



ASPIRE

CALIFORNIA REGIONAL
COLLABORATIVE

ANNOUNCEMENTS

California Community Colleges Success Network Events

Equity 101 Online Course

August 17-October 4, 2020

Equity 101 is 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.

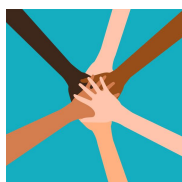


Workshop Series- Home Alone: Building Organizational Capacity & Coherence Remotely

August 3rd, 5th, 11th, and 13th; 10:00-11:00 am

3CSN Wayfinding Online Zoom Series

Join the California Community College Success Network (3CSN) for their ongoing workshop series. New events will be offered every week. Join the [3CSN email list](#) to stay up-to-date.



Bakersfield College Faculty Diversification Fellowship

This Fellowship will provide post-baccalaureate students interested in teaching in a 2-year college with an opportunity to participate in a Faculty Fellowship Program. This program will provide candidates a mentorship collaboration with a Bakersfield College faculty.

[Learn more about this great opportunity here.](#)

USC Syllabus Review Guide

In this interactive resource, the University of Southern California Center for Urban Education outlines the traditional purpose of the syllabus, uses findings from empirical and peer-reviewed articles to answer questions that are often asked about syllabi, and offers examples of language for syllabi that support or hinder learners' experiences.

[View this interactive tool here.](#)

[Check out this syllabus design workshop using this tool here.](#)

EQUITY-MINDED INQUIRY SERIES
Syllabus Review



CENTER for URBAN
EDUCATION USC Rossier
School of Education



Study: Impacts of Virtual Mentoring on STEM Students

You are invited to participate in a [research study](#) being conducted out of UC Berkeley. The intended goals for this work are to identify the ways in which the COVID-19 crisis has impacted the mentor-mentee relationship in science research experiences, and make recommendations related to mentoring practices and implementation of these programs.

The study leaders are hoping to **recruit mentors and/or their mentees for one interview**, sometime between now and October 2020. For questions, contact Laleh Côté at LECote@lbl.gov.

[Access and complete the consent form here.](#)

Learn more about this important study [here](#).

WORKING TOWARDS EQUITY IN STEM EDUCATION

Resources for Equity and Social Justice in STEM

The Southern California Regional Collaborative is run out of the UCLA Center for Education Innovation and Learning in the Sciences (CEILS) which has a continued commitment toward promoting equity in STEM. CEILS has curated materials from across the nation to help work towards a goal of equity and social justice in STEM education.



[Visit the new Equity and Social Justice in STEM webpage here.](#)



Becoming Agents of Change in STEM: The USC Center for Urban Education's STEM Toolkit

The Center for Urban Education (CUE)'s STEM Toolkit features tools that help teams and individuals reflect on how their own actions and behaviors, as well as institutional practices and resources, affect Latina and Latino students' success.

[View the toolkit here.](#)

Scientist Spotlights: Highlighting Diverse Scientists

The Scientist Spotlights Initiative empowers college and university science educators to implement inclusive curricula that help ALL students see themselves in science. They provide access to easy-to-implement assignments/activities that link course content to the stories of counter-stereotypical scientists.



[Learn more about Scientist Spotlights here.](#)

In the News: Equity in Higher Education

- [**Fourteen Recommendations to Create a More Inclusive Environment for LGBTQ+ Individuals in Academic Biology**](#)
- [**Creating a Safe Space in Your Class During a Crisis**](#)
- [**Does Taking a Few Courses at a Community College Improve the Baccalaureate, STEM, and Labor Market Outcomes of Four-Year College Students?**](#)



ANTI-RACIST EDUCATION



WWW.ACADEMICS4BLACKLIVES.COM
#HISTORYMATTERS #ACADEMICS4BLACKLIVES / TWITTER: @ACADEMICS4BL

Academics for Black Survival and Wellness: The Rewind and Remix

This 21-day personal and professional development initiative is for academics to honor the toll of racial trauma on Black people, resist anti-Blackness and white supremacy, and facilitate accountability and collective action.

For non-Black folks: [**Join the 3-week training session now!**](#)

For Black folks: [**Join others to rest and heal together!**](#)

Featured Podcast Episode:

Cultural Humility Podcast: Sustaining Conversations on Racism

Dr. Miguel E. Gallardo and Dr. Steve Burghardt discuss what needs to happen for us to sustain conversations on racism. In this episode, they address Dr. Burghardt's new book and the role White communities and communities of color

have in sustaining conversations on racism.

[Listen to the Podcast Here.](#)



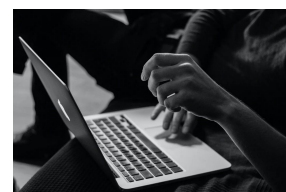
Featured Workshop:
**Inclusive Pedagogy in Higher Education:
A Mindset and Continual Practice**
August 7th, 10 am - 12 pm PST

Faculty and instructors are preparing to enter a changed classroom climate in the fall. The Black Lives Matter movement and the resulting public reckoning are causing many educators to examine the hegemonic values that have molded our classrooms over time.

[Register now!](#)

Featured Article:
**Responding to Microaggressions in Online Learning
Environments During a Pandemic**

With faculty and students both stressed during the pandemic, microaggressions may become more frequent in our online learning environment. Here are some practical strategies for mitigating the impact of microaggressions in online and remote classes.



[Read more.](#)

PREPARING FOR FALL 2020



ASSOCIATION OF
PUBLIC &
LAND-GRANT
UNIVERSITIES

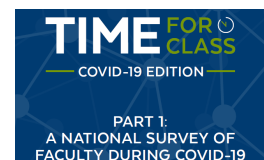
APLU COVID-19 Resources

The Association of Public and Land-Grant Universities (APLU) has collected several resources that can help increase equity in your online teaching.

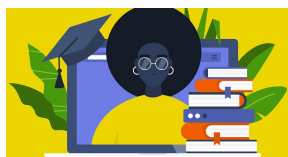
[View the resources here.](#)

What Worked This Spring? Well-Designed & -Delivered Courses

Professors and students alike viewed their remote learning experience most favorably this spring when their courses incorporated more "best practices." That's the path to making the inevitable virtual education better this fall. Two new studies add to our understanding of how students and professors viewed their experiences with remote learning last spring after colleges were forced to close their campuses in response to COVID-19.



[Read more.](#)



6 Quick Ways to Be More Inclusive in a Virtual Classroom

If you're teaching this fall, you're probably trying to figure out how your courses will be affected by the dual reverberations of Covid-19 and Black Lives Matter. Being prepared for an uncertain semester means both improving your remote-teaching skills and finding ways to make your classroom more inclusive.

[Read more](#)

In the News: Remote Teaching

- [For First-Generation Students, a Disappearing 'College Experience' Could Have Grave Consequences](#)
- [5 Bigger and Better Ideas for Fall 2020](#)
- [Online Courses Are Harming the Students Who Need the Most Help](#)
- [Active Learning in Hybrid and Physically Distanced Classrooms](#)
- [5 Ways to Connect With Online Students](#)



WEBINARS AND WORKSHOPS

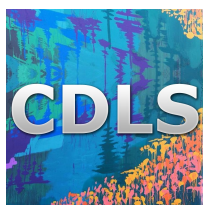
Pima Community College's 2020 Virtual Conference: **Beyond Imagination: The Fierce Urgency to Claim the Heart of Education** August 7th and 8th, 9:00 am - 12:00 pm



The road to recovery lies through change, innovation, and moral imagination—Our individual and collective ability to envision and enact a higher education that allows all students to learn, thrive and reach their highest potential.

Keynote Speakers: Dr. Laura Rendon and Dr. Ibram X. Kendi

[Register here.](#)



The UCLA Center for Diverse Leadership in Science Summer Talk Series

The UCLA Center for Diverse Leadership in Science (CDLS) will be hosting a Summer Series of professional development and research talks with topics from Financial Responsibility to Soil Contamination. These talks are open to the public and all are welcome!

[Register here.](#)

SI Friday Happy Hours

Join colleagues across the country for stimulating conversation each week on topics such as:



- August 7: ["Building Inclusive College Assessments: Short- & Long-term Strategies"](#)
- August 14: ["Creating Community in Online Classrooms"](#)
- August 21: ["Using Flipgrid to Meaningfully Engage Remote Students"](#)



Webinar from the SEA Change Institute
**Talking about Leaving STEM Revisited: STEM Learning
Experiences and Their Consequences**
August 18th, 8:00 - 9:00 am | [Register here.](#)

Future webinars in this series:

- September 22nd, ["Dysfunctions of the STEM Weed-Out System"](#)
- October 27th, ["Dimensions of STEM Persistence"](#)

Bringing Broader Impacts Training to Your Institution

[Bringing Broader Impacts Training to Your Institution](#) are webinars on advancing diversity and broader impacts for Administration, Faculty, Postdocs and Graduate students.

ARIS Webinars: Broader Impacts 101

- Tuesday, Aug. 4, 12-2 p.m. PST
- Wednesday, Sept. 2, 10-12 p.m. PST
- Wednesday, Oct. 1, 10-12 p.m. PST



[Learn more about these webinars here.](#)



*Advancing Chicanos/Hispanics
& Native Americans in Science*

2020 SACNAS National Diversity in STEM Conference October 19-24th, 2020

The largest multidisciplinary and multicultural STEM diversity event in the country, the SACNAS conference, serves to equip, empower, and energize participants for their academic and professional paths in STEM.

[Learn more here.](#)

Free Webinar: Scientific Teaching in Practice (STiP) Webinar



[LabXchange: Integrating Personalized Online Learning with the New Normal](#)
August 8th, 11:00 am - 12:00 pm PST



Looking for more events? Check Out the UCLA CEILS Curated Calendar of Events

Looking for other online events related to inclusive teaching or student equity? Check out the CEILS calendar of events for a curated list of local and national workshops, webinars, and conferences! The calendar is updated regularly so check back often.

[View the calendar here.](#)

FEATURED RESOURCES

[Association of College and University Educators Online Teaching Toolkit](#)

To support instructors needing to make a quick transition to utilizing an online environment, the ACUE is offering resources and recommendations that can be immediately used by instructors, to benefit faculty and their students.



[3CSN Community Resources for Online Engagement and Support](#) 3CSN has compiled a compendium of different resources, articles, and announcements for educators, staff, and students to help support learning across the state.



[Aspire Alliance Resources to Support Students](#) The Aspire Alliance has compiled several resources for inclusive and equitable responses to COVID-19.

[Aspire Resources to Support Faculty During and After COVID-19](#) Students aren't the only ones who need support- faculty and staff need support and equity, too.

[Coping with Coronavirus: How Faculty Members Can Support Students in Traumatic Times](#) The Chronicle of Higher Education has created a compilation of



their most recent articles on how to help support students through the COVID-19 pandemic. It is now available to download for FREE.



[Humanizing Online Teaching:](#) A group at Mount Saint Mary's College of California created a guide to help faculty humanize their online teaching curriculum including pedagogical practices that promote care for the whole student and class collective.



[COVID-19 Response Resources:](#) Achieving the Dream has a compilation of resources and webinar recordings to help support faculty and students during COVID-19.

[How to Build an Online Learning Community: 6 Theses](#)

IN THE NEWS

[For the First Time, Latinos are the Largest Group of Californians Admitted to UC](#)

In a historic shift, Latinos are the leading group of prospective freshmen accepted into the University of California for fall 2020, part of the system's largest and most diverse first-year class ever admitted, according to preliminary data released Thursday. "This has been an incredibly challenging time as many students have been making their college decision in the midst of the COVID-19 pandemic," said UC President Janet Napolitano.



[Read more](#)

[A Survival Guide for Black, Indigenous, and Other Women of Color in Academe](#)

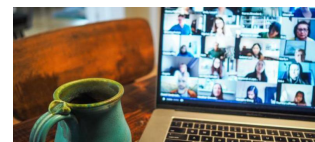
Author Aisha S. Ahmad writes "This week, I was awarded tenure at my university. Brown. Muslim. Woman. Tenured. As I enter this new stage of my career, I can think only of you: the BIPOC woman starting her journey in higher education. The next generation. There are many things I wish I had known when I was new to academic life. I wish to disclose these secrets to you, to help protect your gifted mind from the injuries and injustices that keep Black, Indigenous, and other women of color out of academe."



[Read more](#)

[Turns Out You Can Build Community in a Zoom Classroom](#)

Covid-19 made this spring — well, you know the words: unprecedented, uncertain, weird, insane, scary. But it posed even more challenges for professors who teach in 10-week quarters. After all, those of you on the semester system had already met and connected with your students when campuses began shutting down over spring break. At least you could use the remaining weeks of the semester to build on what you had started in person. Those of us on the quarter system didn't have anything to build on. We came back from spring break to entirely new courses in virtual classrooms filled with new students, many of whom we'd never met. We had to create community from scratch.



[Read more](#)

[One Way to Show Your Students You Care and Why You Might Want to Try It](#)

For years, Reesa-Marie Dawkins has included on her course syllabi a note to students titled: "When life happens ... send me an email." In several paragraphs, Dawkins, an adjunct professor

for the University of Alaska system who teaches statistics and logistics online, describes the kinds of personal challenges students might confront during the term, and urges them to seek her help when they do. "I will help you get through it," she writes, "(no matter what it is)."

[Read more](#)



New Faculty: Making the Transition from Graduate School to a Primarily Undergraduate Institution

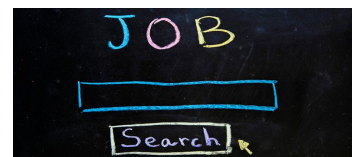
The vast majority of new college and university faculty members receive very little training for their jobs, and often very little training once they have their jobs. How can we support their transition from graduate school to a primarily undergraduate institution (PUI)? Every year thousands of higher-education faculty members begin a job for which they have had little or no training.



[Read more](#)

The Professor Is In: Fear, Anxiety, and the Faculty Career

Graduate students, untenured faculty members, and even some tenured ones are worried about what the economic fallout of Covid-19 will mean for their careers in higher education. Reports and rumors are flying — about budget cuts, program eliminations, and faculty layoffs — at both private and public institutions, even as they grapple with the prospect of "reopening" in the fall, with no vaccine in sight.



[Read more](#)

How Did Six Community Colleges Design Supports for Part-Time Faculty? A Report on Achieving the Dream's Engaging Adjuncts Project

This report describes findings from a study of the Engaging Adjunct Faculty in the Student Success Movement project, a two-year initiative led by Achieving the Dream to develop and implement strategies to support adjunct faculty in improving student outcomes. Work in the project—guided by design principles related to classroom activities, professional development, employment policies, and the use of data—was led by teams of full- and part-time faculty and administrators at six participating community colleges.

REPORT | JULY 2020
How Did Six Community Colleges Design Supports for Part-Time Faculty?
A Report on Achieving the Dream's Engaging Adjuncts Project



[Read more](#)

REGIONAL JOB OPPORTUNITIES

Looking for jobs at local Community Colleges?

Visit the [CCC Registry!!!](#)

This web site provides a number of services for individuals seeking employment as a faculty, support staff or manager at a California Community College.

The California Community Colleges is the largest higher education system in the nation. It is comprised of 72 districts, 112 colleges and enrolls more than 2.6 million students. Community colleges provide basic skills education, workforce training and courses that prepare students for transfer to four-year universities. The colleges also offer opportunities for personal enrichment and lifelong learning.



Assistant Adjunct Professor
Organic, Physical, and General Chemistry
University of California, Los Angeles
[more info here](#)

Assistant Adjunct Professor
Chemistry and Biochemistry
University of California, Los Angeles
[more info here](#)

Assistant Professor
Climate Equity and Environmental Justice
University of California, Berkeley
[more info here](#)

**Associate Director for Educational Analytics and
Assessment, Center for Educational Effectiveness**
UC Davis
[more info here](#)

Visiting Assistant Professor of Animal Physiology
Pomona College
[more info here](#)

Educator of Equity and Accessibility
San Jose State University
[more info here](#)

Lecturer Pool of Aerospace Engineering
San Jose State University
[more info here](#)

Lecturer Pool Civil and Environmental Engineering
San Jose State University
[more info here](#)

Instructional Specialist of Technology/Education
California Northstate University
[more info here](#)

Adjunct and Part-Time Positions (many disciplines)
Ventura County Community College District
[more info here](#)

Adjunct and Part-Time Positions (many disciplines)
Los Angeles Community College District
[more info here](#)

Adjunct and Part-Time Positions (many disciplines)
Coast Colleges
[more info here](#)

Adjunct and Part-Time Positions (many disciplines)
North Orange County Community College District
[more info here](#)

To have your openings posted in our newsletter, please send job announcements to
aspire.calrc@gmail.com

CONNECT WITH THE CALIFORNIA REGIONAL COLLABORATIVE

If your organization is a regional partner please send all inquiries 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.

LEARN MORE ABOUT WHAT WE DO



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.

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**



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