## Future Faculty Development Project

<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>89-0029</td>
<td>Southwestern</td>
<td>Southwestern</td>
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**FUNDING CATEGORY & AWARD**

- Grant = $39,010

**ELIGIBLE PROGRAM**

- F --- Improvement of Fac./Staff

**PROJECT CATEGORY**

- Developmental Model

**PROJECT PRODUCT**

- Resource Materials

**PROJECT TOPIC #1**

- Faculty/Staff Diversity

**PROJECT TOPIC #2**

- Teacher Training

**ACADEMIC SUBJECT**

- Inter-Disciplinary

**PROJECT DIRECTOR**

**PROJECT SUPERVISOR**

**PROPOSAL DESCRIPTION**

The Southwestern College project recruited nine sophomore level students to serve as instructional student interns. The purpose was to encourage underrepresented students to gain experience in the community college teaching/learning environment so that they might consider community college teaching as a viable career alternative and to make a smooth transition to the university to accomplish this goal.
Southwestern College proposes to develop and initiate a Future Faculty Development Program that uses instructional student interns in nine identified academic disciplines during the 1989-90 academic year. Emphasis will be placed on recruitment and use of sophomore level students from underrepresented groups.

This project is designed to address several critical staffing problems at SWC -- the need to plan for replacement of nearly half of the faculty within the next five years due to retirement and attrition and the urgency of having the faculty mirror the ethnic and gender composition of the community we serve. At the same time our college wants to provide scholarly role models for an ethnically diverse student body in which 61 percent come from minority groups.

The students served will be largely drawn from underrepresented populations, but a much larger influence will be upon the uncounted minority students who come into contact with the students who will act as role models during their internships.

The objectives for the project include:

1. Creation of nine student intern positions for 1989-90 in various disciplines identified by faculty and Academic Affairs office. Such students must indicate a commitment to a career in community college education.

2. Provision of orientation and training for students and faculty so they can function effectively as interns and mentors.

3. Provision of special support, counseling, and mentoring to help participating student interns identify their goals and plan their educational program so that they can transfer to SDSU and attain higher degrees leading to community college positions in three to five years.

4. Articulation with SDSU to ensure that SWC students make a smooth transition to upper division work.

Key project activities include 1) a kick-off orientation session for all participating students and faculty, 2) small group and individual counseling sessions to assess academic performance...
and progress toward agreed upon educational goals, both at SWC and at SDSU for students who transfer, 3) a mentor who introduces the student intern to the duties and responsibilities of community college teaching throughout two semesters, 4) two upper division courses offered by SDSU and SWC instructors that will provide knowledge of community colleges and multicultural learning needs, 5) formal and informal articulation arrangements between SWC and SDSU so the program will continue after the duration of the project.

The program will be carefully evaluated using both quantitative and attitudinal information. Results will be included in a report which will be widely distributed to other community colleges.
1. Specific Educational Program Being Addressed

SPECIAL PROBLEMS ADDRESSED BY THIS PROJECT
The “Future Faculty Development Program” will focus on the development of ethnic minority community college faculty across all the disciplines at Southwestern College (SWC). Fund for Instructional Improvement funding will provide instructional student internships for nine sophomore level SWC students who are committed to a career in community college education.

This approach is being taken to resolve several institutional problems at SWC as well as a general problem confronting community colleges in California.

The first institutional problem being addressed is the fact that Southwestern College is facing a mass exodus of faculty and counselors because 49% of certificated staff will be eligible for retirement within 3-5 years. This does not include faculty who will leave for other reasons.

Related to this problem is the fact that both AB 1725 and affirmative action policy is demanding that the faculty should mirror the ethnic and gender composition of our service territory. Our most recent studies (Spring 1989 indicate that the Southwestern College student population is 61% ethnic minority. Our total minority certificated staff is 24%. This imbalance between staff and students is also a state problem. At the same time, all indicators are that the pool of qualified ethnic minority faculty will rapidly disappear as the competition for these individuals increases. To further exacerbate the problem, the number of Hispanics and Blacks entering college has declined and the attrition rate has increased with Hispanics earning only 2.3% of the bachelor's degrees and 2.2% of the master's degrees.

The second problem addressed by this project is the lack of scholarly role models for ethnically diverse student populations at SWC. Research shows that minority-students view a college with a faculty who are from ethnic backgrounds similar to their own as more hospitable, and their chances for success are enhanced.
Although SWC has made major strides to employ an ethnically diverse staff and will continue to do so through its recruitment and hiring practices, it is a long term process to bring about the proper ethnic balance for the staff. In the meantime, SWC is determined to enhance the role models for underrepresented students who currently attend the college. Therefore, one purpose of this project is to improve the retention, academic success and transfer rates of such students at SWC through the use of instructional student interns.

This FII project will enable SWC to abet its own institutional efforts to initiate a program that will not only assist the students who participate as instructional interns to reach their educational goals and assist them make the transition to a four year college (San Diego State University), but will illustrate to other underrepresented students who come into contact with the student interns that SWC cares about their educational success and provides opportunities for those interested in pursuing a career in community college education.

This project, as described, addresses several Board of Governors Basic Agenda priorities for 1989-90, namely:

- Transfer Education, by better preparing students who participate as student interns for transfer and the demands of upper division study.

- Academic Standards and Quality, by emphasizing articulation of the program between SWC and San Diego State University.

- Student Retention, by developing more effective ways of instruction through the use of instructional student interns and provision of role models of success for all students who come into contact with them.

- Faculty and Staff Replacement, by developing and initiating a staff replacement plan and determining the potential supply of qualified individuals for faculty positions in the next three to five years from underrepresented groups.

- Faculty and Staff Development, by exposing faculty members who will act as mentors in the program on how to work with students from different cultural and language backgrounds.
2. Specific Problems Being Addressed

[NO “PROBLEMS” ACCOMPANIES THIS DOCUMENT.]
3. Population To Be Served

POPULATION SERVED BY THIS PROJECT

The population to be served are student interns from ethnic minority backgrounds and other underrepresented groups who are currently enrolled sophomores (those who have completed 30 or more units) at Southwestern College. These student interns will be recipients of the special student services, instructional classes, and mentoring activities while they serve as interns at SWC and after they transfer to SDSU.

However, all the students at Southwestern college will be the beneficiaries of the program as they interact with the student interns as tutors, student teachers, lab assistants, and peer counselors.

It is expected that this FII project will underwrite a portion of the costs of creating nine student instructional internships. SWC will contribute its own funds to help finance internships for an additional number of SWC graduates who attend San Diego State University. SWC funds will be used to match FII support and help pay for recruiting and selecting former SWC graduates as instructional student interns in addition to those SWC sophomores supported by this project. No FII funds are being requested to underwrite seven student intern positions for former SWC graduates.
PROJECT OBJECTIVES
The goal of this project is to create a student intern program at SWC which will serve the major function of providing underrepresented students with special services, mentoring, and educational learning experiences that will help them attain careers as community college educators.

The major objectives for this FII project are:

1. To create and fill nine instructional student intern positions in specific academic disciplines identified by the faculty and Office of Academic Affairs.

2. To provide appropriate orientation and inservice for students participating in the program so that they can perform effectively as student interns and to provide participating faculty with adequate inservice so they can function as mentors for student interns.

3. To provide necessary student support services, counseling and a mentor system to assist participating students, especially those from underrepresented groups, to identify their goals and complete their education through the master's degree so they can become community college educators.

4. To articulate the instructional student intern program at SWC with SDSU so that students can make the transition to upper division work and ultimately earn a master's degree in their chosen field.

The following section outlines the activities related to each of these project objectives.
5. Workplan Narrative

PROJECT ACTIVITIES
The instructional student intern program will be operated under the auspices of the Vice President of Academic Affairs. Project coordination will be the responsibility of the Certificated Staff Development Coordinator who will devote 20% of his/her time to the project during 1989-90.

Work Statement by Objective

The proposed activities related to each project objective are noted below as part of the project work statement.

Objective 1:
To create and fill nine instructional student intern positions.

ACTIVITY:
1.1 Recruit and select qualified students to serve as instructional student interns.
   - SWC faculty will nominate promising sophomore level students (by Fall 1989). Publicity will be given to the program and special emphasis will be placed on attracting under-represented students to the program. Written application forms will be designed and used to screen and assess applicants.
   \[ \text{TIMELINE: (July-August 1989)} \]

   - A faculty selection committee, comprised of the instructors who will be assigned student interns, will make final approval of candidates to fill the nine slots funded through this project.
   \[ \text{TIMELINE: (July-August 1989)} \]

   - A written contract will be signed by both student intern and faculty mentor outlining the commitment and responsibilities of each party.
   \[ \text{TIMELINE: (August 1989)} \]

1.2 Identify and approve the nine slots to be used for instructional student interns.
   (Preliminary selection has been made as part of this project planning effort. These are noted below.)

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<tr>
<th>Academic Division</th>
<th>Major Discipline</th>
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<tbody>
<tr>
<td>1. Arts &amp; Humanities</td>
<td>Instrumental Music</td>
</tr>
<tr>
<td>2. Arts &amp; Humanities</td>
<td>Theater</td>
</tr>
<tr>
<td>3. Communications Arts</td>
<td>English Composition</td>
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<tr>
<td>4. Communications Arts</td>
<td>Foreign Language</td>
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<tr>
<td>5. Engineering/Applied Sciences</td>
<td>Auto Technology</td>
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Objective 2:
To provide appropriate orientation and inservice for future faculty development program participants...

ACTIVITY:

2.1. A one-day orientation for student interns and faculty mentors will be offered prior to the start of the Fall Semester. The orientation will include both motivational and specific operational activities.

- Faculty mentors will be given inservice training on how to work with their intern.

- Student interns will be instructed as to the broad concepts of working with adult learners and ethnically diverse student populations.

- Student interns will also be given instruction by their mentors as to their specific job assignments. These will include carrying out instructionally relevant tasks assigned, monitored, and assessed by the mentor.

- Two hours of group counseling will also be provided during the orientation session in the Fall semester.

TIMELINE: (August 1989)

2.2 Student interns will take on- three-unit upper division education course in the (Sept. - Jan. community college which focuses on teaching Fall 1989) methodology and developing instructional resources. This course will be offered on the Southwestern College campus by SDSU. The course will also be open to any Southwestern College faculty member and will be available for hurdle credit.

TIMELINE: (September - January ---- Fall 1989)

2.3 Student interns will take the second three-unit upper division education course in (Feb. -June Spring 1990) multicultural education. This course will focus on the different learning styles and methodologies that have proved to be effective for ethnically diverse populations. It will also include content that aims at developing an appreciation for the value of a culturally pluralistic society with the student population at Southwestern College being a microcosm of the larger society.

TIMELINE: (February - June, 1990)
Objective 3:
To provide counseling and a mentor system.

ACTIVITY:
3.1 One of the prerequisites for the program is to have decided on a subject area major and a career in the community college as a certificated employee. The counseling component will concentrate on helping the student interns sequence their course of study in the most effective way possible. Although the faculty mentor will help the student with specific questions regarding course work, the counselor will share his/her expertise as to course requirements.

- Both small group and individual counseling sessions will be conducted with student interns. In addition to group counseling held at the start of each semester, student interns will have at least one individual counseling session each semester.

- The counselor will be from Southwestern College while intern is at the sophomore level, but will change to one from SDSU when junior status is achieved.

TIMELINE: (Sept. 1989 - June 1990)

3.2 A mentoring relationship between faculty mentor and student intern that will be established at the beginning of each instructional assignment in the Fall and Spring semesters. The mentor relationship will result in the interns's successful completion of a least 12 units of college credits during each semester. These credits should be applicable to the eventual goal of a bachelor's or master's degree in the subject area that will be targeted to help each (Sept. 1989 June 1990) student intern compete successfully in the future community college faculty/staff job market.

TIMELINE: (Sept. 1989 - June 1990)

Objective 4:
Articulate the student intern program with SDSU....

ACTIVITY
4.1 In order for the Future Faculty Development project to achieve its ultimate purpose of adding to the pool of community college educators in the coming three to five years, it is important that students who participate in the intern program continue their educational endeavors through a master's degree.

- To ensure that this happens SWC will engage in an articulation arrangement with SDSU to ensure that SWC student interns are granted a smooth transition to upper division work.

- A letter of agreement to help with program articulation has been written by Dr. William E. Piland, Coordinator, Community College Studies at SDSU. See Exhibit A.

TIMELINE: (Sept. 1989 - June 1990)
6. Expected Outcomes

Expected Impact and Transferability
It is expected that this project will be a critical step in the development of an ongoing program for utilization of instructional student interns at SWC. It will have the further impact of establishing smoother articulation with SDSU in provision of support services and educational program planning for students interested in community college teaching/counseling as a career upon completion of a Master's degree.

The eventual impact of this project will be to develop a larger pool of qualified new community college faculty from under represented groups, not only for SWC but for other community colleges in the area.

SWC believes this project will become a working model for developing future community college educators. It will have reiterable components for student recruitment and screening, intern assignments and training, counseling and faculty mentoring, and articulation with four year colleges so that the entire system can be transported and adapted by other community colleges in California.
7. Evaluation Plan

Evaluation Plan
In addition to cooperating fully with any third-party evaluation conducted by the State, an internal evaluation of this project will be conducted by the project director with assistance of the Evaluation office. A careful assessment of the methods and results of the student intern program will be conducted to determine the extent to which the target number (9) and characteristics of participating students (minority) actually participate in the project.

Furthermore, student performance as interns will be recorded and monitored during the project. Data elements that will be included in the internal evaluation will include:

1) Demographic profile of participating students.
2) Credit load and GPA's of student interns.
3) Retention rates of students in the project
4) Student satisfaction as expressed in a confidential survey administered by the College research and evaluation office.
5) Mentor satisfaction as expressed in a confidential survey administered by the College research and evaluation offices.
6) Actual transfer rate of student interns to SDSU.

Results of the internal evaluation will be included in the project report submitted to the State at the end of the project.

Evaluation of specific objectives will include the following criteria:

Objective 1: Create and fill nine student intern positions.

1.1 Number and percent of interns and mentors who complete each semester of the program.
1.2 Identify actual intern slots filled in comparison to those specified in proposal.

Objective 2: Provide orientation and in service ...

2.1 Administer orientation evaluation form to participants and tabulate results to determine degree of satisfaction by participants.
2.2 Review enrollment records for Fall SDSU course. Determine completion rates and GPAs of enrollees.
2.3 Review enrollment records for Spring SDSU course. Determine completion rates and GPAs of enrollees.

Objective 3: To provide counseling and a mentor system...

3.1 Verify counseling sessions and administer survey to measure satisfaction by students with their educational goals and participation in student intern program.
3.2 Survey faculty mentors and student interns to determine satisfaction with process used and student performance as interns.

Objective 4: Articulate program with SDSU...
4.1 Review documentation of written and/or other agreed upon articulation arrangements.
8. Dissemination Plan

Dissemination Plan
The results of this FII project will be disseminated in four ways. First, the project description and outcomes will be distributed to the instructional faculty at SWC and SDSU.

Second, after the evaluation results and project documentation are compiled, they will be submitted to the Staff Development office at SWC and incorporated as part of the inservice workshops offered for the faculty during the Fall semester of 1990.

Third, project outcomes and results will be disseminated in printed form and a professional presentation will be made (if approved) at the State Research Conference held at Asilomar each year. This research conference is attended by community college educators and researchers from all sectors of the State.

Fourth, a description of the Future Faculty Development Program will be presented by SWC representatives to the State Chief Instructional Officers annual conference and at the State Academic Senate conference. All requests for further information from community colleges will be honored by our Staff Development office.
9. Budget Narrative

BUDGET SUMMARY
SWC is requesting $48,602 from FII to help initiate the instructional student intern program described in this proposal. SWC is matching this FII request with in-kind support and actual funds for $57,226. The total project budget is $105,828, of which less than half (46%) is being requested from FII. Thus, SWC is contributing 54% of the total project cost which is considerably higher than the minimum of 10% required by FII.

This reflects SWC commitment to resolving the future diverse staffing problems it confronts as well as dealing with the more immediate problem of helping its students from underrepresented groups succeed in their current endeavors and improve their competitiveness in becoming community college educators at the end of their Master's degree program at SDSU.

FII funds will be used to pay the costs instruction to prepare both students and faculty for participation in the program, stipends for counseling and project coordination, and compensation for nine instructional student interns (19 hours per week) for Fall and Spring (1900) semesters. Each student intern will be paid an average of $3,520 for a two semester internship.