The Peralta Community College District has a faculty diversity internship program pursuant to Title 5 Section 53500 and Education Code Section 87487. The Peralta Community College authorizes the employment of faculty interns in accordance with applicable State statutes and regulations.

I. Purpose of the District’s Faculty Diversity Internship Program

The purpose of the Faculty Diversity Internship Program is to enhance:

A. the recruitment of qualified persons from diverse backgrounds pursuing the masters or doctoral degrees, or both, into faculty positions where such degrees are required in the Peralta Community College District, particularly for disciplines for which recruitment is difficult and for disciplines in which a shortage of qualified faculty is anticipated;

B. the recruitment of licensed qualified persons from diverse backgrounds currently pursuing an associate degree in vocational instructional positions in the Peralta Community College District, particularly for disciplines for which current industry experience is important and disciplines for which recruitment is difficult and in which a shortage of qualified faculty is anticipated;

C. the recruitment of persons who meet the regular faculty minimum qualifications but who lack teaching experience for which current industry experience is important and/or disciplines for which recruitment is difficult and in which a shortage of qualified faculty is anticipated; and

D. the District’s effort towards building diverse and representative faculty.

II. Benefits of the Faculty Diversity Internship Program for Interns

A. Gain hands-on experience, teaching in an ethnically diverse community college;

B. Share knowledge and skills in a professional setting under the supervision of an experienced faculty member;

C. Learn strategies and approaches to encourage learning and to promote retention of students;

D. Acquire an understanding of college governance, including policies and procedures; and

E. Earn remuneration.

III. Faculty Intern Eligibility

Applicants for the Faculty Diversity Internship Program must be understanding of, sensitive to, and respectful of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students, including students with disabilities.

A. Interns in Academic Disciplines
   1. Graduate students with completion of at least one-half of a Master’s or Doctoral degree program at an accredited institution, and
   2. Current registration in good standing at the college or university during the term(s) of the internship

B. Interns in Vocational Education
   1. Six years of related work experience and completion of half of an Associate degree OR four years of related work experience and completion of half of a Bachelor's degree, and
2. Current registration and in good standing at a college during the term(s) of the internship

C. Interns with Degrees
   Meet faculty minimum qualifications in the discipline but have no formal teaching experience.

IV. Intern Responsibilities:

A. Teach one class for one semester (Intern may reapply for up to three semesters);
B. Work closely and meet regularly with a Faculty Mentor;
C. Prepare course syllabus according to college standards; and
D. Participate in department meeting.

V. Application Procedure for Faculty Diversity Internship Program

To apply for the program:

A. Applicants can download and complete the Faculty Diversity Internship Program application and the optional Applicant Survey Form from the Peralta web site or contact the FDIP Coordinator for the application.
B. Applicants must submit application materials, including a current resume and all applicable transcripts, to the Faculty Diversity Internship Coordinator

VI. Recruitment and Selection of Graduate Students as Interns

There are essentially two routes through which interns can be recruited. After the District has established the number of intern positions available for a given term, it may:

A. Through procedures approved by the academic senate, assign interns to departments who have identified mentors and have shown an interest in participating in the program.

   1. With the help of the Faculty Diversity Internship Coordinator, departments will be responsible for recruiting, screening, and hiring qualified interns for the program.

   2. Procedures for hiring interns, including selection of committee members, will be determined by consultation between the department of hire and the Faculty Diversity Internship Program office and may closely follow established procedures for the hiring of part-time faculty.

B. Recruit widely for qualified intern candidates, and then pair selected interns with mentors in the same or closely related disciplines.

   1. Faculty will be informed early in the term preceding the term of hire for the intern program that interns will be recruited. Upon approval of the department faculty or faculty from a closely related discipline, those volunteering as mentors will be added to a pool from which intern-mentor pairings will be made.

   2. The screening committee shall, whenever possible, include faculty from the discipline in which the intern candidate is enrolled.

   3. The selection committee shall include faculty from the discipline of hire. Procedures for hire may follow those established for the hiring of part-time faculty.

C. Recruit interns who are currently enrolled in a Master's or Doctoral program at the University of California, the California State University, or any other accredited institution of higher education subject to Chapter 3, Part 59 of the Education Code (commencing with Section 94300). Particular efforts shall be made to recruit persons from under-represented populations whose primary career goals may not have been in education.
D. Cooperate with the deans of graduate schools; contact will be made with chairpersons in surrounding universities to recruit graduate interns for the program. The Faculty Diversity Internship Program (FDIP) Coordinator and Community College faculty members will visit these institutions to discuss the program with qualified individuals and encourage them to apply. Such recruitment must occur no later than the first six weeks of the term preceding the term of hire.

E. Establish a strong liaison between university Upward Bound Offices, Disabled Student Services Offices, women's and ethnic studies programs, and on-campus EOPS, Counseling and Transfer Centers, and Gender Equity programs to help in the identification of students who would be interested in participating in the program.

F. Make every effort to extend the advertisement and recruitment period of at least 10 days to ensure the greatest number of qualified candidates.

G. Specific selection procedures for faculty interns shall be established by the joint governance committee on hiring.

1. Depending upon the intern program, separate committees may be established for the recruitment, screening, and hiring of interns.

2. The majority membership of any committee shall consist of community college faculty, and each committee shall include an equal opportunity representative. Committees may include members from the university as well as students and administrators from the community college.

3. In no case shall an intern be hired without the involvement of faculty from the department of hire. Whenever possible, the screening and/or selection committee shall include the mentor.

VII. Evaluation Procedures for Interns

A. The college's first responsibility is to its students, and the evaluation process is conducted to identify and acknowledge excellent teaching, counseling, and library service, as well as to indicate areas needing improvement.

B. Formal evaluation procedures for interns shall be developed by the joint governance committee on evaluations. While the same standards for quality of job performance must be followed for all personnel, it is understood that evaluation procedures for interns may differ somewhat from those for full- and part-time faculty due to the unique nature of the intern role. Such procedures shall include time lines for evaluation, composition of the evaluation team, frequency of classroom visitations for evaluation, role of the mentor, involvement of the intern's university graduate department, format for reporting observations and outcomes, and other aspects of the job or the evaluation deemed appropriate in the process. Evaluation criteria must be related to the goals of the intern program. The forms that will be used for evaluation of the intern are; Classroom Observation Report, Candidate's Self-Evaluation, and the Student Evaluation of Instructor.

C. Interns shall be evaluated through the process described above during the first third of their initial term of service and thereafter as the procedure dictates.

D. As a means of conducting informal, ongoing evaluations, interns, mentors, and the coordinator of the intern project on campus will meet as a group once a month throughout the term to discuss progress and problems in the classroom experience. Besides these group meetings, the coordinator of the project will meet twice each term with each intern-mentor team for an interchange of ideas on classroom performance. From these meetings will come written prescriptions for specific teaching techniques and classroom management ideas for the intern to conduct in the classroom.
E. Based on a review of performance, the college may:

1. recommend the intern for excellence and recommend further service;

2. create an improvement plan including clearly specified goals and time lines, with objectives and activities to accomplish expected outcomes;

3. recommend that the intern return to the graduate program at the end of the term for further preparation; or

4. if an intern demonstrates that s/he is unable to perform duties as assigned, the department Dean, may terminate the employment at any point during the term based on performance.

References:
Title 5 section 53500
California Education Code 87487, 94300

Approved by the Chancellor: February 19, 2013