Los Ríos Community College District

Faculty Diversity Internship Program
2017-2018 Handbook
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“The possibility of a dream coming true is the best aspect of participating in the FDIP. Exposure to the inner workings of the community college environment was very good, too.”

FDIP Intern 2016-2017
Faculty Interns and Mentors,

Welcome and congratulations on being selected as participants in our Faculty Diversity Internship Program (FDIP). We are excited that you are ready to explore the rewarding process of faculty intern training. The Los Rios Community College District is pleased to assist you in attaining your personal and professional goals of becoming community college instructors.

This handbook is designed to be an ongoing resource throughout the year for both faculty mentors and interns in order to initiate, develop, and maintain successful mentoring relationships.

We would like to thank you for your commitment and wish you the best.

Sincerely,

Sue Slager
Director, Human Resources
(916) 568-3063
Program Overview

Since it first began in 1989, the Los Rios Community College District Faculty Diversity Internship Program (FDIP)—a teaching and learning experience—has provided high quality learning opportunities for diverse faculty interns and students alike!

The FDIP has two components: (1) approximately 40 hours of faculty training in the fall and (2) hands-on classroom teaching experience in a community college with a faculty mentor in the spring. Fall training topics include an overview of the CCC system and its students and faculty, preparing for a class, assessing student learning, effective classroom strategies, and working with diverse learning styles.

Program Goals
The FDIP is uniquely designed to:

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

District support for the FDIP remains strong. The popularity of this program continues to increase with more interested applicants each year. FDIP success is measured by the number of interns that have become adjunct and full-time, tenure-track faculty members at LRCCD.

“It was great meeting new people and learning from our mentors. This was such a rich experience and the wait was worth it.”

FDIP Intern 2016-2017
Benefits of the Program

The FDIP provides a variety of benefits to faculty mentors and interns, as well as to the District, including the following:

**Mentors:**
- The satisfaction of aiding the professional growth and development of a potential faculty member
- Training future faculty through collaboration, feedback, and interactions
- Developing mentorship skills and expanding professional networks
- The chance to engage in reflection about teaching and learning

**Interns:**
- Better understanding of the structure and culture of the LRCCD and its colleges
- Development of a professional network and support system
- Hands-on teaching and instructional skills development
- Constructive feedback and advice
- Familiarity with classroom responsibilities and professional priorities
- Increased clarity of long-range career goals and planning
- Support and advocacy from professional faculty colleagues

**The District:**
- Increasing opportunities for new faculty
- Expanding collaboration and respect among colleagues
- Enriching District and college environments by collegiality, diversity, inclusion, and succession planning
- Enhancing learning outcomes for our students
Program Expectations

The FDIP classroom teaching experience is built on the collaborative relationships and experiences of both faculty mentors and interns. To ensure a professional environment and successful program, the following expectations are provided:

Expectations for Mentors

1. Meet with your intern prior to the spring semester, and regularly thereafter, to discuss ongoing questions and concerns.
2. Help your intern to create Learning Objectives, monitor his/her progress during the semester, and provide summative feedback at the end of the semester.
3. Provide teaching opportunities to match the intern’s experience, preparations, and interest—three teaching opportunities at absolute minimum.
4. Observe your intern teaching; provide constructive feedback and suggestions. Consider spreading out the intern’s teaching experiences over the semester so there is time for self-reflection and discussion with you in between.
5. Allow your intern to experience all aspects of teaching, if possible—including creating assignments, writing and grading tests, conducting office hours, scoring homework, and planning lessons.
6. Share your knowledge, skills, materials, and experiences with your intern.
7. If your schedule allows it, introduce your intern to division personnel and support staff; invite him/her to a department or committee.

“The best aspect of the program for me was the ability to intern at the campus I worked at with the best possible mentor I could ask for in the universe. I also found it very valuable to meet other interns and spend time with them discussing approaches to teaching. Holding such interdisciplinary dialogues felt very rewarding to me, and I definitely looked forward to it.”

FDIP Intern 2016-2017
meeting; take a tour of the campus; educate your intern about shared governance and leadership activities.

8. FDIP Interns are unpaid volunteers. As the instructor of record, you must be present at all times. You have ultimate responsibility over the course, including lectures and grading.

9. Complete an FDIP intern evaluation and program evaluation at the end of the semester.

10. Attend the May FDIP Graduation with your intern!

Expectations for Interns:

1. Attend every class meeting of the course in which you intern.

2. Arrange meetings with your mentor prior to and during the semester to discuss questions, concerns, ideas, and constructive feedback.

3. Collaborate with your mentor to develop your Learning Objectives for the semester in order to get the maximum benefit from the internship.

4. Discuss with your mentor your teaching experience, preparation, comfort, and interest. Agree to the number and kind of teaching opportunities you will have as an intern. Three times being in charge of delivering material or facilitating new learning should be the minimum.

5. Remember that your mentor is the instructor of record; respect his/her experience, knowledge, skills, and abilities.

6. Abide by all rules and regulations of the college and District, and behave in a professional manner.

7. Closely observe your mentor’s teaching style and classroom management techniques.

8. Ask questions.

“It was a delight to share ideas for lesson plans with [my intern.] Often, I learned as much as she did from brainstorming possibilities for presenting materials in accessible, engaging ways for our diverse students.”

FDIP Mentor 2016-2017
Tips for Mentors

Although all faculty interns are equally qualified for the program, interns' roles in the classroom as well as their teaching talents and confidence will vary greatly. At the very first class meeting, be sure the intern has a role that establishes her/him as an instructor in the course. Conducting an icebreaker, leading an assessment activity, a short presentation to overview the discipline... all are possibilities. Work closely with your faculty intern to identify teaching activities that are appropriate, transitioning from those for which they are very comfortable to those that they find genuinely challenging.

Here are some tips for you as a faculty mentor:

- Agree on a mutually convenient schedule for meetings and other activities with your faculty intern.
- Meet regularly with your intern to discuss ongoing questions, issues, problems, and concerns.
- Introduce your intern to your class as a co-instructor.
- Let students know how fortunate they are to have the intern -- additional ideas, perspectives, and information.
- Ask for your intern’s input.
- Explore your intern’s perceptions of classroom success.
- Allow your faculty intern to select lecture topics he/she feels most secure presenting.
- Spend time just conversing and listening to your intern. Encouraging your intern to voice his/her interests, concerns, goals, challenges, and accomplishments, and listening supportively is a very important mentor role.
- Email Valerie Carrigan in HR (see page 13) to connect with seasoned faculty mentors or members of the FDIP Task Force.

“The best aspect of the FDIP was the opportunity to exchange ideas with a colleague who was experiencing the presence of students first hand.”

FDIP Mentor 2016-2017
Questions you might ask your intern:

1. What attracts you to the teaching profession?
2. What is the greatest asset you bring to your teaching role?
3. What do you value most about the interactive nature of the teaching profession?
4. When you are teaching, what do you notice most about yourself and/or your students?
5. What is the greatest challenge that you face in becoming a more proficient teacher?

Possible topics to discuss with your intern:

1. The subject: why you teach what you teach
2. What you believe to be true about teaching and learning, and why
3. The students: their motivation, capacity, distinctions, purpose in being in the class (by choice? for a career? other?)
4. The social climate of the class: quiet/talkative; formal/informal
5. The course: where it falls in a sequence of courses for most students, the prerequisite courses and skills/knowledge expected of students
6. The pedagogical style or approaches that you use in this class
7. The kinds of learning activities it requires from students: memorization, analyzing and problem-solving, discussion, writing, invention, public performance
8. The syllabus, textbook, and course outline
9. The objectives of the course
10. The class rules, as stated (and as enforced)
11. The way you assess your students' growth in knowledge
12. Your preferences: aspects of the class you might address with innovative ideas, aspects of the class which must remain unchanged
13. Preferred classroom set-up style
14. Classroom quirks: equipment, lighting, climate control, noises
Tips for Interns

At the beginning of the semester, your role as a faculty intern may primarily be that of an observer, watching and learning how an experienced faculty member handles a class. As the semester progresses, you may be expected to share more of the classroom responsibilities. How that evolves depends on what your mentor and you have agreed upon at the beginning.

**Be proactive with your mentor.** Begin your mentoring relationship with an agreement about your Learning Objectives (see page 10).

**Focus on demonstrating these skills:**
- Communicate clearly
- Take direction from your mentor
- Demonstrate exemplary professionalism
- Accept constructive feedback
- Respect college processes & procedures
- Act with honesty and integrity
- Work to create and maintain good relationships
- Be approachable
- Be accountable

**In planning your teaching opportunities, consider the following:**

a. "What content will you present?"

b. "What chronology of teaching events will you follow?"

c. "What objective or intent (in terms of student learning and behavior) will you seek to achieve?"

“The best part of the program was teaching the course (the more hands on aspects) as well as the hiring workshop at the end of the semester.”

FDIP Intern 2016-2017
d. "What will the students do that will show that they have achieved this intent or objective?" (This may not be observable during the class session under discussion, but might be revealed through a later event.)

e. "What specifically will you do that will result in the students achievement of this intent or objective?"

f. "What concerns do you have about the content you will present or your method for presenting it?"

g. "What specifically would you like your mentor to pay particular attention to?"

h. After you teach the class session, and before your mentor meets with you to discuss it, think about the answers you might give to the following questions:

   i. "How do you think it went?"

   ii. "What did you see your students doing and what did you see yourself doing that you liked?"

   iii. "To what extent did you achieve your objective? How do you know this?"

   iv. "What might you do differently in the future?"

   v. What is the connection between what you planned and what you actually did?

   vi. What is the connection between what you said or did, what the students said or did, and their learning?

   vii. "What will you focus on in preparing for next time?"

   viii. "What do you need to do or obtain before your next teaching experience?"

   ix. "What will the mentor observe closely the next time you conduct a class session?"
Intern Learning Objectives

As an intern, you are required to participate in a full semester course. The hands-on classroom experience will provide you with practical, instructional experiences in a community college classroom under the direct supervision of your mentor. Your Learning Objectives may include the following components, as agreed upon by you and your mentor. It may be a good idea to put the details in writing so that all expectations are clear.

1. Observe your faculty mentor instruct class sessions.
2. Meet with your mentor regularly before/after class to discuss content, classroom matters, constructive feedback, and suggestions.
3. Instruct a variety of lessons that provide experience with common teaching strategies. Three teaching opportunities is the minimum; talk with your mentor about how much might be right for you.
4. Be supervised/observed by your mentor in lessons/classes in which you teach.
5. Be evaluated by your mentor at the end of the semester.
6. Determine if there are instructional activities in which you would like to be involved with your mentor other than classroom teaching:
   - Creating assignments
   - Preparing tests
   - Reviewing textbooks for possible selection
   - Conducting office hours
   - Reading and scoring homework, papers, and tests
   - Meeting division personnel and support staff
   - Attending a department or committee meeting
   - Taking a tour of the campus or facility
   - Learning about shared governance and leadership activities.
Draft Your Learning Objectives Here
“It gave me a chance to share my teaching philosophy and curricular approaches in the hopes that [my intern] would use my classroom as a model when she teaches a section of this course. I learned from our conversations and from [my intern’s] ideas and approaches, which were different from my own. It infused some new energy into a course that I have taught for over five years.”

FDIP Mentor 2016-2017
Contact Information

Human Resources Team

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Contact her for minimum qualifications or equivalency information.

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Contact her for general program information, forms, or fall attendance.

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Fall Instructors
Contact them if you have questions about fall training or related resources.

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MESA Director and Biology Professor, American River College

College FDIP Faculty Facilitators
Contact them if you have questions about your spring classroom experience, finding a mentor, locating things on campus, making intern-mentor connections, and obtaining college-level information or resources.

ARC: Clarence Stokes  
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FLC: Josh Fernandez  
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Program Evaluations

We continue to improve the Faculty Diversity Internship Program despite its many years in existence by incorporating the crucial input we receive from both mentor and intern program evaluations. We greatly appreciate all of you taking the time to thoughtfully complete these.

“The best aspect of the program for me was the ability to intern at the campus I worked at with the best possible mentor I could ask for in the universe. I also found it very valuable to meet other interns and spend time with them discussing approaches to teaching. Holding such interdisciplinary dialogues felt very rewarding to me, and I definitely looked forward to it.”

FDIP Intern 2016-2017
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