

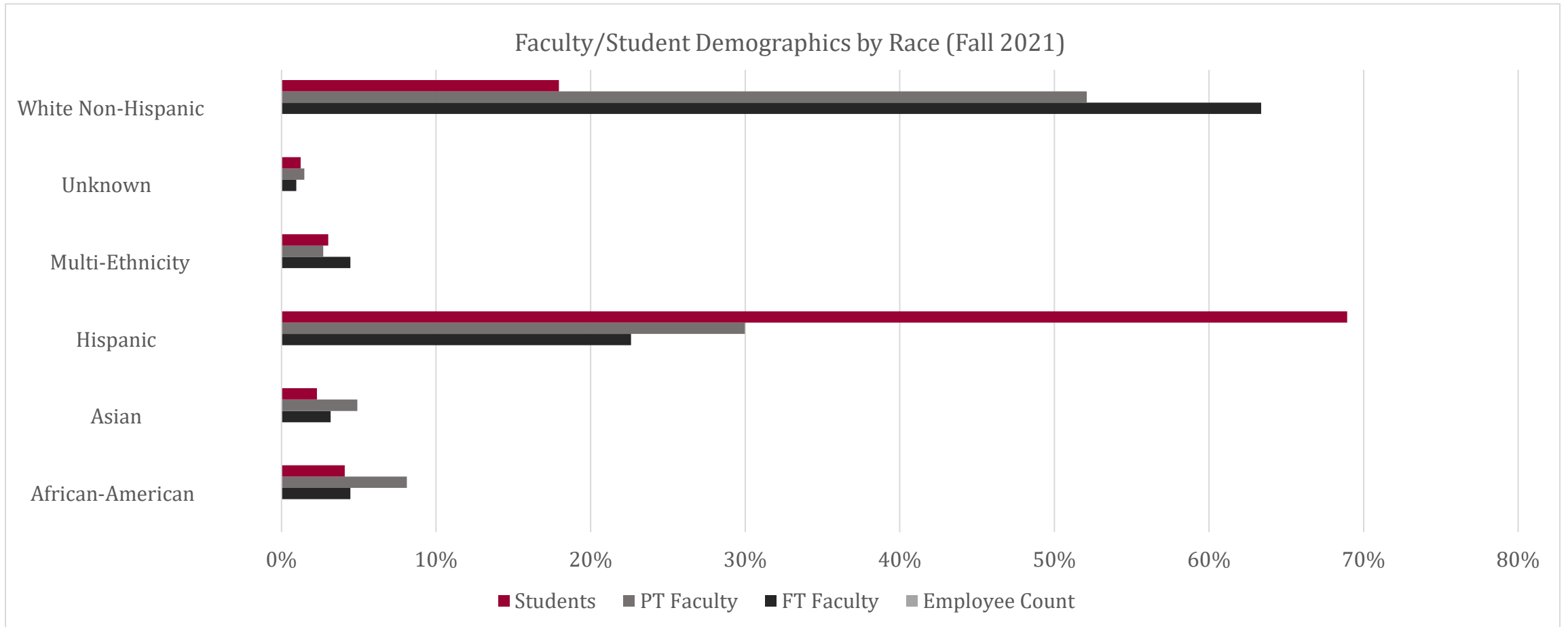
We Are **BC**

**Faculty Diversification
Fellowship Program**

Information Session

Cohort 4: 2023-2024 Academic Year

Understanding the “Why?”



Background

Bakersfield College is part of the [Aspire Alliance Regional Change \(RC\)](#), a network of geographically related 2- and 4-year institutions. In this model, institutions work together to share and develop programs and experiences that work towards two primary goals:

Increase the number and diversity of the pool of graduate students and qualified professionals pursuing a teaching career in STEM at 2-year colleges;

Expand and strengthen the skills of future, early-career, and current STEM faculty to teach the diverse student populations.



REGIONAL K-16 EDUCATION
COLLABORATIVES GRANT PROGRAM

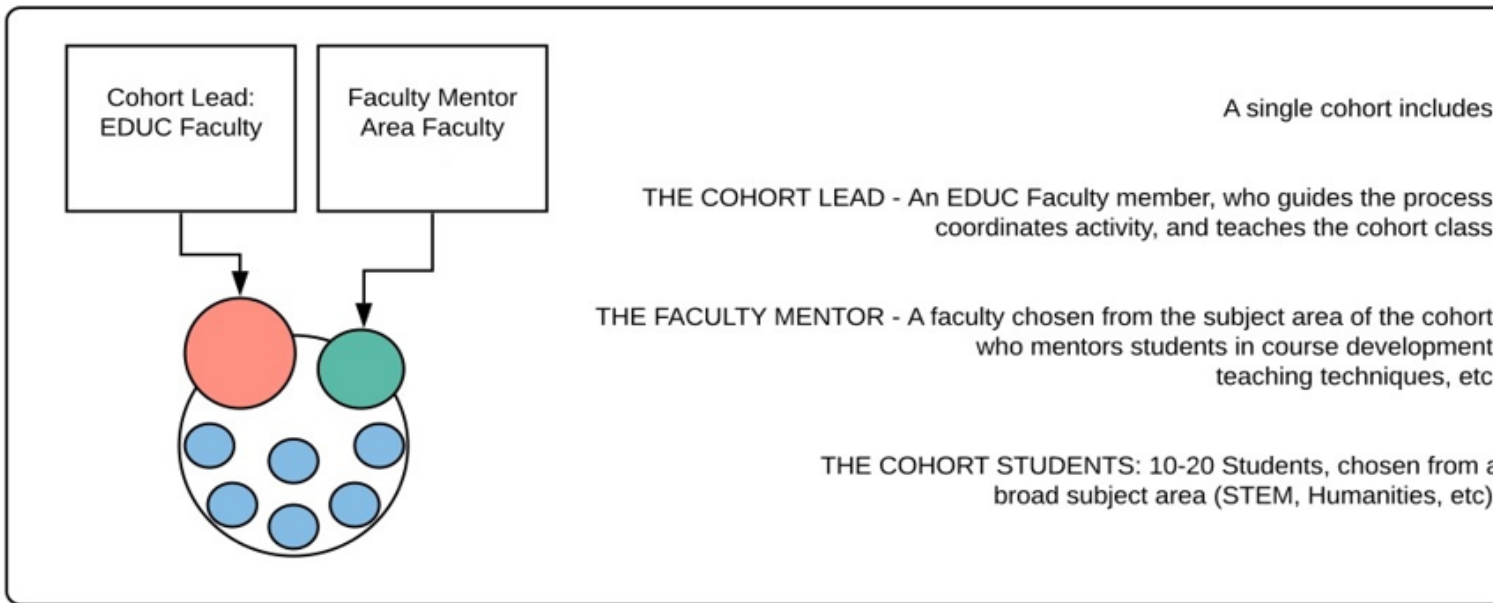
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In 2022, the program received additional funding through the Kern's Regional K16 Regional Collaborative, allowing the program to:

- Expand beyond STEM disciplines
- Target Black, Indigenous, People of Color (BIPOC) populations with limited teaching experience
- Increase the reach in broadening participation to other institutional partners in the region
- Cultivate and enhance a faculty pipeline for program participants that are native to Kern county

The Bakersfield College Faculty Diversification Fellowship Program:

- Focuses on preparing fellows, from underrepresented minority (URM) groups, in the professional, pedagogical, and socio-cultural skills for community college faculty positions.
- Increases the diversity of California Community College faculty by preparing URM candidates to effectively navigate the faculty application and interview process.
- Increases the retention, progression, and success rates of URM students by increasing the number of faculty that properly represent student demographics.



PROGRAM MODEL

Phase I (Fall): Fellows will participate in the onboarding and orienting process by attending FLEX workshops, cohort sessions, classroom shadowing (via a paid TA role), and regularly meeting with their faculty mentor.

Phase II (Spring): Each fellow will be assigned their own course load in their discipline, the continued mentorship in this stage will allow for a cohesive transition.

The program is a cohort-based, highly contextualized learning experience that will provide valuable, guided learning experiences and subject area mentoring over one year.

EXPERTISE AND EXPERIENCE		
FLEX	Fall Semester	Spring Semester
2 Days	16 Weeks	16 Weeks
Launchpad	Course Development	Supervised Teaching
Over a two day period, the cohort will participate in active learning experiences and team building activities designed to prepare them for the rest of the program.	In the fall term, students will attend a minimum number of faculty development workshops alongside BC Faculty, and also work through a teaching curriculum as they develop their course for the spring.	In the spring, students will take on a single class as an adjunct faculty, coached by their faculty mentor, and participating in peer observation.
<ul style="list-style-type: none"> - Build the Community - Set the Foundation - Prepare for the Journey 	<ul style="list-style-type: none"> - Develop the Course - Enter the Profession - Learn the Tools 	<ul style="list-style-type: none"> - Experience the Classroom - Hone the Skills - Understand the Institution

Budget for 2023-34 Cohort

Category	Tuition Stipend	Compensation	Total per Fellow	Institutional Total:	Notes
CSUB Fellows (4 fellows)	\$3,000.00	\$3,300.00	\$ 6,300.00	\$25,200.00	Tuition and Compensation only
Fellows with limited benefits (14)		\$3,300.00	\$3,300.00	\$46,200.00	26 fellows
Total:				\$160,808.00	

Testimonial

“I have gained a tremendous amount of experience thus far in the program. **My mentor is very informative and has shared experiences and advice about different aspects of teaching. I have learned different ways to teach students, whether online or in person.** I was informed of the different applications used at Bakersfield College and how to navigate them. I have been introduced to faculty within the department and all have been approachable and supportive. **My mentor has gone over key information regarding my future desired career and answers all questions I may have.** We have covered ways to negotiate with students to resolve issues and how to properly word emails to other faculty or students. **With the class, I have learned of the programs that have been implemented to increase diversity within the community college system and ways in which we may still improve.** I have engaged in discussions with other fellows on how we can further improve diversity within the college system and problems they have encountered themselves. **Overall it has been an enlightening experience that I am sure will pave the way for me to be the professor I hope to become and I am excited to continue further.”** –Cohort 2 Fellow

**BAKERSFIELD
COLLEGE**



UCLA Center for the
Advancement
of Teaching



Institutional
Partners



CALIFORNIA STATE UNIVERSITY
BAKERSFIELD



GRADUATE
DIVISION

Ready to Apply?

The [application](#) is now open!

Completed application packet must include:

- [Completed Online Application for Employment form](#)
- Current resume
- Letter of interest (Cover Letter)
- Statement of personal philosophy of teaching
- Copy of legible transcripts
- Copy of sample syllabi
- List of five (5) professional references – Listed on application form



**Faculty Diversification
Fellowship Program**



[Canvas Page](#)



[Programmatic Website](#)



[Institutional Website](#)



[Email: Maria Wright](#)



[Employment Application](#)

Examples of components are highlighted in yellow.

COURSE NAME
CRN, Quarter and Year
Days, times
Location

Instructor:
Office Hours:
Email:

Office:
Phone:

Required Texts: Title, edition, authors, ISBN

Course Description: 1) Catalog description. Literally. Copy and paste it from the catalog.

While exploring the person as a conscious, behaving, social organism, students examine the theories, evidence, and scientific methods of psychology and the implications of the science of psychology for understanding the individual within society.

2) Departmental goals & objectives, and how these will be assessed within the classroom. (This is NOT the same as the departmental assessment.)

Course Goals and Objectives: This course is in line with the Psychology Departments Goals and Objectives. This course has been developed with an emphasis toward:

Goal 1: Knowledge Base in Psychology

- 1.1 Describe key concepts, principles, and overarching themes in psychology.
- 1.2 Develop a working knowledge of psychology's content domains.
- 1.3 Describe applications of psychology.

Assessment of this goal will occur primarily through your Project and Exams.

Goal 2: Scientific Inquiry and Critical Thinking

- 2.1 Use scientific reasoning to interpret psychological phenomena.
- 2.2 Demonstrate psychology information literacy.
- 2.3 Engage in innovative and integrative thinking and problem solving.
- 2.4 Interpret, design, and conduct basic psychological research.
- 2.5 Incorporate sociocultural factors in scientific inquiry.

Assessment of this goal will occur primarily through your Project.

Goal 3: Ethical and Social Responsibility in a Diverse World

- 3.1 Apply ethical standards to evaluate psychological science and practice.
- 3.2 Build and enhance interpersonal relationships.
- 3.3 Adopt values that build community at local, national, and global levels.

Assessment of this goal will occur primarily through your Project and your Research Participation.

Goal 4: Communication

- 4.1 Demonstrate effective writing for different purposes.
- 4.2 Exhibit effective presentation skills for different purposes.
- 4.3 Interact effectively with others.

Assessment of this goal will occur primarily through your Research Participation and your Exams.

Goal 5: Professional Development

- 5.1 Apply psychological content and skills to career goals.
- 5.2 Exhibit self-efficacy and self-regulation.
- 5.3 Refine project-management skills.
- 5.4 Enhance teamwork capacity.
- 5.5 Develop meaningful professional direction for life after graduation.

Assessment of this goal will occur primarily through your Exams and your Research Participation.

3) Objectives for other areas that your course is approved for (i.e., Gen Ed, 'GRE'), and method of assessment

These goals and objectives overlap significantly with the goals and objectives to meet Area D requirements, which will also be met in this course:

Goal 1: Understand the basic terms and perspectives, whether quantitative or qualitative, in the area of study (Anthropology, Economics, Political Science, Psychology, and Sociology).

- a. Demonstrate general knowledge obtained from the specific discipline in the social sciences.
- b. Explain the general perspective taken by the specific social science studied.

Goal 2: Know the basic concepts and theories of the studied social science.

- a. Demonstrate knowledge of general terms and concepts that characterize the specific discipline being studied.
- b. Demonstrate knowledge of general sub-areas with the discipline being studied.
- c. Describe the perspective from which the social science issues are investigated.

Goal 3: Understand the method applied within the discipline to make sense of the world in which we live.

- a. Demonstrate an understanding of the social science studied in terms of the information that can be understood (American economics, culture, politics, or social phenomena and trends).
- b. Demonstrate how the specific social science allows us to understand differences in a comparative perspective.
- c. Demonstrate how the specific social science allows us to understand individual and/or group behaviors.
- d. Demonstrate how the specific social science allows us to understand diversity issues.

Attendance

Is attendance expected? Worth points? Can they make up missed in-class work?

You are strongly encouraged to attend all class meetings. These meetings are meant to give you a deeper understanding of the text and other materials. However, attendance is not mandatory, nor will it count as part of your grade. I recognize that you are all adults and it is up to you whether or not to come to class. I also recognize that sometimes things happen. If you miss a class meeting, get the notes and any special announcements from a fellow student. (You do not need to inform me of your absence unless it is an exam day.) The PowerPoint slides are available online, so check there, but you should also talk to somebody from class.

Classroom Etiquette

Include this language:

The instructor reserves the right to eject students who disrupt class, fail to respect others' confidentiality and privacy, or create an unsafe learning and working environment for others.

Additionally, this is a good place to make your policies about coming to class late or leaving early, cell phone use, in-class participation, or any pet peeves clear.

Because you are all adults, I expect you to behave as adults in this class. This means I expect you to be respectful of your fellow classmates and me. Turn your cell phones to mute; don't text or email during class; if you use a computer to take notes, don't do anything other than take notes (e.g., no porn or shopping sites, no Facebook or Myspace)—the people around you CAN see what you are doing. I do invite conversations, but ONLY those in which I and the rest of the class are involved. If you'd rather have a personal conversation without us, go ahead & leave the class.

Note to Athletes

If you are an athlete, please provide me with your schedule as soon as possible. Together we can deal with any conflicts between your athletic events and the exams in this class.

Method of Evaluation:

Here is where you will indicate the assignments for the course, the weight of each assignment, and how a student can earn each grade.

There are 650 possible points to earn for the course. Points are broken down by exams and assignments as follows:

Midterm Exams (3 at 115 points each)	345 points
Final Exam	170 points
Plagiarism/Blackboard Assignment	25 points
Project	75 points
Research participation	<u>35 points</u>
Total	650 points

604 – 650 points (93 – 100%) = A	475 – 506 points (73 – 77.9%) = C
585 – 603 points (90 – 92.9%) = A-	455 – 474 points (70 – 72.9%) = C-
572 – 584 points (88 – 89.9%) = B+	442 – 454 points (68 – 69.9%) = D+
540 – 571 points (83 – 87.9%) = B	410 – 441 points (63 – 67.9%) = D
520 – 539 points (80 – 82.9%) = B-	390 – 409 points (60 – 62.9%) = D-
507 – 519 points (78 – 79.9%) = C+	389 points & below (59% & lower) = F

Exams

Give a description of the kind of exam the student should be expecting, such as take-home or in-class, multiple choice or essay. Include your missed exam policy. Include your policy on how students can talk with you about disputed answers.

All exams will consist of multiple-choice questions and short answer/essay questions. They will cover material from the readings, lecture, and class activities and discussions.

Note: Make-up exams are not offered unless you have a serious and compelling reason (e.g. athletic obligations, sick children, death in the family). If you request a make-up exam, be aware that you may be required to provide documentation of your need (e.g., doctor's note, obituary).

If you must miss an exam, you must let me know (via phone or email) **before the start of the exam**. You must set the make-up exam date immediately. If you miss this make-up time, a score of zero will be recorded for your grade. I reserve the right to change the format of the make-up exam.

Exams start at the beginning of class (12:45 p.m.) and end promptly at the end of class (2:50 p.m.). Students arriving more than 5 minutes late should expect to arrange for a make-up time. If you need more than the allotted time, please register with Services for Students with Disabilities, SA 140, 654-3360.

If you believe your answer on an exam is correct, and it is marked as incorrect, you have one week after I have returned exams in class to present your justification to me. (If you are absent on the day exams are returned, the clock is still ticking!)

Assignments

Provide a clear description of each assignment you require for the class. Include the how much the assignment will contribute to the course (i.e., the weighting), how the students should submit them, when the assignment is due, and your policy on late or missed assignments.

Assignment One (Title)

This assignment consists of two parts: the Plagiarism assignment and the Blackboard Quiz. This is worth 25 points. **I will not accept hand-written assignments.**

The goal of the Plagiarism part of this assignment is for you to have the opportunity to understand what constitutes plagiarism. Visit <http://www.indiana.edu/~istd/> and complete the plagiarism training and test there. Print out your 'Certificate,' earned when you pass the test. Sign it and submit it to me.

The goal of the Blackboard Quiz part of this assignment is to make sure you know the policies and support available with respect to this course. Locate the 'Blackboard Quiz' link on... you guessed it, Blackboard. Type up your answers. REMEMBER to watch for plagiarism! Use quotation marks and cite your sources as needed. (It would be truly ironic—and painful for you—to plagiarize on this assignment!)

This project--both pieces--is due by 12:45 on September 23. This project is considered late at 12:50. From that point, 20% of the points will be deducted from the total points you earned for each 24 hours late. If you come in late to class, wait until AFTER class to give it to me! Yes, it will be late, but interrupting class is rude, disrespectful, and distracting.

Assignment Two (Title)

Extra Credit

Do you allow extra credit? Do you have a limit to the amount of extra credit a student can submit? Do you have a prerequisite for them to complete before they do any extra credit? Indicate that info.

It is possible—but not guaranteed—that there will be extra credit opportunities available across the quarter; if these opportunities are provided, please note that there is a maximum total of 15 extra credit points you can earn toward your grade.

Safe Zone

If you are a Safe Zone Ally, this is the language to include in your syllabus:

This class is a SAFE ZONE and I am a Safe Zone Ally. Safe Zone allies are people who are trustworthy, knowledgeable, and sensitive to all students and dedicated to promoting acceptance and inclusion of the LGBTQ community. Please feel free to ask me questions about the ally program and what it means to me to be an Ally.

Academic Integrity

Academic misconduct is considered a serious offense and repercussions for such behavior can be severe. Academic misconduct includes such things as cheating on exams or quizzes, allowing someone to cheat off your exam or quiz, acts of plagiarism (e.g. using someone else's ideas as your own without providing a citation, buying a paper online, etc.). You can read more about Academic Integrity in your student handbook or course catalog.

After completing your Plagiarism Assignment, you will be well informed of what constitutes plagiarism; therefore, if you commit plagiarism, **expect extreme consequences**. If you commit an act of academic misconduct, expect to receive a zero for the assignment and an F in the course; I will also forward the information to the Dean of Student Life. If misconduct occurs more than once during your college career, you may be referred to a disciplinary board and possibly may be expelled from the university. Please do not take this chance. It truly is not worth the risk.

Academic Support

This is the approved language to include on ALL of your syllabi re. SSD:

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice) or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours as soon as possible so we can discuss the specific accommodations that you might need in this class.

Withdrawal

The last day to withdraw from the course without receiving a "W" on your transcript is xxxxx. After this, you must have a serious and compelling reason to withdraw from the class, but even then, the deadline to do so is xxxxx. 'Serious and compelling' withdrawals are only granted if 1) the student has completed at least half of the coursework and has earned passing grades in that work, 2) a 'serious and compelling' reason for being unable to complete the work develops, and 3) if the chair of the department and the dean of the school agree that the situation warrants a withdrawal.

Course Schedule

A calendar indicating when you expect to cover different topics, any holidays, and when different exams and projects are due, is very important. You might also include your expectations when different readings should be completed.

Week of	Monday	Wednesday
September 16	1. Thinking Critically	2. The Biology of Mind
September 23	2. The Biology of Mind; 3. Consciousness Plagiarism Assignment & Blackboard Quiz Due	3. Consciousness; 4. Nature, Nurture, and Human Diversity
September 30	4. Nature, Nurture, and Human Diversity	Exam 1 chapters 1 - 4
October 7	5. Developing Through the Lifespan	6. Sensation and Perception
October 14	6. Sensation and Perception	7. Learning
October 21	Exam 2 chapters 5 - 7	8. Memory
October 28	9. Thinking, Language, and Intelligence	10. Motivation
November 4	11. Emotions, Stress, and Health Project Due	Exam 3 chapters 8 - 11
November 11	No School Veteran's Day	13. Psychological Disorders
November 18	14. Therapy	15. Social Psychology Research Participation Credits Due
November 25	Final Exam chapters 13 - 15 + cumulative component 2:00 – 4:30	

As with most of life, this schedule is subject to change. I will alert you as soon as possible if changes are made.