**California Community Colleges**
**Curriculum and Instructional Resources Division**

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1989-90</td>
<td>89-0005</td>
<td>Los Medanos</td>
<td>Contra Costa</td>
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</table>

**PROJECT TITLE**

**Community College Teacher Preparation Intern/Mentor Model**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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</thead>
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<tr>
<td>Grant = $11,210</td>
<td>B --- Improving Teaching Ability</td>
<td>Mentor Model</td>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
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<tr>
<td>Resource Materials</td>
<td>Faculty/Staff Diversity</td>
<td></td>
<td>Inter-Disciplinary</td>
</tr>
</tbody>
</table>

**PROJECT DIRECTOR**

Dan Henry, Dean Humanistic Studies

**PROJECT SUPERVISOR**

Chester Case, President

**PROPOSAL DESCRIPTION**

This is a model project aimed at encouraging and assisting community college students to consider community college teaching as a career option. Existing faculty served as mentors for high potential students, particularly women and minorities enrolled in growth disciplines who are serving as discipline tutors. The goal was to produce a pool of diverse candidates with community college teaching/learning perspectives.
Community College Teacher Preparation Intern/Mentor Model

This proposal addresses two issues (1) improvement and development of staff and (2) ethnic and gender imbalance of faculty compared to community college enrollments and the California Population as a whole.

The Contra Costa Community College District is a fairly typical one with regard to ethnic and gender: currently 21% of faculty are minorities and 33 1/2% are female. Enrollments, on the other hand, represent a far higher percentage of minorities and women. The District will be employing approximately 100 full time faculty during the 1990-92 school years, assuming implementation of AB1725 and anticipated attrition. Thereafter, 25 to 30 replacements will be required annually during the foreseeable future. Given that ethnic and gender enrollments in graduate schools will increase somewhat, far too few minorities and women will be available in the mid 1990s and beyond to fulfill replacement positions in our district and others as well. The problem is compounded by the fact that graduate students in growth disciplines are in demand by employers who can offer more opportunities than can community colleges.

This proposal addresses the above problems via a model project aimed at encouraging and assisting community college students to consider community college teaching as a career option. The model involves developing mentors among existing faculty, providing mentor training, and utilizing mentors to select and work with high potential students, particularly minorities and women enrolled in growth disciplines. Student recruitment activities will be centered upon students who are working as subject matter tutors at the three District colleges. Selected students will intern with an assigned mentor who will serve as an encourager, a role model, a supervisor of intern activities and as a contact person for the interns after they transfer. Thusly, a pool of diverse candidates with community college learning/teaching perspectives may be available for consideration beginning in the mid 1990s. Significantly, the BOG publication Toward a New Diversity, March, 1989, identifies junior and senior high and graduate school students as potential teachers, but ignores community college students as a source.

If the model produces intended results it will be continued by this District and can be readily transported to other districts.
Community College Teacher Preparation Intern/Mentor Model

1. Specific Educational Program Being Addressed

This proposal addresses two issues (1) development of faculty and (2) BOG Basic Agenda faculty and staff replacement priorities regarding a more balanced ethnicity ratio, and obtaining qualified faculty in growth areas.
2. Specific Problems Being Addressed

Specific Problem

The Contra Costa Community College District currently employs 429 full time faculty, 21% of whom are minorities and 33 1/2% are women. Complete implementation of AB1725 will add more than 60 faculty to the staff. Attrition rates for 480 faculty will require 25 to 30 replacements per year. The District's affirmative action plan utilizes aggressive means to attract minority and female applicants. Results, however, continue to fall below expectations. Currently, there are far too few minorities and women in graduate schools preparing for community college teaching. For those who are on such a track, particularly business, math and computer science majors, careers other than in teaching offer far greater opportunities. Community College enrollments more nearly reflect the general populace than do enrollments in other segments of higher education. Therefore, a potential exists to recruit future community college teachers from the ranks of current community college students. Results of such an effort are certainly in the somewhat distant future. Under-representation, however, has been with us since the distant past and will continue on indefinitely if graduate school enrollments remain as they are.
3. Population To Be Served

Population

The population to be served consists of selected community college sophomores attending the three District colleges. Selection will be based primarily upon ethnicity, gender, and targeted disciplines, and will be among students who are serving as subject matter tutors. Tutors are chosen because they are the best students in a particular discipline. Furthermore, tutors receive tutor training prior to the time that they work with other students. Hence the best students with training and experience in learning modes and problems will be given encouragement and assistance toward a career in community college teaching. Significantly, the BOG publication *Toward a New Diversity*, March, 1989, fails to list community college students as a potential source of future community college teachers.
4. Objectives

Work Statement: Objectives of this project are:

1. Develop and pilot test a model for encouraging and assisting community college students, minorities and women in particular, to become community college teachers.

2. Develop a cadre of experienced faculty to serve as mentors for students to be served by the model.

3. Provide mentors selected with training and support in order that they may:
   - Encourage students to consider community college teaching as a career choice
   - Serve as effective role models
   - Provide advisement services
   - Maintain regular contact with students after they transfer
   - Supervise internship experiences for students during their sophomore, senior and graduate years

4. Develop a teacher internship model for potential community college teachers.

5. Enlist a minimum of ten and a maximum of thirty District students in the program of internship during 1989-90.

6. Design a system to maintain contact with students after they transfer.

7. Prepare and distribute a final report.
5. Workplan Narrative

Activities and Time Lines

Activity
1. Project Director convenes and chairs a steering committee meeting with the following membership:
   - (1) One Faculty Senate representative from each District college
   - (2) One instructional manager from each District college
   - (3) The District Affirmative Action Officer
   - (4) The District Personnel Officer,

   For the purposes of:
   - Identifying disciplines to be targeted
   - Establishing criteria for faculty mentor nominations
   - Requesting applications/nominations. 8/15/89

   COMPLETION DATE: 8/15/89

2. Steering committee reviews applications/nominations and selects mentors.
   COMPLETION DATE: 9/15/89

3. Project Director and selected mentors develop plan for mentor training.
   COMPLETION DATE: 10/01/89

4. Mentors retreat for two days to receive training, to develop criteria for selecting students and to develop internship protocols
   COMPLETION DATE: 11/01/89

5. Mentors recruit intern
   COMPLETION DATE: 12/01/89

6. Project Director convenes mentor/intern recognition event
   COMPLETION DATE: 12/10/89

7. Interns begin internship activities
   COMPLETION DATE: 1/25/89

8. Project Director convenes mentor/intern progress assessment event
   COMPLETION DATE: 3/01/89

9. Project Director convenes mentor/intern event for the purposes of designing system for maintaining mentor/mentee contact and conducting assessment of project
   COMPLETION DATE: 5/15/90
10. Project Director prepares and distributes project report

COMPLETION DATE: 6/30/90
6. Expected Outcomes

Expected Outcomes

1. Based upon the stated objectives, this project will develop a model for encouraging and assisting community college students to become community college teachers through a process of mentoring and internship to be conducted during their sophomore, senior and graduate years.

2. The eventual impact of the project will be to develop a pool of candidates, including minorities and women, who are qualified for community college teaching through completing associate degrees and internships in community colleges as well as preparation in subject matter.

3. Should the pilot succeed as envisioned, faculty and administrative support will be generated for its inclusion in local funding budgets in the future.

4. Any community college with an interest in educational diversity and an interest in recruiting teachers with a community college perspective could find this intended model to be appropriate.

5. The Project Director will be responsible for project evaluation. Formative evaluations will be based upon success in achieving stated objectives; surveys of monitors regarding training provided, effectiveness in recruiting targeted student populations, and effectiveness of internship protocols, and surveys of interns to determine their opinions of the project. Summative evaluation will address similar issues and will also assess student retention and change in career goals.

6. The project report will be distributed to California Community College chancellors, presidents, chief instructional officers and development officers.

7. The project budget will be highly cost-effective if, indeed, some or all of the interns do return to the system in future years as faculty members.
7. Evaluation Plan

[NO “EVALUATION” ACCOMPANIES THIS DOCUMENT.]
8. Dissemination Plan

[NO “DISSEMINATION” ACCOMPANIES THIS DOCUMENT.]
[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]