDIP program** and used her stipend to buy Southwest fares
3. Prior to the internship beginning, we had **1 applicant obtain employment at San Jose Evergreen CCD** but opted to continue with the internship
4. **Three Interns have been hired as Associate Faculty at WVC** and are currently teaching sections this Spring 2020(Maureen Lerma, Miles Pascal-Gonzales, Shamarin Badal, Michelle Lam, and Zaina Hamid)
5. One intern is a classified employee, Shamarin Badal who just recently completed her Master in Counseling at SJSU
6. 10 Tenure Track Mentors participated
7. 2 Tenure Track Faculty Trainers
8. Engagement with State Chancellors CCC Registry-Beth Au
9. Participation in the CCC Registry Job Fairs 2020
10. Program redesign to Virtual Format to conclude Cohort #1

5

Program Commitment

The FDIP is a multi-component program composed of mandatory elements throughout the year.

Prior to the start of the semester, each intern will be assigned with a faculty mentor who teaches in the intern's particular subject area. The intern will be assigned to work with the mentor throughout the fall or spring semester. If the intern is a counselor or librarian, the intern will be assigned to a mentor and will be given the equivalent non-classroom assignment. Weekday and evening opportunities are available Monday through Friday, and the assignment will take place at one of the two colleges in the district.

6

INTERN Responsibilities

Interns will need to commit to 30 hours of classroom observation/collaborative teaching over the semester length program. In addition, interns will participate in the following workshops: orientation, critical pedagogy, hiring process, and developing a syllabus/curriculum planning, and the showcase/graduation.

7

Schedule of Required Activities

- For fall 2020 interns, the commitment dates are:
 - Tuesday, August 13, 2020 from 12-3pm (Lunch) Intern
 - Wednesday, September 4, 2020 from 3-6pm
 - Thursday, October 10, 2020 from 3-6pm
 - Thursday, November 14, 2020 from 3-5pm
 - Wednesday, December 4, 2020 from 3-5pm
 - 30 hours of observations/collaborative teaching.
- For spring 2021 interns, the commitment dates are:
 - Tuesday, January 7, 2021 from 3-6pm
 - Wednesday, February 5, 2021 from 3-5pm
 - Thursday, March 26, 2021 from 3-5pm
 - Thursday, April 9, 2021 from 3-5pm
 - Thursday, May 7, 2021 from 3-5pm
 - 30 hours of observations/collaborative teaching

8

WVMCCD FDIP is accepting MENTOR applications from:

- Full-time tenured (or 3-1/4th year tenure track) who currently teach at Mission College or West Valley College.

MENTOR Responsibilities

- Mentor will need to commit to ensuring an intern completes 30 hours of classroom observation/collaborative teaching, and participates with the intern in the following: FDIP Orientation (2 hours), FDIP Critical Pedagogy Workshop (2 hours), FDIP Showcase (2 hours) schedule for:
 - Mentors will also need to participate in one of the following:
 - Hiring process (Fall 2020 on November 14th from 3-5pm & Spring 2021 on April 9th from 3-5pm)
 - Developing a syllabus and curriculum planning (Fall 2020 on October 10th from 3-5pm & Spring 2021 on March 26th from 3-5pm)

Supervise intern participation in and successful completion of the following:

- Shadow mentor and consult regularly
- Develop, teach, and assess individual lessons
- Build portfolio and resume
- Attend Flex and other college community activities
- Activities beyond those listed are at the discretion of the mentor/intern teams.

9

FDIP Calendar and Benchmarks

FALL 2022 Faculty Diversity Internship Program Schedule

1. **FDIP Orientation/Intern & Mentor Mixer**-Tuesday, August 13, 2020, from 11am-3pm
2. **Circle Up Education, Diversity Uncovered**-Wednesday, September 4, 2020, from 3-5pm
3. **Caring Campus/Cultural Approaches to Syllabus and Curriculum Development**-Thursday, October 10, 2020, from 3-5pm
4. **Hiring Process (Mock Panel Interviews 1st Level)**-Thursday, November 14, 2020, from 3-6pm
5. **Mock Panel Debrief/Interview Skills and Best Practices**-Wednesday, December 4, 2020, from 3-5pm

SPRING 2021 Faculty Diversity Internship Program Schedule


1. **Executive Roundtable (Anti-Racist & Social Justice Initiatives) (Interns & Mentors)** - Thursday, February 4, 2021, from 3-5pm. More details to come.
2. **Tenure and Hiring Process Training (Interns Only)**-Thursday, March 25, 2021, from 3-5pm. More details to come.
3. **Best Practices "Mock Panel Interviews & Teaching Demonstration" (Interns and Mentors)** -Thursday, April 8, 2021, from 3-5pm. More details to come. Zoom registration to be sent at later date.
4. **FDIP Spring Showcase/Graduation (Interns and Mentors)** - Thursday, May 6, 2021, from 3-5pm. More details to come.

10

Intern	Mentor	Location	Discipline Interest
Kit Berry	Danielle Shaw	West Valley College	English
Maureen Wenski	Heidi Davis	West Valley College	Kinesiology
Truc Nguyen-Pham	Jennifer Kerwin	West Valley College	Kinesiology
Mathias Come	Karen Gee	Mission College	Psychology
Monica Sain	Lenora Harris	West Valley College	English
Viviana Alcazar	Monica Rivas	Mission College	English/Spanish Literature
Alexandro Jara	Nichola Gutierrez	West Valley College	History/Ethnic Studies
Daniela Azuela	Nohemy Chavez	Mission College	Counseling
Rachel Lim	Philip Severe	West Valley College	Ethnic Studies
Joshua Osoka	Philip Severe	West Valley College	Business
FDIP Trainer Fall 2020	Meg Farrell	West Valley College	Communication Studies
FDIP Trainer Fall 2020	Michelle Francis	West Valley College	Reading; Ph.D. in education

FDIP Intern and Mentor Matching 2020/21

11




Fall orientation picture august 13, 2020

12

Program Opportunities for 2020/21 Academic Year

- Program Support from Colleges
 - Intern Liaisons for WVC & MC
 - Mentor Liaisons for WVC & MC
- Development of Online Canvas Training Portal for Interns and Mentors
- Guest Speakers: Diversity, Implicit Bias, Equity Workshops
- FDIP Intern Spotlight: Get to know our interns?
- Revised Program Handbooks Mentors
- **Counseling Track Program—Proposal—2021/22**
 - Goals and objectives
 - Requirements
 - Eligibility and program duration
 - Program schedule
 - Required activities
 - Resources and Staffing
 - Marketing/Direct referrals may require MOU

13



----Proposal for 2021/22 ---- FDIP Alumni Co-Teaching Fellowship/Program

Working objective: FDIP Alumni Co-Teaching Fellowship provides alumni with practical co-teaching skills designed to increase the diversity of faculty by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of faculty who will use diversity as a resource for enriching the education of all students.

- a. Successful Alumni will be awarded a 1-year teaching contract.
- b. Goals and Objectives
- c. Requirements (Co-teaching assignments)
- d. Eligibility
- e. Program duration
- f. Program schedule
- g. Required activities
- h. Resources and staffing
- i. Direct referrals.

14



Resources for Review

- Program Proposal
- FDIP Program Budget
- Recruitment Plan
- Marketing Materials
- Training Plan
- FDIP Intern and Mentor Handbooks
- FDIP Administration
- Program Assessment (in development)

15

Questions?

Contact Information:

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West Valley-Mission Community College District (WVMCCD) Faculty Diversity Internship Program-Pilot Internship Land Corporation Proposal

The WVMCCD Faculty Diversity Internship Program (FDIP) is designed to promote quality instruction and diversity in college instruction.

Supports District Strategic Initiatives 2020/21

FDIP Supports District Strategic Initiatives 2020-see attachment

Goal #2

Actively support the colleges in their endeavors to maximize student access and success, promote the intellectual life and professional development of faculty, and provide an education with value.

Goal #3

Champion equity and social justice at our colleges and district, and throughout our community.

Fall 2019 Program Launch Summary

- The District received 36 applications, 24 met minimum qualifications, and 12 were offered internships
- 11-Interns committed to the Program for 2019/2020 Academic year
- **Disciplines in 2019/2020 Cohort**
 - 5- Counseling
 - 1-Legal Studies
 - 1-Kinesiology
 - 1-English
 - 1-Communications
 - 1-Physical Sciences
 - Anthropology
- **Demographics-see attachment**
- **West Valley College Interns-7**
- **Mission College Interns-3**

Program Highlights 2019/2020

1. Interns hired as Temporary Associate Faculty w/no benefits and union representation
2. One applicant from San Diego traveled weekly to participate in the FDIP program and used her stipend to buy Southwest fares
3. Before the internship started, one applicant obtain employment at San Jose Evergreen CCD but opted to continue with the internship
4. One intern is a classified employee, Shamarin Badal who just recently completed her master's in counseling at SJSU---growing our own.
5. Three Interns have been hired as Associate Faculty at WVC and are currently teaching sections this Spring 2020(Maureen Lerma, Miles Pascal-Gonzales, Shamarin Badal)
6. 10 Tenure Track Mentors participated



West Valley - Mission

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7. 2 Tenure Track Faculty Trainers (Meg Farrell & Michelle Francis)
8. Engagement with State Chancellors CCC Registry-Beth Au
9. Participation in the CCC Registry Job Fair in San Francisco
10. FDIP participants provided access to all college events, training and services

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Fall 2020 Program Launch Summary:

- The District received 26 applications, 21 met minimum qualifications, and 12 were offered internships
- 10-Interns committed to the Program for 2020/2021 Academic year.
- **Disciplines in 2020/2021 Cohort**
 - 2-Counseling
 - 1-Political Science
 - 2-Kinesiology
 - 2-English
 - 1-Psychology
 - 1-Business
 - Ethnic Studies
- **Demographics-see attachment**
- **West Valley College Interns-7**
- **Mission College Interns-3**

Program Opportunities for 2020/21 Academic Year

1. Program Support from Colleges
 - a. Intern Liaisons for WVC & MC
 - b. Mentor Liaisons for WVC & MC
2. Development of Online Canvas Training Portal for Interns and Mentors
3. Guest Speakers: Diversity, Implicit Bias, Equity
4. FDIP Intern Spotlight: Profile
5. Revised Curriculum/Handbooks for Interns
6. Revised Curriculum/Handbooks for Mentors
7. *Counseling Track Program---Proposal*
 - a. *Goals and objectives*
 - b. *Requirements*
 - c. *Eligibility and program duration*
 - d. *Program schedule*
 - e. *Required activities*
 - f. *Resources and Staffing*
 - g. *Marketing/Direct referrals may require MOU*
8. FDIP Alumni Co-Teaching Fellowship/Program
 - a. *Working objective: FDIP Alumni Co-Teaching Fellowship provides alumni with practical co-teaching skills designed to increase the diversity of faculty by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of faculty who will use diversity as a resource for enriching the education of all students.*
 - b. *Successful Alumni will be awarded a 1-year teaching contract.*
 - c. *Goals and Objectives*
 - d. *Requirements (Co-teaching assignments)*



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- e. *Eligibility*
- f. *Program duration*
- g. *Program schedule*
- h. *Required activities*
- i. *Resources and staffing*
- j. *Direct referrals.*

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Program Purpose

FDIP addresses diversity needs of the Silicon Valley area that are born out of the region's ever-changing demographics. The West Valley-Mission Community College District, composed of West Valley and Mission College, offers FDIP to help promote and recruit a diverse community college faculty pool who are sensitive to the needs of the students in the community it serves. The goal of the program is to enhance the diversity pool of faculty in the District, for our interns to become ambassadors reflecting diversity on our campuses, and to better reflect the diversity of the community. The FDI program is open to all qualified applicants. Applicants must meet the [State Minimum Qualifications](#) in the subject area to which they will be assigned as interns.

Program Commitment

The FDIP is a multi-component program composed of mandatory elements throughout the year.

Prior to the start of the semester, each intern will be assigned with a faculty mentor who teaches in the intern's particular subject area. The intern will be assigned to work with the mentor throughout the fall or spring semester. If the intern is a counselor or librarian, the intern will be assigned to a mentor and will be given the equivalent non-classroom assignment. Weekday and evening opportunities are available Monday through Friday, and the assignment will take place at one of the two colleges in the district.

INTERN Responsibilities

Interns will need to commit to 20 hours of classroom observation/collaborative teaching over the semester length program. In addition, interns will participate in the following workshops: orientation, critical pedagogy, hiring process, and developing a syllabus/curriculum planning, and the showcase/graduation.

For fall 2020 interns, the commitment dates are:

Tuesday, August 13, 2020 from 12-3pm (Lunch) Intern

Wednesday, September 4, 2020 from 3-6pm

Thursday, October 10, 2020 from 3-6pm

Thursday, November 14, 2020 from 3-5pm

Wednesday, December 4, 2020 from 3-5pm

20 hours of observations/collaborative teaching.

For spring 2021 interns, the commitment dates are:

Tuesday, January 7, 2021 from 3-6pm

Wednesday, February 5, 2021 from 3-5pm

Thursday, March 26, 2021 from 3-5pm



West Valley - Mission

Community College District

Thursday, April 9, 2021 from 3-5pm

Thursday, May 7, 2021 from 3-5pm

20 hours of observations/collaborative teaching

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WVMCCD FDIP is accepting MENTOR applications from:

Full-time tenured (or 3rd/4th year tenure track) who currently teach at Mission College and West Valley College.

MENTOR Responsibilities

Mentor will need to commit to insuring an intern completes 20 hours of classroom observation/collaborative teaching, and participates with the intern in the following; FDIP Orientation (2 hours), FDIP Critical Pedagogy Workshop (2 hours), FDIP Showcase (2 hours) schedule for:

Fall 2020:

Tuesday, August 13, 2020 from 12-3pm (Lunch) Intern

Wednesday, September 4, 2020 from 3-6pm

Thursday, October 10, 2020 from 3-6pm

Thursday, November 14, 2020 from 3-5pm

Wednesday, December 4, 2020 from 3-5pm

Spring 2021:

Tuesday, January 7, 2021 from 3-6pm

Wednesday, February 5, 2021 from 3-5pm

Thursday, March 26, 2021 from 3-5pm

Thursday, April 9, 2021 from 3-5pm

Thursday, May 7, 2021 from 3-5pm

Mentors will also need to participate in one of the following:

- Hiring process (Fall 2020 on November 14th from 3-5pm & Spring 2021 on April 9th from 3-5pm)
- Developing a syllabus and curriculum planning (Fall 2020 on October 10th from 3-5pm & Spring 2021 on March 29th from 3-5pm)

Supervise intern participation in and successful completion of the following:

- Shadow mentor and consult regularly
- Develop, teach, and assess individual lessons
- Build portfolio and resume
- Attend Flex and other college community activities

Activities beyond those listed are at the discretion of the mentor/intern teams.

This program is not affiliated with professional graduate school programs for teacher training. Campus selection and mentor matching is at the sole discretion of the District.



Program Structure

FDIP interns will receive valuable information to help guide them through the course of their internship as well as an opportunity to ask questions of the Program Manager.

The Summer/Winter Institute provides interns with a foundation in pedagogy as well as techniques, skills, and best practices for the classroom. This program prepares the interns for their Fall/Spring semester internship assignment. New interns will receive training and certification in the on-line learning management system, used throughout the District colleges.

During the fall & spring semester, interns receive on-campus training from their mentors in their subject area. For example, teaching interns are incorporated into their mentor's classroom, first by observing their mentor's teaching methods in the classroom and then by being shown how to prepare lessons and activities for the students. Mentors provide ongoing feedback and development to prepare interns to teach. As the semester progresses, interns are allowed supervised time teaching. When prepared and capable, interns should teach at least one whole class session in its entirety.

During the fall & spring semester, interns are required to attend campus events or activities that would help promote understanding of the various responsibilities of our faculty. Interns are afforded opportunities to meet the division dean, department chair, and other faculty to gain understanding of departmental activities, responsibilities and campus life.

During the fall & spring semester, interns will be scheduled for mock interview panels to prepare for skills and techniques needed for interviews; job opportunities in the District and career planning will be explored.

FDIP culminates with an end-of-year dinner and awards event held in December/ May to recognize the completion of internship and to recognize the contributions of their mentors.

Intern Compensation

The terms of the assignment provide a stipend of \$800 for each intern. The stipend is conditional on attending all scheduled events and all spring semester classes.

Eligibility & Equivalency:

- hold authorized to work in the USA,
- have expertise in a subject area (either academic or vocational) that is taught at one of the two campuses of the West Valley-Mission Community College District, and
- no paid college (2 or 4 year) professional teaching experience prior to applying or during the course of the internship.
-



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Program goals

- Meet the changing needs of our diverse students
- Enhance the diversity of full and part-time faculty
- Attract & recruit qualified candidates to serve as faculty
- Provide mentoring & training opportunities for prospective faculty.

Formation of FDIP Committee: Recommendations from College Presidents/ VP of Instruction/Academic Senates and Human Resources for the roles:

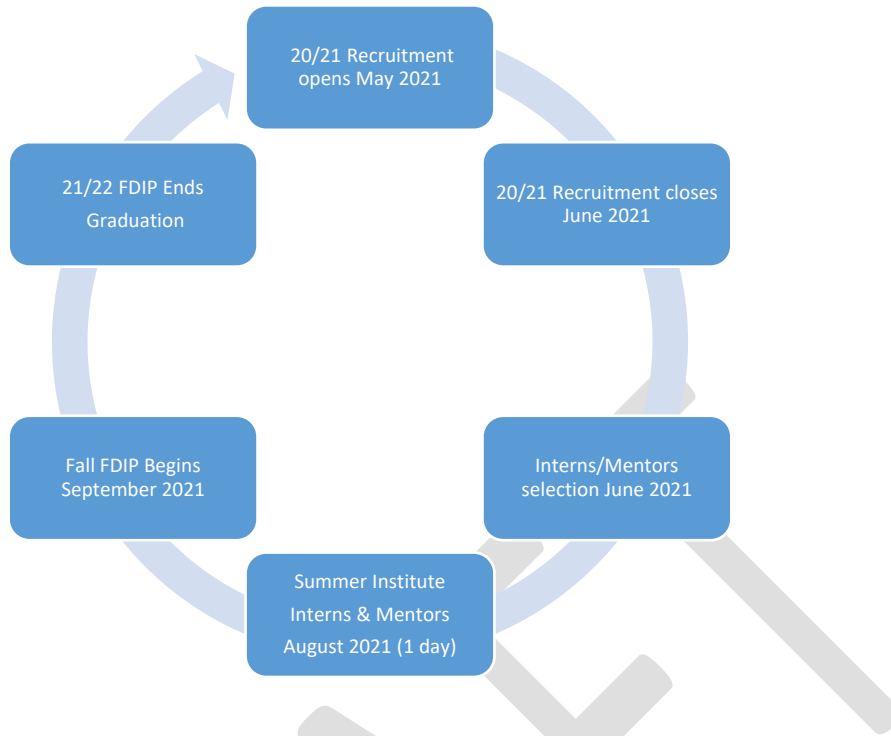
1. Hiring Chair-recommendation of College President
2. Director of Compliance, Training & Employee Relations/Program Manager (District)
3. Faculty HR/Specialist(District)
4. College VPs of Instruction
5. Academic Senate Presidents or Designee(Colleges)
6. 3 Faculty Representatives(Colleges)

Committee Charge and Action Items:

1. Develop Mission, Vision, Goals for the Faculty Diversity Internship Program-Spring/Summer 2021
2. Draft Policy for Program-Spring/Summer 2021
3. Program Planning/Curriculum Development- Spring/Summer 2021
4. Program coordination/management- Spring/Summer 2021
5. Marketing Materials- Continuous- Spring/Summer 2021
6. Development and launch of FDIP Webpage-Continuous

Year 2020/2021 FDIP Program Cycle

Recruitment 2020/21



Partial List of Recruitment Posting Options

- College Department
- CareerBuilder
- Chronicle of Higher Ed (Vitea.com)
- Community College Registry Job Fair: Oakland
- Community College Registry Job Fair: Los Angeles
- Community College Registry Online Job Board
- Community Outreach (ex. Festivals, etc.)
- CommunityCollegeJobs
- Craigslist
- EdJoin
- Facebook (Campaign)
- Facebook
- Glassdoor
- Greater Sacramento Urban League
- HigherEdJobs
- Indeed
- Instagram
- Job Sites
- Job Journal
- Latina Leadership Network of the California Community Colleges



West Valley - Mission

Community College District

- LinkedIn
- Professional Networks
- Bay Area African American Chamber of Commerce
- Bay Area Asian Chamber of Commerce
- Bay Area Builders Exchange
- Bay Area Hispanic Chamber of Commerce
- Bay Area Rainbow Chamber of Commerce
- Twitter
- YouTube
- ZipRecruiter

14000 Fruitvale Avenue
Saratoga, CA 95070-5698
ph. (408) 741-2011
fx. (408) 867-8273
www.wvm.edu

DRAFT



STUDENT SERVICES

YOUR GOAL, OUR FOCUS

Dear Colleagues,

As we get ready for the 1st day of the Fall Semester, I want to send you my deep appreciation in advance for all that you will do in and out of the classroom to support our students this semester. My August 2020 state of mind is different than my Spring 2020 state of mind. What I mean is as I reflect on the months of March, April, May, and even June, I found that I was racing without pacing myself as I was still processing that we were in a pandemic while being in a pandemic. Now after several months, I have accepted that we are in a pandemic. And have learned how to adjust to this way of being and continue to check my pace, voice what I'm honestly feeling, and ask for support both at home and work, which I have found is vital to my well being while sheltering in place, working and continually adapting to working from home, and during a time of racial unrest.

What is your August 2020 state of mind?

Debra Griffith
Interim VP Student Services

IMPORTANT UPDATES

THE PHYSICAL FRONT DOOR TO THE STUDENT SERVICES CENTER IS CLOSED, THE VIRTUAL FRONT DOOR WILL OPEN ON MONDAY, AUGUST 31 VIA WEST VALLEY CHAT

RESOURCES

COUNSELING APPOINTMENTS ARE AVAILABLE ONLINE VIA CRANIUM CAFE

FINANCIAL AID FAFSA WORKSHOPS EVERY WEDNESDAYS 3:00 - 4:00 PM

STUDENT NEEDS LAPTOP REQUEST FORM HOTSPOT REQUEST FORM

WHAT WE DID THIS SUMMER: SOCIAL JUSTICE EDITION

39 FACULTY PARTICIPATED IN THE SUMMER CANVASING COURSE - CANVASING FOR GREATER INCLUSION: BUILDING AN ANTI-RACIST LEARNING ENVIRONMENT.

THE COURSE WAS DESIGNED TO ALLOW FACULTY TO SPEND TIME BUILDING THEIR CAPACITY TO ENGAGE, TEACH, AND LEARN WITH AN ANTI-RACIST LENS

3 OPEN DIALOGUES WITH REV. DR. JAMIE WASHINGTON, FOUNDER OF THE WASHINGTON CONSULTING GROUP WERE OFFERED TO FACULTY WHO PARTICIPATED IN THE CANVASING FOR GREATER INCLUSION: BUILDING AN ANTI-RACIST LEARNING ENVIRONMENT COURSE

THE DIALOGUE SESSIONS WERE DESIGNED TO ADDRESS ANY QUESTIONS, CONCERNS, OR INSIGHTS RAISED FROM THE WEBINARS

REV. DR. JAMIE WASHINGTON, FOUNDER OF THE WASHINGTON CONSULTING GROUP FACILITATED A SERIES OF BREATH SESSIONS. THE SAFE SPACES WERE DESIGNED TO ALLOW FACULTY AND CLASSIFIED PROFESSIONALS A PLACE TO BREATHE, CONNECT, AND BECOME CLEAR ON THEIR OWN AGENCY. OVER 50 FACULTY AND CLASSIFIED PROFESSIONALS ATTENDED THE SESSIONS OFFERED.

STUDENT SESSION - JULY 9
PROVOST TEAM - JULY 24
STUDENT SERVICES LEADERSHIP TEAM - JULY 27
PRESIDENT'S TEAM - JULY 31
FACULTY/STAFF | PEOPLE OF COLOR - AUGUST 4
FACULTY/STAFF | WHITE/CAUCASIAN - AUGUST 5
FACULTY/STAFF | BLACK/AFRICAN AMERICAN - AUGUST 6

THE PRESIDENT'S COMMISSION ON DIVERSITY WORKED WITH DR. LUKE WOOD AND DR. FRANK HARRIS TO DEVELOP WEST VALLEY COLLEGE'S ANTI-RACIST GUIDING PRINCIPLES

446 STUDENTS COMPLETED CAMPUS CLIMATE SURVEY. ON MONDAY, AUGUST 31 THIS SURVEY WILL BE SENT TO ALL FACULTY AND CLASSIFIED PROFESSIONALS

Admissions, Records, and Financial Aid

- All students have access to "Practical Money Skills" - providing students basic budget tips - [Link](#)
- Admissions advisors are available via Cranium Cafe to assist students
- Fall 2020 Graduation Petition Deadline: Thursday, September 17 Students can use the new 'Apply to Graduate' button on the Portal

Health Services

- Mental Health Services Advisory Committee is available to assist in supporting a Student of Concern. Meetings every Wednesday from 1:30-2:30pm. Email george.mageles@westvalley.edu to attend or to ask for advice with a specific issue
- Personal Counseling available for all WVC students. Sessions with mental health Interns by Zoom. Students can call/email/consult on Cranium Café for sessions. Staff/Faculty can refer a student to george.mageles@westvalley.edu
- TB Surveillance Procedures are in place and health services is screening the WVC Community. Contact Meghan.vaughn@westvalley.edu for information and a screening
- Seasonal Flu Vaccines will be starting very shortly [prospectively within 6 weeks]. The CDC has recommended that everyone get an Influenza vaccination to stimulate their immunity and better prepare for the ongoing COVID-19 Pandemic

Outreach

- The library will be open during the fall semester Library hours for Books/Surface Gos/Calculators for Food Wednesday, 8/26 and Thursday 8/27 9am - 2pm for students that have already been notified to pick up materials.
- We will unveil the new West Valley Chat - Chat with a Viking on Monday, August 31. The chat feature will allow students to ask quick questions and receive help as they would when visiting the Hello Desk in the Student Services Center.

Student Equity and Success

DESP

- Online services are available -[Link](#)
- Students can connect with DESP faculty and staff via Cranium Cafe - [Link](#)

FYE

- FYE(First Year Experience) is still accepting students in all three cohort sections through Thursday, September 3.
 - Cohort 1: English 1A/99X and Counseling 5
 - Cohort 2: English 1A, Math 10/10C and Counseling 5
 - Cohort 3: (STEM) English 1A, Math 106 and Counseling 5

Students can join FYE by completing the application on the FYE website: [Link](#)

EOPS

- EOPS (Extended Opportunity Programs and Services) is still accepting students for the fall semester. Students can fill out an application online at: [Link](#)

UMOJA

- Umoja is still accepting students to join the fall cohort: [Link](#)

VETERANS

- During the fall semester the VRC plans to offer on-line events and off-campus activities when safe to do so for program participants. To connect with us on social media, check @WestValleyVets on Facebook or Instagram
- Students who need immediate access during normal business hours can utilize Veterans Services on Cranium Cafe to chat or schedule an appointment with their counselor, get assistance with their GI Bill, Fee Waiver, or other financial issue.
- Students can contact juvlyn.balanza@wvm.edu and/or sonia.nevarez@wvm.edu regarding their VA benefits or Financial Aid

Student Needs

- Students that need to borrow a laptop or hotspot can complete or need other assistance can find available resources at the Students Needs page on the website - [Link](#)
- Groceries - Students can visit the two Food Pantry new locations and stop by any time during the following hours to grab food items. Students will need to bring their student ID and sign in.
 - Student Services Center (SSC), located inside Health Services Monday - Thursday 9:00 AM - 4:00 PM
 - Campus Center (CC) 302, located inside the Office of Student Needs Monday - Thursday from 9:00 AM - 5:00 PM and Friday from 9:00 AM - 1:00 PM

SOCIAL JUSTICE RESOURCES

VIDEO: WHITE FRAGILITY LECTURE WITH DR. ROBIN DIANGELO

PODCAST: DISMANTLING WHITE FRAGILITY WITH ROBIN DIANGELO

VIDEO: "REMEMBERING JOHN LEWIS" | OPRAH'S MASTER CLASS - OPRAH WINFREY NETWORK

ARTICLE: THE PERILS OF "PEOPLE OF COLOR" BY E. TAMMY KIM

ARTICLE: ACADEMIA ISN'T A SAFE HAVEN FOR CONVERSATIONS ABOUT RACE AND RACISM

VIDEO: DIFFICULT CONVERSATIONS WITH A BLACK MAN

PODCASTS: THE NEW YORK TIMES 1619 PROJECT

SNIPPET: IBRAM X. KENDI EXPLAINS WHAT IT MEANS TO BE ANTIRACIST ON THE OPRAH CONVERSATION

EVENTS FOR STAFF

FACULTY AND STAFF DEVELOPMENT FALL 2020 SERIES

These learning spaces are to support staff and faculty in supporting, nurturing and enhancing their equity and inclusion lens. We will be sending out a calendar invite which will include the zoom link.

Creating and Sustaining White Anti-Racist Learning Spaces

Friday, September 11, 2020
10:00 AM – 11:00 AM

The workshop will focus on developing a model and structure that can best support the racial equity mission of the group and of the organization

Facilitator: Dr. Ali, Michael | Director and Co-Founder, Race Institute for K-12 Educators

Notice Notes for Social Justice - Develop the Practice of Noticing

Friday, September 25, 2020
10:00 AM – 11:00 AM

Begin or continue the path of self-reflection to better understand how you show

up in situations where power and privilege are at play

Facilitator: Jessica Pettitt | Owner, Good Enough Now Consulting

Microaggressions, College Campuses, The Impact

Friday, October 16, 2020
10:00 AM – 11:00 AM

Gain/deepen your understanding of microaggressions and how they show up in and

out of the classroom, the impact and how to address the instances

Facilitator: Dr. Marc Johnston-Guerrero, Professor | The Ohio State University

EVENTS FOR STUDENTS

LEARNING LAB

The structure for the lab is designed for students to discover, engage, grow and gain tools to integrate into their lives.

Self-Discovery Workshop

Tuesday, October 6, 2020
1:00 PM - 2:00 PM

Description: Embrace your individuality! In this workshop, you will gain an understanding of who you are, what motivates you, and how to become a better version of yourself.

Facilitators:

Carol Easter, MFA Art/Digital Media Adjunct Professor | Chabot College
Dr. Marilyn Easter, Professor | San Jose State University

Leadership Development

Tuesday, October 13, 2020
1:00 PM - 2:00 PM

Description: Unleash the potential leader in you! In this workshop, you will learn to recognize the leader in you. Start the process of building your confidence, skills, and presence, which will propel you to the next level.

Facilitators:

Carol Easter, MFA Art/Digital Media Adjunct Professor | Chabot College
Dr. Marilyn Easter, Professor | San Jose State University

Unpacking the Multiracial Identity in Racial Justice Work

Tuesday, November 17, 2020
1:00 PM – 2:00 PM

Description: This interactive workshop will use Maria Root's Bill of Rights for Mixed Heritage People and Oath of Social Responsibility to explore the multiracial student identity. Our conversation will be grounded in theories regarding multiracial identity and identity development. We will also discuss the nuances of multiracial identity and how this relates to experiences of intersectionality.

Facilitator: Jenn Wells

FACULTY FELLOW WELCOME EVENTS

Native American Student Welcome

Tuesday, September 8, 2020 | 11 AM – 12:00 PM

Fellow: Erika Vargas, Men's and Women's Water Polo/Swim Coach
Contact: erika.vargas@westvalley.edu

Asian Pacific Islander Student Welcome

Tuesday, September 8, 2020 | 1:00 PM – 2:00 PM

Fellow: Christina Shih, Psychology Instructor
Contact: christina.shih@wvm.edu

Latinx Student Welcome

Tuesday, September 8, 2020 | 2:00 PM – 3:00 PM

Fellow: Jasmine Colón, Digital Services Librarian
Contact: jasmine.colon@westvalley.edu

Black/African American Student Welcome

Wednesday, September 9, 2020 | 3:00 PM – 4:00 PM

Fellow: Philip Severe, SUCCESS Counselor, Umoja Community Coordinator
Contact: philip.severe@westvalley.edu

FALL 2020 SPEAKER SERIES

Justin Michael Williams | Stay Woke is FOR THE PEOPLE

Tuesday, September 15, 2020

Talk | 12:35 PM - 1:30 PM

Q&A | 1:10 PM - 1:30 PM

"The Woke Lab" (Limit 30 people), this will be virtually through Zoom | 5:00 PM - 6:30 PM

Yusef Salaam | Criminal Justice Advocate, Member of "Central Park Five"

Thursday, October 8, 2020

Moderated conversation with Philip Severe, SUCCESS Counselor & UMOJA Community Coordinator | 12:35 PM-1:30 PM

Q&A | 1:15 PM - 1:30 PM

Erika L. Sanchez | I Am Not Your Perfect Mexican Daughter

Conversation with Erika | 12:35 PM - 1:30 PM

Q&A | 1:10 PM - 1:30 PM

FALL 2020 SOCIAL JUSTICE LEARNING SPACES

Breath Series for Students, Staff, Faculty

Dates and times to be announced

This safe space designed to allow faculty and classified professionals to breathe, connect, and become clear on their own agency will be offered in several different sessions as they were offered during the summer.

Canvas Courses for Staff and Faculty

Dates and times to be announced

This will be a continuation of the summer course. Two additional webinars will be offered with the ones that were studied during the summer session. One session will be offered for that will be geared toward classified professionals. Again, the webinars will assist in building an anti-racist learning and working environment. These will be followed by dialogue sessions where the participants will work with a facilitator to address questions, concerns, or insights raised from the webinars. Additionally, this space is designed to help you feel prepared to start Canvasing for Greater Inclusion.

ARTICLE 23

GROWTH INCENTIVE PROGRAM

23.0 **Philosophy on Classified Growth Incentive Program:**

The classified staff represents an integral part of the District's ability to serve our community; hence, facilitating the commitment to continued growth, professionally and personally, of each individual worker ultimately enhances the District's institutional mission to effectively promote higher education.

Opportunities shall be any activity that partially or primarily prepares a worker for improved performance in present or future roles in higher education constituting achievement of the institutional development mission.

The program applies to all permanent members of the bargaining unit. The central feature of this program will be to provide work related opportunities to upgrade individual worker skills through a variety of credit and non-credit coursework, projects, workshops, or other related activities and/or complete college level certificates or degrees.

23.1 **Eligibility**

23.1.1 All permanent workers of the bargaining unit who have served a minimum of one year with a satisfactory performance appraisal shall be eligible to participate in the Growth Incentive Program.

23.1.2 A worker who has earned growth incentive points and transfers or promotes into a new position in the District, within the Bargaining unit, before completing the nine (9) points required for an increment shall be allowed to carry over all points earned into the new position.

23.1.3 Professional growth increments can be earned during each two (2) years of service. Nine (9) points are necessary for each award.

23.1.4 A maximum of five (5) growth increment steps may be earned.

23.2 **Points**

23.2.1 A professional growth increment will be awarded after a worker has completed nine (9) points of approved study.

23.2.2 Two (2) years must elapse from the date an increment is granted before a worker is eligible for the next increment, during which time the worker must complete an additional nine (9) points.

-
- 23.2.3 If a worker acquires units in excess of the nine (9) points, two (2) may be carried over to the next period.
- 23.2.4 Professional growth increments that upgrade skills, are work related and/or complete college level degree programs may be earned by completing nine (9) points in any combination of the following:
- 23.2.4.1 Coursework at any Accredited Community College, College or University.
- 23.2.4.2 Coursework in Adult education/vocational training, or community development.
- 23.2.4.3 Professional workshops, conferences or classes.
- 23.2.4.4 Other courses approved by the Associate Vice Chancellor at each campus.
- 23.2.5 **Credit:**
 A three-unit semester college course = 3 growth incentive points
 A two-unit semester college course = 2 growth incentive points
 A one-unit semester college course = 1 growth incentive point
 A three-unit quarter college course = 2 growth incentive points
 A two-unit quarter college course = 1.33 growth incentive points
 A one-unit quarter college course = .66 growth incentive points
- 23.2.6 Only those courses completed with a grade "C" or higher are eligible for growth incentive points.
- 23.2.7 Points shall be awarded for job-related non-credit college courses, adult educational/vocational training and professional workshops/seminars/classes as follows: each four (4) hours of in-class time will entitle workers to one-quarter (.25) point. Hours from two (2) or more classes/seminars/workshops may be combined to accumulate points.
- 23.2.8 Only those classes taken in excess of the minimum required to maintain a worker's position may be credited toward growth incentive points.
- 23.3 Procedure**
- 23.3.1 Workers wishing to obtain Growth Incentive credit must comply with the following procedure:
- 23.3.1.1 Complete Growth Incentive application form at least ten (10) days prior to the beginning of the course. The form shall be completed and signed by the applicant and submitted to the Human Resources Department. Serious consideration will be given to each request and no request

will be unreasonably denied. If the request is denied, the worker may appeal by providing additional justification for consideration. The application will be approved/disapproved within fifteen (15) days or prior to the first day of class. The worker will be informed in writing of the decision.

23.3.1.2 Workers applying for college level certificates or degrees must submit a plan indicating their intent to complete the program and their projected timeline. Their major emphasis of study and coursework required to complete the study must be included.

23.3.2 Requests received after the application deadline will be evaluated on the same criteria as in 23.3.1.1 and must include a written justification for late submittal.

23.3.3 Growth Incentive credit will not be granted until official course documents are received by Human Resources Department.

23.3.4 It is the worker's responsibility to see that transcripts are submitted within thirty (30) calendar days of receipt.

23.3.5 Upon initiating a Growth Incentive Program, a worker must complete each nine (9) unit award within a three (3) year period.

23.3.6 Credit will not be given for courses taken while the worker is on release time, or for courses for which the District pays worker's expenses. This does not exclude 10/11 month workers who take courses during the summer.

23.4 Awards

23.4.1 All professional growth increment awards based on completion and approval of the above requirements will be \$45 per month effective January 1, 2019.

23.4.2 Awards will be included in the first January 31 or the first July 31 paycheck (whichever occurs first) following completion of the required course work and submission of proof of completion to the Associate Vice Chancellor. The amount will be included in each subsequent paycheck of the worker during employment with the District.

23.4.3 Educational Awards:

Effective September 1, 2014, a permanent worker, upon receipt of any of the following while employed by the District, shall receive the specified cash award:

A permanent worker who completes a GED/High School diploma will receive a one-time cash award of \$100.

A permanent worker who completes an AA or AS degree will receive a one-time cash award of \$250.

A permanent worker who completes a Baccalaureate degree will receive a one-time cash award of \$500.

A permanent worker who completes a Master's degree will receive a one-time cash award of \$1,000.

A permanent worker who completes a Doctoral degree will receive a one-time cash award of \$1,500.



Office of Student Equity & Success

2019 Faculty Fellow Position Description 0.2 Compensated Release Time / 6.5 hours per week

The office of Student Equity and Success Faculty Fellow position is to provide faculty with the opportunity to engage in direct support of students' success by applying insights from research and their professional experiences to the experiences and needs of students at West Valley Community College. The Faculty Fellow will be responsible for implementing programs that address (but are not limited to): student professional development, pathways to graduate school, navigating college, and Ally Trainings. The fellow will be responsible for a project that strives to engage students and foster their success at West Valley Community College. Faculty Fellow projects can include: developing and offering workshops: discussion groups, researching the effectiveness of events and programs, opportunities to involve other faculty in the support of students, leadership development and/or the implementation of High-Impact Educational Practice based on research for the enrichment of students.

The Faculty Fellow position is a 0.2 compensated release time (6.5 hours/week) for the Spring 2019 Semester and the 2019-2020 academic year and is open to tenured/tenure track faculty and associate faculty at West Valley College.

Interested applicants should have experience and/or expertise in one the focus areas, student support/engagement and a well-developed understanding of the student experience in higher education.

Faculty Fellows Positions

Asian-Pacific American/Asian-Pacific Islander
African American/Black Students
Undocumented Students
Native Students
Lesbian, Gay, Bisexual, Transgender, and Queer Students
Persian Students
Latinx/Chicanx Students
First Generation Students

Responsibilities

The Faculty Fellow will develop educational programs and implement 2 programmatic events each semester during the academic year. Programs will provide opportunities for intellectual growth, identity

development, empowerment skills, leadership development and engagement in High-Impact Educational Practices. Educational programming is not limited to the following:

- Coordinate programs for student's engagement with other faculty to expand students' community network and create possible research opportunities.
- Promote students' leadership and professional development.
- Assist in creating systems and practices that enhance student support and engagement and lead to greater retention and success.
- Participate in the planning of the leadership retreat.
- Assist in organizing events and activities sponsored by the Multicultural Center.
- Invite West Valley College faculty or community partners to share relevant research projects, publications, and/or teaching.
- Invite faculty members from the West Valley College community to give talks and/or workshops to students in the Multicultural Center.

Research

- Develop opportunities for students to participate in research, conferences, publish materials, etc.

Administrative

The Faculty Fellow will have the following administrative responsibilities:

- Meet weekly with the Program Director of the Multicultural Center.
- Attend meetings monthly with the Dean, Student Equity and Success.
- Participate Faculty Fellows Retreat once a semester.
- Maintain office hours for student interaction, individual advising, and programmatic planning.
- Serve as a liaison between academic departments and the Multicultural Center.
- Refer students to appropriate campus resources and outside agencies.
- Collect and analyze program/workshop series data.
- Provide mid and end of year reporting.

Application Packet

- Cover Letter - Candidates should address the questions listed below in their cover letter
- Curriculum Vitae
- Response to supplemental questions
- Three references including one current or former West Valley Community College student
- Indicate which position you are applying for

Eligibility

Tenured/tenure track faculty and associate faculty at West Valley College

Please email application packet to:
Dr. Debra Griffith
Dean, Student Equity and Success
Debra.griffith@westvalley.edu

Deadline

The priority Review date is Monday, November 19, 2018

Questions to address in candidate's Cover Letter:

1. Please describe your interests in the Faculty Fellow position for the identified focus area and how your background,

The position will remain open until filled. Application materials received or postmarked before or by this date will be given first consideration. Applications

professional experiences, and community involvement relate to the position?

2. Explain why working with the identified focus area motivates you?

3. What does mentorship mean to you? In your role as a Faculty Fellow, what are some ways in which you would provide mentorship to the student's population you would like to work with.

4. Please describe your experience working with students at West Valley College and your plan to build relationships with students through the Multicultural Center?

5. How do you see the co-curricular programming in the Multicultural Center strengthening the intellectual/academic pursuits of West Valley College students?

received thereafter may be considered if positions are still available.

For questions, call (408) 741-4616 or email debra.griffith@westvalley.edu

REALIZE YOUR IMPACT

— The WVMCCD Faculty Diversity Internship Program promotes quality and diversity in college instruction.

ELIGIBILITY

Applicants for the Faculty Diversity Internship Program* must:

- meet the minimum qualifications for the subject area discipline set forth by the Academic Senate of the California Community Colleges
- demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college environments
- have no prior higher education experiences

FDIP applicants can include:

- Graduate students nearing completion of a Master's degree from an accredited college or university
- Master's degree holders
- Are a graduate student nearing completion of a Master's degree from an accredited college or university
- Bachelor's degree holders with a minimum of two years of full-time occupational experience in a vocational/technical area
- Associate's degree holders with a minimum of six years of full-time occupational experience in a vocational/technical area
- All of the applicants not meeting these requirements can be submitted to the equivalency committee for review and recommendations

HOW TO APPLY

Recruitment for faculty interns will be held each semester. The opportunity will be posted on the district's employment page at <https://wvm.peopleadmin.com>. Application instructions will be included in the posting. For more information, please contact our Human Resources Department at 408-741-2194 or paulwilliams@wvm.edu

FDIP Program Manager: Paul Williams
408-741-2194 or fdipinfo@wvm.edu
WVMCCD|Human Resources
Faculty Diversity Internship Program
14000 Fruitvale Avenue
Saratoga, CA 95070
www.wvm.edu

* Note: This program is not affiliated with professional graduate school programs for teacher training. Campus selection and mentor matching is at the sole discretion of the District.



Faculty Diversity
Internship Program

■ CULTURE
■ DIVERSITY
■ INNOVATION





OPPORTUNITIES



THE FACULTY DIVERSITY INTERSHIP PROGRAM

The FDIP provides interns with a foundation in pedagogy as well as techniques, skills, and best practices for the classroom. The program is designed to give interns the fundamental theories and skills necessary to be successful in the community college setting. This program dedicates time to prepare interns for applying for faculty positions within the District and/or other California Community Colleges.



FDIP interns will receive valuable information throughout the course of the semester.

The Faculty Diversity Internship Program has two components: (1) 30 hours of community college faculty training in the fall or spring and (2) hands-on experience in an educational setting with a faculty mentor during the fall or spring semesters. The training content will include: Curriculum, Instruction and Assessment; Theory and Practice; Effective Teaching and Classroom Communication Strategies; and Diverse Learning Styles.

HOW IT WORKS

A paid internship has proven to be an effective means of providing high quality learning opportunities for faculty interns and enhancing the educational needs of our multicultural students.

The fall or spring semesters are also a time for interns to immerse themselves in campus events and activities to help cultivate and promote understanding of the various responsibilities of our faculty, staff and students. All interns will have the opportunity to meet with the College Executive Management Team, Vice Presidents, Department Deans and Chairs, and various other stakeholders that work to support our mission, vision, and values.

INTERN COMPENSATION

The Faculty Diversity Internship Program is a paid internship program that provides high quality learning opportunities for faculty interns and enhances the educational needs of our multicultural students.

The terms of the assignment provide a stipend of \$1,200.00 for each intern selected. The stipend is conditional on attending to all of the requirements of the program.



West Valley - Mission
Community College District



West Valley - Mission

Community College District



Faculty Diversity Internship Program

CLOSING DATE:

Closing Date: 6/3/2019

DEFINITION:

The Faculty Diversity Internship Program (FDIP) introduces participants to the community college environment and to the rich diversity of students attending the District's two colleges—West Valley College and Mission College. FDIP recruits interns in support of a wide range of community college disciplines (and especially for those disciplines for which there is an anticipated shortage of qualified faculty). FDIP enhances community college efforts toward building a diverse and representative faculty.

THE DISTRICT

The West Valley-Mission Community College District (WVMCCD), located in the Silicon Valley, includes two colleges: West Valley College and Mission College. WVMCCD embraces diversity as one of the core values of our organization. The District's commitment to diversity embraces the principles of community through recognizing the value and strength of our diverse backgrounds and perspectives as we continuously seek to build a community in which all constituencies are highly qualified.

PROGRAM OVERVIEW & STRUCTURE

The Faculty Diversity Internship Program is a paid internship program that provides high quality learning opportunities for faculty interns and enhances the educational needs of our multicultural students.

The Faculty Diversity Internship Program has two components: 30 hours of community college faculty training in the fall/spring; and hands-on experience in an educational setting with a faculty mentor in the fall/spring. The fall training content will include: Curriculum, Instruction and Assessment; Theory and Practice; Effective Teaching and Classroom Communication Strategies; and Diverse Learning Styles.

ASSIGNMENT:

The Faculty Diversity Internship Program is accepting applications for all disciplines; and selected faculty interns will be placed at one of the two colleges:

- Mission College
- West Valley College

SALARY AND BENEFITS:

Intern participants in the Faculty Diversity Internship Program will receive a \$1,200 stipend.

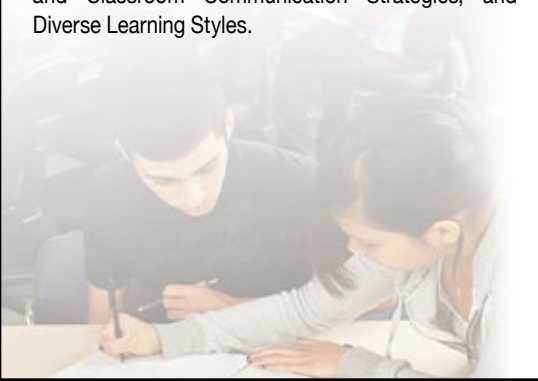
MINIMUM QUALIFICATIONS:

Applicants for the Faculty Diversity Intern Program must: (a) meet the minimum qualifications for the subject area discipline set forth by the Academic Senate of California Community Colleges, (b) demonstrate sensitivity to and understanding of the diverse academic socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college environments; and (c) have no prior higher education experiences.

Applicants to this program can include:

- Graduate students nearing completion of a Master's degree from an accredited college or university
- Master's degree holders
- Bachelor's degree holders with a minimum of two years of full-time occupational experience in a vocational/technical area
- Associate's degree holders with a minimum of six years of full-time occupational experience in a vocational/technical area

All of the applications not meeting these requirements can be submitted for equivalency review and recommendations.



EXAMPLES OF DUTIES AND RESPONSIBILITIES:

Examples of Duties and Responsibilities:

Both interns and mentors are expected to engage in the following:

- Mentorship
- Collaborative Teaching
- Workshops/Professional Development
- Community College Networking

Intern Responsibilities

- FDIP Orientation
- Classroom observation/collaborative teaching with mentor
- Mentor/intern team meetings
- FDIP workshop participation (critical pedagogy, developing course content, hiring process, student services)
- College meetings and governance
- End-of-semester teaching showcase

Expected Outcomes

- Learn about the community college environment and student population
- Develop a resume/cv and diversity statement
- Develop a teaching portfolio (including sample syllabus, lesson plans, quizzes/tests/other assignments, grading rubrics)
- Complete a FDIP evaluation

Activities and outcomes beyond those listed are at the discretion of the mentor/intern teams.

APPLICATION INFORMATION:

- Interested applicants must submit online all materials requested, including: (1) A completed online West Valley-Mission Community College District application; (2) Resume; (3) Unofficial copies of transcripts; (4) Cover letter and/or reference list, if requested; and (5) Any requested licenses or certificates, if applicable.
- All sections of the online application, including Education and Educational Work History, must be completed thoroughly.
- Supervisor(s) name(s) and telephone numbers must be included in the application.
- Incomplete applications will not be considered.
- Do NOT send unrequested materials. Unrequested materials will not be used for consideration of employment.
- The employment application and supporting documents represent you; it is to your advantage to fill out the application form carefully and completely.



EEO STATEMENT:

West Valley-Mission Community College District is an Equal Opportunity Employer that seeks to employ a diverse workforce who will contribute to an inclusive and welcoming educational and employment environment. The District is committed to nondiscrimination on the basis of ethnic group identification, race, color, national origin, religion, age, sex, physical disability, mental disability, ancestry, sexual orientation, language, accent, citizenship status, transgender status, parental status, marital status, economic status, veteran status, and medical condition consistent with applicable federal and state laws.

TO APPLY:

For more information on this position and to apply, please visit our website at the following link: <http://apptrkr.com/1442354>

Applicants who, due to a disability, require accommodations to complete the application, testing or interview process, please contact Human Resources at (408) 741-2174 to arrange for assistance.

West Valley-Mission Community College District is an Equal Opportunity Employer.

ABOUT TRANSCRIPTS:

- If a minimum requirement is possession of a degree, then a copy of transcripts is required to be included with your application to verify the degree being awarded. If no transcripts are included, the application may be screened as not meeting minimum requirements.
- Degrees must have been awarded by a college or university accredited by an accrediting body recognized by the U.S. Council on Post-Secondary Accreditation and/or the U.S. Department of Education.
- Candidates with degrees earned outside of the United States must provide official certification of equivalency to U. S. degrees by a certified U. S. credential review service, must have a U.S. evaluation (course by course of the transcripts) and must be submitted with this online application.
- If you do not have an electronic version of the transcript, you can get it scanned at an office supply or copy store; then attach the electronic version of your transcript to this online application.
- Copies of diplomas, grade reports, graduation petitions, transcript evaluations requests, or similar documents WILL NOT be accepted in lieu of transcripts.

For assistance, contact:

Office of Human Resources, Attn: Recruitment
14000 Fruitvale Ave, Saratoga, CA 95070
Phone: (408) 741-2174 Fax: (408) 867-9059
Email: Jobs@wvm.edu



Ryan Ng

From: Brenda Brown Rogers
Sent: Thursday, May 09, 2019 12:06 PM
To: Ryan Ng
Subject: FW: Land Corporation Scholarship Application: OPEN

Follow Up Flag: Follow up
Flag Status: Flagged

Here it is, Ryan.

From: Patrick Schmitt <Patrick.Schmitt@wvm.edu>
Sent: Wednesday, May 08, 2019 1:21 PM
Subject: Land Corporation Scholarship Application: OPEN

This scholarship program is open to all full-time employees of the WVMCCD.

Here's the link to the actual application:

https://wvm.edu/exec/chancellor/Forms/Land_Corporation_Tuition_and_Fees_Grant_Application.pdf

The program allows for payment of up to \$4000 annually per applicant in approved tuition and fees costs.

- The amount requested can cover one term or a full year.
- Only "tuition and fees" can be covered by this money. No separate course fees (e.g., a lab fee) are covered.
- Evidence of cost should be included with your application (e.g., printed web page containing tuition and fees information).
- The payment is made before the employee incurs the cost.

Your grant will be made available before you make payment, but you must submit a receipt and return any excess money by the beginning of your next term.

Successful applicants should submit their grades to the Chancellor's Office at the end of a term in order to continue in the program.

- If an employee makes less than a "B" in an approved course, the employee must repay the grant before being able to reapply for the program.

Successful applications should have educational plans leading to a certificate or degree from an accredited institution.

- Educational plans should list the courses to be taken by semester, from the beginning of participation in the program to the completion of the educational plan.
- Your educational plan may change. Please file an amended plan if necessary.

Applicants with multi-year plans must reapply every year.

If an applicant has a multi-year program and makes successful application, then his or her following applications will be noted for fulfillment as a matter of course, **if application is made without a break (i.e., application made every year)**.

Please either print out or save the application document once completed and submit to the Chancellor's Office (Brenda.brown.rogers@wvm.edu).

All applications will be approved by the Chancellor, who will examine the applications for completeness.

You can expect these notes and instructions to change as we gain experience with this program. You can help us with your feedback.

Thanks!

--Patrick Schmitt

Land Corporation Tuition and Fees Grant Application

Name _____

Employee Number _____

Work Email _____

Date of Application _____

Institution to be Attended _____

Institution Web Site Address _____

Degree or Certificate Sought _____

Degree or Certificate Web Site Address _____

Educational Plan (By Semester) *Please attach on Separate Sheets(s)*

Amount of tuition and fees Requested _____