CALIFORNIA REGIONAL COLLABORATIVE

ASPIRE
THE NATIONAL ALLIANCE FOR
INCLUSIVE & DIVERSE STEM FACULTY

californiaregionalcollaborative.org

Regional Job Opportunities

Career and Professional Development Fellowship
iBiology
view posting

Full-Time Information Technology Support Specialist
Shasta College
view posting

Assistant Professor - Tenure Track, Computer Science
Cal State San Bernardino
view posting

Assistant Director of Research Talks and Outreach
iBiology
view posting

Assistant Professor, Physical Geographer/Climatologist
Cal State University, Los Angeles
view posting

Part-Time Adjunct Instructor, Genetics
Occidental College
view posting

To see more regional job opportunities
visit our website!

Please send job announcements to aspire.calrc@gmail.com

ANNOUNCEMENTS

3CSN Equity 101 Online Course

3CSN
Building the Success Network One Link at a Time

3CSN is launching Equity 101, a 7-week online course, intended to create a space for educators to learn some of the many teaching and learning perspectives for equity, and to reflect, collaborate, and deepen our practice as educators.

Equity is praxis (reflection in action upon the world to transform it); equity is the result of on-going inquiry into our theories and practices, and at its core is the goal of social justice.

This is not a how-to-equity class; rather, it's a place for educators to inquire into effectively facilitating learning and success for diverse students, engage in praxis, and build a community of learners with the intent of achieving equity for our students.

Our fall Equity 101 class begins September 16.

Please join us! Register Here

Please send questions to Lauren Servais at lauren@3csn.org.

REGIONAL EVENTS

How to Manage Student Behavior Without Really Trying

Date: Friday, August 30th 2019
Time: 10:00am - 1:00pm
Location: Orange Coast College

Workshop Description
When first entering a community college classroom, many faculty members are shocked that students don't act like "adults." Even seasoned faculty members are sometimes flabbergasted by students' behavior. Workshop participants gain a new perspective on student behavior, why students behave in certain ways, and how to respond to unprofessional classroom behavior.

Fall Regional Summit: "Weaving Community for Transformation"

Date: Friday, September 13th
Time: 8:30am - 3:00pm
Location: Feather River College

Summit Description
Our purpose is to provide colleges across the regions with dedicated time and space to work together towards real student success. We invite you and your colleagues to join us at the Fall Regional Summit: "Weaving Community for Transformation." At the summit, we will address student success initiatives, including the implementation of Guided Pathways and AB705 through the lens of community building; we will weave together our various student success initiatives and make praxis (reflection in action upon the world to transform it) a regular component of our collaborative practice.

Register here!

ONLINE EVENTS & WEBINARS

Implement Teaching Strategies that Engage Generation Z

Date: September 11, 2019
Time: 1:00 p.m - 2:00 p.m. ET

View the event website for more information.

Please note there is a cost to participating in this webinar.

Generation Z is the newest generation. Born after Millennials and now 14-24 years old, they're likely in your classrooms in high numbers. Whether you associate this generation with positive or negative traits, you likely feel as though this is "one more dynamic" to keep pace with. Faculty and faculty developers who want to learn how to adapt current teaching strategies to more fully engage Gen Z students will benefit from this webcast.

Instructor will guide you through the following:
- Characteristics of Generation Z
- Strategies for Engaging Generation Z in the Classroom
- Re-Thinking Your Curriculum
How to Bring Together All Generations in the Classroom

Developing Quantitative Skills Using Educational Resources

Date: September 10, 2019
Time: 11:00am - 12:00pm

View the **event website** for more information.

This webinar will focus on how inclusive teaching practices can be used to increase students' quantitative literacy and confidence working with data. The presenter will highlight engaging students through story-telling and collaborative learning, while integrating quantitative skills like data manipulation and graph analysis in introductory courses.

![American Society for Microbiology logo]

Upcoming webinars include:
- October 8, 2019 - Staying Current: What Science & Skills do Educators Need to Know and Teach in Biotechnology?
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Register for upcoming webinars online.

NEWSWORTHY

Why don't more women earn computer science degrees?
American Association of Community Colleges

Women graduate college at higher rates than men, yet **women earn only 19 percent** of bachelor's degrees in computer science.

Two Florida State University (FSU) researchers have received a three-year, $900,749 grant from the National Science Foundation to investigate this disparity. It will focus on Florida and community college pathways to computing degrees. **Read More**

Community College Women Succeed
Achieving the Dream

Nearly four million student parents attend college every year — most are women. Without adequate support like public benefits, financial aid, or childcare, many mothers never graduate from college. Barriers to retention and completion prevent millions of students from reaching their potential each year.
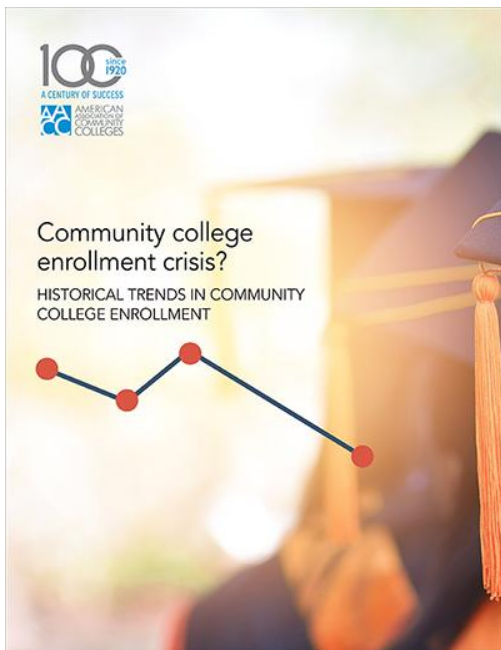
Join the conversation on social media with the hashtag #CCWomenSucceed.

In February 2019, Achieving the Dream and the **Biden Foundation** joined forces to launch Community College Women Succeed, an initiative to identify and promote effective strategies that help adult women students succeed in community college. After the Biden Foundation suspended its operations in April 2019, Achieving the Dream continued its work on the initiative. This work includes engaging with leaders throughout the country to learn about gaps and promising practices, hosting regional focus groups with adult women students and elevating the student voice nationally, reviewing existing research and identifying retention trends, and partnering with a cross-section of stakeholders to create resources. Read More

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Community college enrollment crisis?
American Association of Community Colleges

Historical Trends in Community College Enrollment

Community college enrollment has been in decline nationally since peaking in 2010. This report will put the recent community college trends into perspective by reviewing community college enrollment from 2001 through 2017, and by examining concurrent trends that are related to community college enrollments. This report will provide the reader with a better understanding of enrollment changes for students with different characteristics (such as age, gender, or race and ethnicity) as well as by enrollment intensity. In addition, community college enrollment trends will be compared to other sectors of higher education. Furthermore, this report will examine enrollment trends in the context of other national, nonhigher education trends such as unemployment rates and high school graduation rates to better understand the trends we are seeing in community college enrollment. View Full Report Here

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FUNDING OPPORTUNITIES

The PALM Network Grant

View the **event website** for more information.

The PALM (Promoting Active Learning and Mentoring) Network Grant up to $2000 per Fellow / $500 mentor stipend, and $1000 meeting travel each for Fellow and mentor. The PALM Network was established to increase the use of active learning in undergraduate lecture courses. PALM guides instructors to put into practice effective methods of active learning under the sustained mentorship of other instructors with experience in evidence-based active learning. Each Fellow works individually with a mentor chosen to help the Fellow reach specific goals and objectives, but there are also shared resources, conference calls, and Network gatherings with workshops in which Fellows and mentors can learn from each other.

PALM Fellows can be postdocs aiming for a career that involves undergraduate teaching or they may be faculty at almost any stage of their academic career. They can be from any kind of post-secondary institution. PALM particularly welcomes participation from instructors at two-year institutions and minority-serving institutions. PALM is funded by NSF and addresses recommendations out forward by AAAS/ NSF in Vision and Change in Undergraduate Biology Education.

Application Deadlines: October 30, 2019 - Apply Here

INTERNSHIPS & FELLOWSHIPS

Check out the **Regional Internships** page on our website to see more annual internship and fellowship program offerings.

The **California Regional Collaborative** is part of a network of collaboratives, national organizations, and initiatives participating in the NSF INCLUDES Aspire Alliance

Visit the ASPIRE Alliance website to learn more

Subscribe to the Aspire Alliance newsletter here:**Subscribe**

Connect with the California Regional Collaborative

If your organization is a regional partner please send all inquires and announcements to **aspire.calrc@gmail.com.**

If you wish to be added to the California Regional Collaborative mailing list for future newsletters and special announcements, please send your request to **aspire.calrc@gmail.com**.

The California Regional Collaborative is a regional network of 2- and 4- year institutions, working together towards improving overall outcomes in STEM higher education, and in particular for students and faculty from underrepresented groups.

We work with graduate students and other potential "future faculty" from groups that are underrepresented in academia to address the need to increase diversity in our regional colleges to better reflect the diversity of our students. These trainees will support teaching efforts, education research initiatives, and curriculum development needs in collaboration with their 2- year internship site. In addition, regional programming such as webinars, symposiums, conferences, panels, and other events supports both current faculty along with

future faculty. This will be coupled with an assessment plan to understand regional needs and assess the impact of our work.

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