

CALIFORNIA REGIONAL COLLABORATIVE



californiaregionalcollaborative.org

Regional Job Opportunities

Chemistry Instructor
part-time
College of the Desert
[view posting](#)

Mathematics Instructor,
Part-Time
Rio Hondo College
[view posting](#)

Laboratory Technician -
Biology - FT/12 Mo
Santa Barbara City
College
[view posting](#)

Instructional Designer for
Org Development
Office of Innovative
Teaching and Technology
Azusa Pacific University
[view posting](#)

Temporary Lecturer in
Physics or Astronomy
University of California,
Santa Barbara
[view posting](#)

Postdoctoral Scholar -
Electrical Engineering &
Computer Science
University of California,
Irvine
[view posting](#)

To see more regional job

Future Faculty Spotlight:

Future Faculty Spotlights introduce the CA region to potential future faculty that are looking to gain experience that could lead to a job working at a regional college. If this individual matches the interests of your department in some way, please reach out to them. Potential ways to support these future faculty include offering to do an informational interview, inviting them to observe your class, providing them an opportunity to guest lecture, or share job postings with them.



Kaitlin (Kaitie) Ingraham Dixie
Contact:
katie.i.dixie@gmail.com

Your education/training:
Undergraduate: B.A. in
Biochemistry and Molecular
Biology, Boston University
Graduate school: Ph.D.

Candidate in Molecular, Cellular, and Integrative
Physiology, University of California Los Angeles
(completing Ph.D. this Spring).

Your disciplinary expertise:

Cell, Molecular, and Developmental Biology, Cellular
and Developmental Neurobiology, Physiology,
Biochemistry

When did you first become interested in teaching?

Since high school I knew I wanted teaching to be part
of my career, but I truly fell in love with it during my first
quarter teaching intro bio as a teaching assistant.

What motivates you to pursue a career in teaching at the community college level?

The chance to share the wonder of science with a
diverse and motivated body of students and the
culture of placing emphasis and value on teaching
and learning.

What courses would you like to teach?

Cell Biology, Molecular Biology, Developmental
Biology, Intro Biology, Physiology, Neurobiology

Tell us about your research and how you will apply this knowledge in the Community College classroom.

I had the pleasure of mentoring several students and
gained valuable insight on how to be creative and

opportunities [visit our website!](#)

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

patient in the ways I explain complex topics to inexperienced novices. I was also introduced to science education research at UCLA and did a small "teaching as research" project on methods to train graduate student teaching assistants. Through this and other professional development opportunities I gained new perspectives and tools on how to improve my teaching through deliberate assessment and am excited to apply them in my future career!

ANNOUNCEMENTS

Featured Job Posting

UCLA Division of Life Sciences– Assistant Teaching Professor (Lecturer with Potential for Security of Employment) for the Quantitative Biology Curriculum

UCLA is searching to fill an Assistant Teaching Professor position. This faculty member would be heavily involved in teaching Mathematical Biology to undergraduate students and would engage in pedagogical research. This position requires a Ph.D. in a mathematical or life science discipline and experience with quantitative biology and mathematical modeling.

Review of applications is currently underway and will continue until the position is filled.

See [full job posting here!](#)



ASPIRE
THE NATIONAL ALLIANCE FOR
INCLUSIVE & DIVERSE STEM FACULTY

Applications Open: Aspire Alliance IAspire Leadership Academy

The NSF-funded Aspire Alliance's Institutional Change Initiative (IChange) is accepting applications for the inaugural IAspire Leadership Academy. The Academy elevates the preparedness of academic leaders from underrepresented groups so they can aspire to and succeed in more senior leadership roles. This program offers fellowships to individuals from traditionally underrepresented groups currently in formal or non-formal leadership roles in STEM higher education.

IAspire Leadership Fellows will gain critical leadership skills across numerous competencies. They will have opportunities to learn how to lead more effectively in increasingly complex environments and build confidence to influence institutional transformation either in their current position or as they rise to other positions of leadership. **The program fees (valued at \$9,000) for this inaugural cohort are covered by the NSF INCLUDES Grant.**

Additional Information about the Academy and the application process can be found on the Aspire Alliance [IAspire Leadership Academy site](#). **Applications are due June 3, 2019**

Please contact Shaquita Humphrey-Pressley at shaquitahp@ceils.ucla.edu if you apply or have additional questions. It would be wonderful to have some participation from our California Regional Collaborative!

Cohort 2 of the Institutional Change
Network is Now Open for Applications!

We are excited to announce the opening of Aspire's application for Cohort 2 of the Institutional Change Network. The Institutional Change (IChange) Network is part of Aspire's NSF-funded INCLUDES alliance - The National Alliance for Inclusive & Diverse STEM Faculty.



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To apply, Chief Academic Officers (or their representative) should submit an [IChange Network Application](#) to Jessica Bennett (jbennett@aplu.org) by 5 PM (PT) on Thursday, August 1st, 2019.

Aspire's IChange initiative seeks to cultivate postsecondary institutions where STEM faculty from underrepresented groups (URGs) are widely recruited, hired and retained, and all STEM faculty employ inclusive teaching, advising, and research mentoring. The IChange Network is designed to catalyze institutional change by providing a comprehensive, systematic approach to organizational transformation using a structured self-assessment process to inform the development and implementation of an action plan.

IChange Network applications will be carefully reviewed to develop the second IChange Network cohort of up to 25 institutions. Please review the IChange Network's **Submission Guidelines** to learn more about the selection criteria and evaluation rubric. Detailed information about the participation in the IChange Network can be found in the [Program Overview](#).

To learn more about this initiative please visit the website here: aspirealliance.org/institutional-change/ichange-network

Please direct questions and submissions to Jessica Bennett, Project Manager for Aspire's IChange Network and Assistant Director of STEM Education at APLU at jbennett@aplu.org or (202) 478-6080.

FUNDING OPPORTUNITIES

ADVANCE: Organizational Change for Gender Equity in STEM Academic Professions

The NSF ADVANCE program is moving toward a focus on the diffusion and scale-up of evidence-based systemic change strategies that address inequity for STEM faculty in academic workplaces and the academic profession. ADVANCE applicants may receive up to \$1M for 3 to 5 years + up to \$250K additional for partnering with NSF INCLUDES National Network. *Letters of intent are due May 15.*

EHR Core Research (ECR): Building Capacity in STEM Education Research (ECR: BC SER)

For those interested in DBER, ECR: BC SER supports activities that enable early and mid-career researchers to acquire the requisite expertise and skills to conduct rigorous fundamental research in STEM education. *Deadline is June 7, 2019.*

HHMI Inclusive Excellence Applications to Open in Late Spring

HHMI provides grants to four-year colleges and universities to increase institutional capacity for inclusion of students from all backgrounds in science. 57 colleges and universities were awarded five-year, non-renewable \$1 million grants through the 2017 and 2018 Inclusive Excellence competitions. To receive an email notification when the Program Announcement is live and the Intent to [Apply](#) is open in late spring 2019.

NIH Request for Information (RFI): Institutional Accountability to Promote Inclusive Excellence

NIH has Request for Information (RFI) to solicit background information and guidance on the development of an NIH Common-Fund program currently in the planning stages. The goal is

to employ a cohort model at the faculty level as a catalyst for institutions to create a route of entry and advancement for talent from diverse backgrounds, including scholars from groups underrepresented in the biomedical research enterprise. NIH seeks input from key extramural community stakeholders, including academic institutional leadership, biomedical faculty, and interested members of the public on strategies to collaborate with institutions on achieving inclusive excellence, scientific environments that can cultivate and benefit from the full range of talent, by catalyzing sustainable institutional accountability. *Responses are due by May 16, 2019*

NATIONAL EVENTS



Dates: May 25th – May 28th 2019
Location: Austin, Texas

Come and be inspired by thought-provoking sessions and pre-conference seminars designed specifically for community and technical college educators committed to improving student achievement. With more than 3300 sessions in a variety of focus areas and formats presented by your colleagues from across the nation and internationally, you'll walk away with dozens of ideas you can implement immediately!

Registration is open, [REGISTER TODAY](#)

ONLINE EVENTS & WEBINARS

AAC&U's 2019 Webinar: ePortfolio Best Practices

Date: May 21, 2019
Time: 11:00am - 12:00pm

Visit [website](#) for more information



*Association
of American
Colleges and
Universities*

AAC&U webinars highlight the work being done at colleges and universities around the country to address challenges and identify best practices for enhancing the teaching and learning experience, demonstrating the value of liberal education, and preparing students to contribute to a diverse democracy and global citizenship.

Teaching and learning centers are playing new roles at the heart of many initiatives aimed at transforming higher education's promise and delivery of learning. This session will explore the shift of teaching and learning from the sidelines to a more central and transformative

position in higher education.

Upcoming webinars include:

- May 30, 2019 - **Excellence: A Critical Examination of Accountability**
- June 12, 2019 - **Well-Being and Equity**
- June 14, 2019 - **"I Am Because We Are": The Meaning and Role of "Community" for Advancing Student Success**



C I R T L

CIRTL Network: How People Learn

multiple sessions

Dates: May 28th, June 4th, June 11th, June 25th, & July 2nd

Time: 8:30am - 9:45am

'How People Learn: Brain, Mind, Experience and School' (2000) is a foundational work about the processes of learning. A product of the National Academies, this book lays the foundation for a scientific understanding of learning, as well as how this understanding can inform better teaching practice. In 2018, a follow-up book, *How People Learn II: Learners, Contexts, and Cultures*, was released, which continued where the first one left off. Together, these texts provide a formidable introduction to learning for future (and current!) faculty.

Registration & Enrollment

Early registration for CIRTL members only is open from April 23 through May 7. Regular registration runs from May 8 through May 24 at 12PM CT. STEM/SBE grad students and postdocs from CIRTL institutions receive priority; we refer to the institution, role, and discipline in your website profile when assessing priority. This book group is limited to 25 participants.

For more information and to register [click here!](#) *If this is your first CIRTL event, create a free account and choose "California Regional Collaborative" as your "University".*



Spreading Evidence-Based Instructional Practices: Leveraging Peer Observation for Institutional Change A Change Café Webinar

Date: Thursday, May 30, 2019

Time: 9:00 am - 10:00 am

Evidence that active, student-centered learning in STEM classrooms contributes to desired student outcomes has now accumulated to compelling levels. However, promoting and supporting widespread use of new practices is challenging, even amongst practitioners open to such changes. One contributing factor is the fact that a majority of instructional change efforts focus on only a small portion of the instructional system, while true transformation requires systemic reform. Successful institutional change initiatives have been shown to involve common features: they involve ongoing interventions, align with individuals' beliefs, and work within the existing landscape of institutional values.

Presenters: Stephanie Salomone, Heather Dillon, Eric Anctil, Tara Presholdt, and Valerie Peterson (University of Portland)

Registration deadline: Tuesday, May 28

For more information and to register [click here!](#)

Webinar - Excellence: A Critical Examination of Accountability

Date: Thursday, May 30, 2019
Time: 11am - 12 pm

This webinar will outline the most recent work of the AAC&U Inclusive Excellence Commission—the evaluative partner of the Howard Hughes Medical Institute (HHMI) Inclusive Excellence Initiative. Members of the commission will present their Agreements for Excellence in undergraduate science education, as well as critically examine the most salient challenges limiting higher education’s capacity to cultivate and harness scientific creativity from the widest possible range of perspectives, worldviews, and disciplinary expertise.



For more information and to register [click here!](#)

NEWSWORTHY

A Mind at Work: Maximizing the Relationship Between Mindset and Student Success

Center for Community College Student Engagement



Instructor explains how he uses a growth mindset to encourage his students to overcome challenges and obstacles.

With survey findings collected from over 80,000 community college students at 159 institutions, the report confirms that students who have more productive academic mindsets are more engaged and have higher GPAs.



Watch a [webinar](#) on A Mind at Work facilitated by Center Executive Director Evelyn Waiwaiole and Rachel Beattie, the director of productive persistence for Carnegie Math Pathways at WestEd. [Read More](#)

Does STEM Stand Out? Examining Racial/Ethnic Gaps in Persistence Across Postsecondary Fields

Educational Researcher

For years, college administrators have worked to attract minority students like Briscoe — especially Latino and black students — to science and technology fields. But the retention of those students presents a hurdle. Black and Latino college students transfer or drop out of STEM programs — science, technology, engineering and mathematics — at higher rates than their white peers, according to a recent study published in the journal *Education Researcher*. [View full article here](#)



Rice University Study Shows that Looks Matter When it Comes to Success in STEM

New research led by scholars at Rice University in Houston, TX found that racial stereotypes around appearance impact student achievement.

Demand for science, technology, engineering and math (STEM) degrees is on the rise. However, there are many barriers to gaining one. One may be the appearance of the student seeking the degree, according to a new Rice University study. The extent to which students look racially stereotypical – that is, more or less like members of their racial group – influences how likely they are to persist in a STEM-related field. [Read more](#)



INTERNSHIPS & FELLOWSHIPS

Internship Program Spotlight



ProjectMATCH accepts applications annually in February.

Please visit their website to learn more!
[LACCD - ProjectMATCH](#)

ProjectMATCH is Los Angeles Community College District's Instructional Development Program designed to promote quality instruction and diversity in community college teaching.

Purpose of the Program

Project MATCH addresses diversity needs of the Los Angeles area that are born of the regions ever-changing demographics. The Los Angeles Community College District, comprised of nine area community colleges, offers Project MATCH as a program to prepare and recruit a diverse community college faculty who are sensitive to the needs of the students and community it serves. The goals of the program are to improve the diversity pool of faculty in the District, for our interns to become role models reflecting that diversity in the District, and to better reflect the diversity of the community around the biggest community college district in the United States of America.

The program is open to all qualified applicants that meet the **State Minimum Qualifications** in the subject area to which they will be assigned as interns.

The purpose of this six-week series is to take participants on a journey through these texts, beginning with the scientific bases of learning, through the design of successful learning environments, the role of culture in the learning process, and finally, integrating digital technologies into the effective learning environment. This will be done in an informal, discussion-based format. Participants are expected to attend each session, and to come with questions that the group can unpack.

Visit the [LACCD website](#) to learn more!

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 website](#) to learn more

Please feel free to share the first ASPIRE newsletter found here: [Newsletter](#)

Subscribe to the Aspire newsletter here: [Subscribe](#)



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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.

aspire.calrc@gmail.com | californiaregionalcollaborative.org

