



Faculty Diversity Internship Program Handbook

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Table of Contents

Table of Contents.....	2
Welcome to College of the Siskiyous.....	3
Getting to know the Institution	4
Background	4
Vision.....	4
Mission.....	4
Program overview.....	5
Goals	5
Structure and Timeline	6
Benefits of the Program.....	7
For Interns.....	7
For Mentors	7
The District.....	7
Duties	8
For Faculty Interns	8
For Mentors	9
For Program Coordinator.....	10
Compensation.....	11
Intern Hiring Process.....	11
Intellectual Property Rights	12
Tips for Success.....	12
Tips for Interns	12
Tips for Mentors.....	13
Program Evaluations	13
Learning Outcomes	13
Spring Evaluation	14
Contact Information.....	14
Additional Resources	15
General Teaching Resources	15
Tips for Writing a Statement of Teaching Philosophy	15
Equity-Focused Education Resources	16

Welcome to College of the Siskiyous

Dear Faculty Interns,

On behalf of the Siskiyou Joint Community College District and College of the Siskiyous (Siskiyous), I would like to congratulate you on being selected to participate in our Faculty Diversity Internship Program (FDIP)! Your decision to enroll in this program is a testament of your commitment to educating our future workforce.

Siskiyous' Institutional Master Plan goals are focused on reducing equity gaps in efforts to increase completion and transfer rates. Your disciplinary expertise provides a strong instructional foundation applicable towards these efforts. This program supplements your expertise through integration of diversity, equity, inclusion, and accessibility (DEIA) techniques.

Your assigned mentor will provide you with the resources and support needed to succeed throughout this program which will allow you to grow professionally. Working with your mentor will prove to be an invaluable FDIP experience.

The intent of this handbook is to provide you with the tools to navigate through the program. It will also assist you in developing and maintaining a successful mentee-mentor relationship. We encourage you to consistently refer to this handbook as you progress through the program.

Thank you for choosing the Siskiyous FDIP program to reach your career objective and to ultimately contribute to the success of students. I look forward to hearing about your impact in the California Community College system!

Sincerely,



Char Perlas, PhD MPA MS

Superintendent/President



Getting to know the Institution

You may have never heard of College of the Siskiyous (Siskiyous) before applying to this program, or maybe you earned a degree at Siskiyous and grew up down the street, most likely you are somewhere in between. Regardless, the following information, from our current institutional master plan, is provided to help you learn more about Siskiyous.

Background

As a small rural California Community College serving Siskiyou County since 1957, Siskiyous is proud to provide for the diverse educational needs of its service area. The college offers not only a range of transfer-level coursework and intercollegiate athletic programs, but also a number of strong career and technical education programs such as Nursing, Fire Science, and Administration of Justice. All of these programs of study receive regular, and thorough, analysis to ensure rigor, relevancy, and full compliance with appropriate accreditation standards. Moreover, despite being in a district serving fewer than 4,000 students, the college maintains both a main campus with on-campus lodges in Weed and a thriving second campus in Yreka to better serve the needs of a sparsely populated county larger than the state of Connecticut. At the same time, the college commits to fully using advances in distance education to provide meaningful instructional opportunities to students across the county. Finally, the college continues to build a robust set of noncredit offerings to provide meaningful instruction to the sizable number of nontraditional students in the community.

Vision

Transforming students' lives through lifelong learning and success.

Mission

We are a comprehensive community college serving the economic, educational, lifelong learning, and workforce needs of Siskiyou County and the other communities our programs reach. College of the Siskiyous provides students a strong education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation. We understand the transformative power of higher education and seek to inspire students by offering inclusive and practical learning experiences that are relevant in today's global economy and environment. We strive to prepare our students to align their newly-gained skills and experiences with those best suited to the work they wish to pursue and the lives they wish to lead. At the same time, we aim to inspire our students to engage actively, question deeply, reason critically, think boldly, communicate effectively, act innovatively, work collaboratively, and live ethically.

Program overview

Goals

The Faculty Diversity Internship Program (FDIP) brings interns from diverse backgrounds into the Siskiyou community for training and hands-on experiences in our classes and programs. This program is distinguished from other California Community College FDIPs because of the emphasis on online teaching and remote student services. Siskiyous interns gain valuable professional development and career exploration opportunities while the students and institution benefit from increased diversity, expanded faculty hiring pools, and new perspectives.

Ultimately, by attracting, recruiting, and providing advanced training for talented new faculty with diverse backgrounds and ideas, we hope to better serve our students. Specifically, we aim to

- Promote equitable achievement for students of all gender identities, and cultural, ethnic, and socioeconomic backgrounds and
- Ensure Siskiyous students from underrepresented groups have role models from their gender category, race, ethnic, or cultural background who they can identify with and recognize as examples of high achievement



Structure and Timeline

The Faculty Interns are hired in the spring and start the program in the summer. They then complete online teaching or student services-related training courses. During the fall semester, Faculty Interns begin meeting with their mentors and developing an online learning unit or non-instructional capstone project. During the spring, they get hands-on experience in their mentor’s course or department, complete their online teaching or student services-related project, and attend a spring workshop and optional campus visit.

Previous winter and spring	Program summer and fall	Program spring
<ul style="list-style-type: none"> • Program Coordinator recruits Siskiyou Faculty Mentors • Program Coordinator recruits Faculty Interns in the mentors’ disciplines targeting recruitment from regional institutions of higher education. • Program Coordinator works with Faculty Mentors and HR to hire mentors and interns • Siskiyou Academic Senate appoints the Program Coordinator for the next academic year. 	<ul style="list-style-type: none"> • Faculty Interns complete self-paced Canvas training • Faculty Interns complete FERPA training and online teaching training or ~50 hours of other relevant trainings for non-instructional areas. • August meet and greet • Faculty Interns begin meeting regularly with mentors and co-develop learning objectives for the program and complete spring EIA duties form. • Interns being working on an online learning unit or other approved project for their Canvas e-portfolio 	<ul style="list-style-type: none"> • Faculty Interns meet with their mentor every 2 weeks. • Interns work as an Expert Instructional Aide in their mentor’s online class or in a counseling, tutoring, or library role relevant to their learning objectives. • Interns attend spring workshop and optional campus visit. • Interns complete a capstone project (online learning unit or equivalent project for Student Services interns) and present it at the FDIP symposium. • Interns complete their Canvas e-portfolios which include their capstone project and statement of teaching philosophy. • Program and learning objectives are evaluated.

Benefits of the Program

In addition to helping all of our students succeed, there are many benefits of the FDIP for the interns, mentors, and our district.

For Interns

- Complete professional development targeted for online instruction or remote student support
- Gain better understanding of Siskiyou and the California Community College system
- Experience with college-level instruction or related services
- Advice and support from a community college faculty member
- Clarify career goals and a path to their attainment
- Evidence of teaching abilities or skills related to non-instructional areas in their Canvas e-portfolio

For Mentors

- Support building a faculty that reflects our diverse student population
- Aid the professional growth of new faculty
- Develop mentorship skills and expand professional networks
- Engage in reflection about teaching and learning
- Energize classes with new perspectives and ideas

The District

- Increase effectiveness of new faculty
- Increase faculty collaboration, diversity, and succession planning
- Honor our commitment to increasing diversity, equity, and inclusion at Siskiyou
- Boost enrollment by expanding our ability to provide high quality online instruction and related services

Duties

For Faculty Interns

In the summer interns

- Complete 60-70 hours of training:
 - For instructional faculty, FERPA training, self-paced Canvas course, and Online Teaching, Learning and Design
 - For non-instructional faculty training will vary, but could include FERPA training, Canvas training, @ONE Online Counseling, or other relevant training

In the fall interns

- Attend August meet and greet
- Meet with your Faculty Mentor every 2 weeks. The intern and mentor will develop learning objectives for the internship during the first meeting.
- Begin working on an online weekly module or other non-instructional capstone project that instructional Faculty Interns may implement in their mentor's class and all will include in their Canvas e-portfolio

While working within their mentor's spring class, instructional interns may:

- Explore the structure, content, and assignments within your mentor's course
- Generate course content (i.e. a weekly module, videos, text, assignments, announcements)
- Guide students through a learning unit (writing announcements, answering student questions, providing feedback)
- Hold tutoring sessions or manage student project groups
- Grade and provide students with thoughtful and supportive feedback on their work
- Participate in and/or summarizing class discussions
- Other class-related duties
- Continue meeting every 2 weeks or as needed with your mentor

The specific in-class duties will depend on the discipline and the faculty mentor's teaching style and needs and the FDIP learning objectives co-developed by the intern and faculty.

Non-instructional interns' duties will vary based on their departments' needs, but could include:

- Providing support for Siskiyous students while being embedded within one of our online courses (i.e. provide student support and feedback through discussion forums, Canvas Inbox, or other methods; assess activities related to any relevant non-instructional SLOs)
- Exploring existing remote resources in their department (i.e. Library micro-courses, webpages)

- Developing a library micro-course, EdTALK, video, handout, or other new resource for our faculty or students
- Remotely assisting Siskiyous students using the Library, Counseling Office, or Academic Success Center by holding drop-in Zoom hours
- Presenting a student-support EdTALK via Zoom
- Working with staff to complete non-instructional projects chosen to meet internship objectives, such as a collection diversity audit or accessibility accommodation plan

In addition to working in the mentor's class or student service area, interns will:

- Complete an e-portfolio in Canvas that includes their weekly module (for instructional interns) or non-instructional project showcase and a diversity or professional philosophy statement
- Attend a workshop about the structure of the California Community College system, the Academic Senate and role of the faculty, the hiring process, and tips for interviewing
- Present their Canvas e-portfolio at the FDIP symposium
- Attend an optional campus visit and tour

For Mentors

- Attend the August meet and greet
- Reach out to your intern and schedule your regular meetings
- Meet with your intern every 2 weeks throughout the academic year. Topics should include:
 - Getting to know each other and your intern's interests in higher education
 - Developing your intern's internship learning objectives (required for your first meeting)
 - Answering your intern's questions about the program and your duties as a CCC faculty member
 - Deciding, based on the learning objectives you have created, how your intern will engage with your class or department in the spring and communicating your expectations with your intern and their supervisor on the required EIA role ideas form
 - Providing feedback and ideas for your intern's learning unit or other capstone project
- In addition, classroom faculty discussion topics could include:
 - Walking your intern through your online class and explaining your rationale for the design
 - Discussing other teaching and learning topics such as creating syllabi, the course COR, professional development and training opportunities, accommodating students with disabilities, office hours in online classes, communicating with online students, textbook selection, course learning objectives, the need to create assessable online content, assignment design and assessment, etc.

- In addition, non-classroom faculty discussion topics could include:
 - Walking your intern through current practices and procedures and explaining the rationale behind them
 - Discussing other topics relevant to the counseling, tutoring, or library areas such as: Educational planning, categorical programs, working with students with disabilities, campus resources, personal counseling, career counseling, working with diverse learners, training tutors, working with student workers, collaborating across departments, active listening, learning center or library management, etc.
- Meet with your intern every 2 weeks during the spring. At these meetings you should aim to:
 - Provide feedback and guidance about your intern's contributions to your class or non-instructional department.
 - Discuss the progress of the spring class or non-instructional projects and duties.
 - Provide feedback on your interns completed online learning unit or non-instructional capstone project and professional philosophy statement.
 - Continue to answer your intern's questions about the program, duties as a CCC faculty and discuss relevant higher education topics.
 - Assess your intern's attainment of their FDIP learning objectives (an evaluation of these learning objectives should take place at your last meeting of the spring semester).
- Attend the FDIP spring symposium.
- Participate in a campus tour if requested by your intern.
- Complete the program evaluation survey.

For Program Coordinator

- Communicate with Distance Education staff to enroll interns in training courses.
- Fill out and submit PAFs for interns for fall and spring.
- Communicate with HR to get interns enrolled in FERPA training.
- Complete and submit stipend request forms for faculty in the fall and spring.
- Organize and attend the summer onboarding meeting and August Meet and Greet.
- Collect learning objectives, spring EIA role ideas, and intellectual property rights acknowledgement paperwork in the fall.
- Answer questions from program personnel and others about the program throughout the academic year.
- Check in and meet with interns and mentors as needed to facilitate program success throughout the academic year.

- Recruit Siskiyou faculty to be mentors for the next academic year in November.
- Review mentor and answer applicant questions about the program.
- Write intern job ads and send to HR in December.
- Recruit intern applicants from local graduate schools and in the disciplines of the interested faculty.
- Ensure search committee gets applications from HR in early February and lead the search process (February-March).
- Work with HR to hire mentors and interns by May.
- Organize and attend the spring workshop and FDIP symposium.
- Coordinate and participate in campus tours if interns request one in the spring.
- Collect and compile program evaluation data in May.
- Help interns share their work in the Canvas Commons if they are willing to share.
- Update the FDIP Handbook and web page as needed.

Compensation

Faculty Interns will be paid \$1000 at the end of the fall semester for completing their summer/fall duties. They will be paid as an Expert Instructional Aide (\$29.64 per hour) for 7 hours of work each week of the spring semester.

Faculty Mentors will be paid \$1000 at the end of the fall semester and \$1000 at the end of the spring semester for completing their duties. As of January 2024, incoming Faculty Mentors will also receive a \$200 stipend for helping hire interns.

Program Coordinator will be paid \$1500 at the end of the fall semester and \$1500 at the end of the spring semester for completing their duties.

Intern Hiring Process

- The Program Coordinator will give the updated job ads to HR in early December.
- The intern search committee (Program Coordinator, Faculty Mentor, and Faculty Intern's supervisor) will be given access to the intern applications, which will include a cover letter, unofficial transcripts, and three letters of recommendation, in early February.
- The committee will meet to rank the applicants and select interview questions in mid-February.
- The Program Coordinator will schedule a 20-minute Zoom interview with the Program Coordinator, Faculty Mentor, and each top candidate.

Intellectual Property Rights

According to the Siskiyous Faculty Collective Bargaining agreement, the employee owns the copyright in academic works they create in their discipline. For more information, see article 19 of the [Siskiyous Faculty Collective Bargaining Agreement](#).

In the FDIP, Faculty Mentors and Faculty Interns will likely have access to each other's intellectual property. Both parties will be asked to sign paperwork at the beginning of the fall semester acknowledging that they will not use these academic works without permission.

At the same time, in many cases, Faculty Intern projects will be useful to their department or to their mentor's future classes. Thus, at the end of the program, the Program Coordinator will show the Interns how to share their work in the Canvas Commons if they are willing to share their work.

Tips for Success

While Siskiyous is just starting our work with the FDIP, the Los Rios Community College district has had over 30 years of experience with their program. These tips were inspired by those presented in their FDIP handbook.

Tips for Interns

- Closely study the structure and content of your mentor's online course or non-instructional work and ask them questions.
- Be committed to and passionate about your internship opportunity and stay engaged
- Be yourself and make efforts to get to know your mentor.
- Communicate clearly and in a professional manner with your mentor, our students, and your colleagues at Siskiyous.
- Take direction and accept constructive feedback from your mentor.
- Act with honesty and integrity.
- Work to create and maintain good relationships with your mentor, other Siskiyous staff and faculty, and our students.
- Be on time for all program and project-related meetings.
- Remember that your mentor is a skilled professional; respect their experience, knowledge, skills, and abilities.
- Abide by all rules and regulations of the college and District, and behave in a professional manner.

Tips for Mentors

- Agree on a mutually convenient schedule for meetings with your intern.
- Introduce your intern to your class as a co-instructor or to other members of your department as a colleague. Let students or colleagues know how fortunate they are to have the intern's contributions to the class or program.
- Explore your intern's perceptions of student success or student support and other aspects of teaching, learning, and counseling.
- Allow your intern to select a learning unit or non-instructional project that they feel most comfortable developing and provide opportunities for interacting with students if possible.
- Spend time just conversing and listening to your intern. Encourage your intern to voice their interests, concerns, goals, challenges, and accomplishments.
- Be patient and ensure your feedback is constructive.
- Take your role in your intern's professional development seriously and stay engaged in the program.

Program Evaluations

There will be two different kinds of evaluation within the FDIP, the evaluation of Faculty Intern learning outcomes and a program evaluation that will be used to improve the program in the future.

Learning Outcomes

We recommend that Faculty Interns and mentors draft learning outcomes during their first meeting in the fall. This serves as a good conversation starter about the intern's goals for the program and the mentor's needs and desires for their classroom or service area. Keep in mind that good learning objectives should be descriptive and measurable. For the three learning objectives, we recommend one for each of these areas:

- The statement of professional philosophy (i.e. teaching philosophy, learning assistance philosophy, diversity statement, etc.),
- The online learning unit or capstone project, and
- One relating to the interns work in their mentor's class or non-instructional area.

Please see the sample learning objectives form below which you and your mentor will receive before your first meeting. You will fill out this form together and send a copy to the Program Coordinator.

Outcomes	Activities	Timeline for completion
Reflect on who I am as a teacher, strategies I find effective, and goals for my students and courses.	Write a 1-2 page statement of teaching philosophy.	By April
Gain proficiency in developing robust, accessible, and engaging online learning units.	Develop a weekly module that includes interaction with and between students, thoughtful assignments, and well-presented content.	By Feb
Increase the focus on environmental justice in my mentor's Environmental Science class.	Add my perspective to weekly class discussions and create content to bring attention to environmental justice issues surrounding climate change and air pollution.	By April

Spring Evaluation

In the spring, the Program Coordinator will ask all mentors and interns to complete a survey. The goal of the survey is to improve the program in the future. We ask that all participants complete this important survey.

Contact Information

Human Resources: The Siskiyou Human Resources staff can answer your questions about hiring, payment, and their required trainings. They can be reached the following ways:

Email: hr@siskiyous.edu

Phone: (530) 938-5317

Fax: (530) 938-5380

Siskiyou FDIP: Our FDIP Program Coordinator is ready to answer your questions about the program and the institution and provide general guidance.

Email: mailto:FDIP@siskiyous.edu

Distance Education: Maria Fernandez is the Siskiyou expert in Distance Education and instructional design. She can help answer questions and provide inspiration for your online learning unit. You can reach her by email.

Email: fernandez@siskiyous.edu



Additional Resources

General Teaching Resources

Clement. (2010). *First Time in the College Classroom: A Guide for Teaching Assistants, Instructors, and New Professors at All Colleges and Universities*. R&L Education. ([Read online from the Siskiyous library](#))

[College of the Siskiyous. Pre-Approved Books for Faculty Professional Development.](#)

Mc Nair, T. (2016). *Becoming a Student-Ready College: A New Culture of Leadership for Student Success*. Jossey-Bass. San Francisco. (Circulating copy available at the Siskiyous Library, [catalog information](#))

Palmer, P. (2017). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Jossey-Bass, San Francisco. (Circulating copy available at the Siskiyous Library, [catalog information](#))

Supiano B. (2021). *The Student-Centered Syllabus*. *Chronicle of Higher Education*. Accessed November 7, 2022. ([Read online from the Siskiyous library](#))

Tips for Writing a Statement of Teaching Philosophy

Iowa State University Center for Excellence in Teaching and Learning. (2022). [Writing a Teaching Philosophy Statement](#).

Western University Center for Teaching and Learning. (2022). [Writing a Teaching Philosophy Statement](#).

Equity-Focused Education Resources

Fogg P. (2007.) A Dozen Teaching Tips for Diverse Classrooms. Chronicle of Higher Education. ([Read online from the Siskiyou library](#))

Mc Nair, T. (2020). From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education. Jossey Bass Inc. San Francisco. (Circulating copy available at the Siskiyou Library, [catalog information](#))

Sims, Hotep, L. O., Taylor-Mendoza, J., Wallace, J., & Conaway, T. (2020). Minding the Obligation Gap in Community Colleges and Beyond Theory and Practice in Achieving Educational Equity. Peter Lang Publishing Inc. New York. (Circulating copy available at the Siskiyou Library, [catalog information](#))