



# Peralta Community College District Faculty Diversity Internship Program (FDIP) Report 2025-26

## History of program

Title V code § 53500. General Authority indicates that “The governing board of any community college district may establish a faculty internship program pursuant to the provisions of this Subchapter and Section 87487 of the Education Code.” The Faculty Diversity Internship Program (FDIP) at Peralta began in 1992 and offers a unique opportunity for graduate students and future CE faculty eligibility to teach before completing their degree.

Also, Title V code § 53500. General Authority states that “governing boards may employ, as faculty interns within the program, graduate students enrolled in the California State University, the University of California, or any other accredited institution of higher education... persons who are within one year of meeting the regular faculty minimum qualifications.” [Minimum qualifications](#) require new faculty a Master’s degree for academic disciplines or Associates Degree for Career Education disciplines, however being part of a faculty internship program working directly with a faculty mentor allows a graduate student the opportunity to work as a faculty mentor provided they are within one year of meeting their graduation requirements for minimum qualifications.

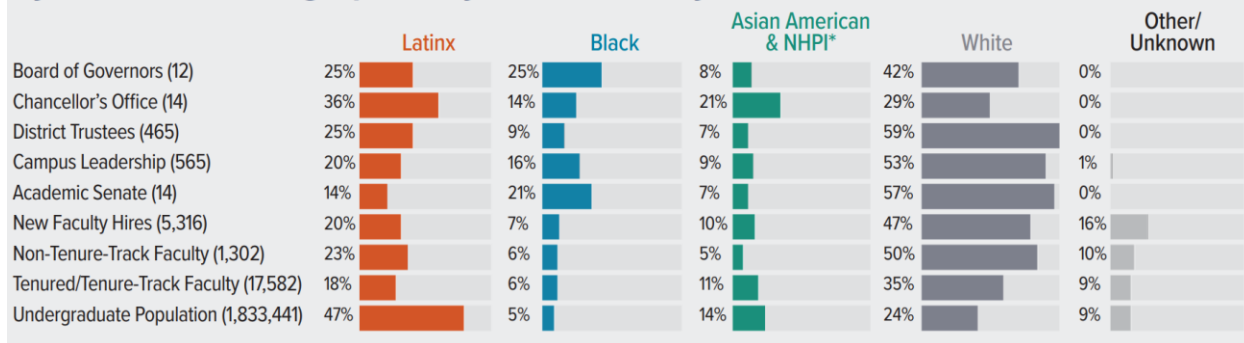
As colleges look to close equity gaps, many efforts focus on programming for students, professional development to improve classroom experiences, improved placement policies and clearer pathways as well as other innovations. All interventions have documented success in achieving equitable outcomes, but very little efforts have investigated the impact of the faculty make up on equitable outcomes. In Ladson-Billing's work on Culturally Relevant Teaching ([1995](#)), one of the findings indicates that a major characteristic of effective teachers is an understanding of student experience through either living in community, growing up in the community or if they don’t live nearby, they spend time considerable amount in the community. Hiring faculty who are living in, from or represent the community is a major goal of FDIP. Diversifying faculty to be representative of the student population has yet to be a focused area of growth, but research has shown discrepancies in student and faculty representation.

The Campaign for College has recently done extensive research around the data of student and faculty demographics as well as classified and administrators, however the focus of FDIP is faculty. A report published January 2024 shows student and [full-time faculty](#) demographics by college in California as well a follow-up report in June 2024 for [part-time faculty](#). The figure below from the January 2024 report shows California Community Colleges statewide demographics of faculty, administrators and students; the bottom row shows student population demographic breakdown.



## Peralta Community College District

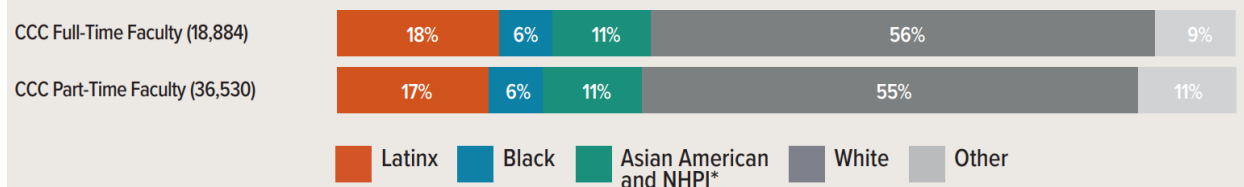
### Systemwide Demographics by Race/Ethnicity



There is a sizeable misalignment in student representation at the across the state in the full-time faculty ranks. In addition, the same disparity exists amongst part-time faculty as shown in the figure below. The Race/Ethnic make up of part-time faculty differs from that of full-time faculty by at most 2% per category.

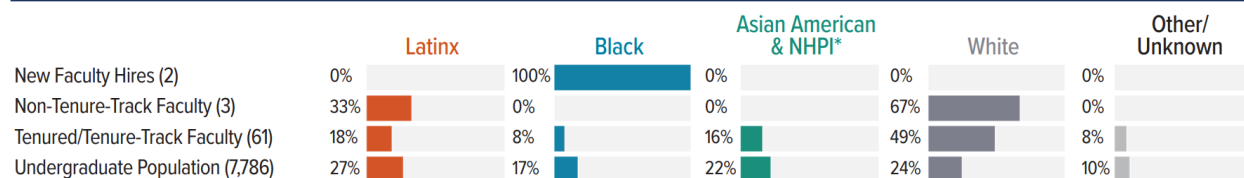
### Part-time faculty members are no more representative of their student populations than full-time faculty members.

Figure 2. Higher Education Faculty Members by Race/Ethnicity, Full-Time Status, and System.

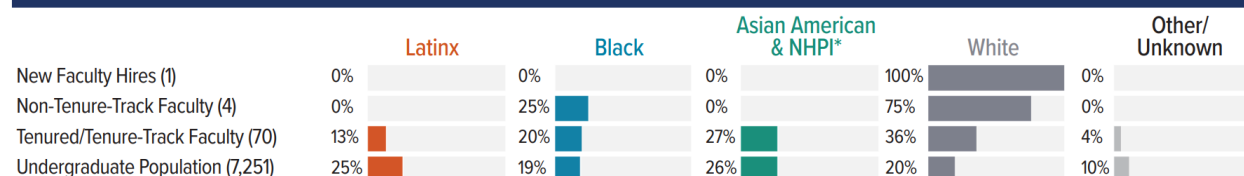


At the Peralta Community College District, the data indicates less of a disparity, however there's still a gap to bridge. The January 2024 report shows breakdown by college. Below are the data for student and full-time faculty demographics at the colleges in Peralta in 2024; data for part-time faculty was not published:

### Berkeley City College

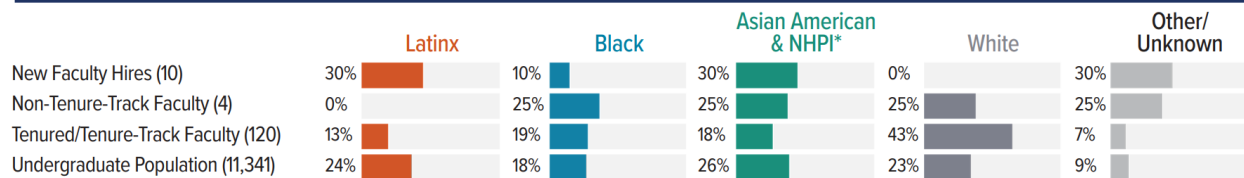


### College of Alameda

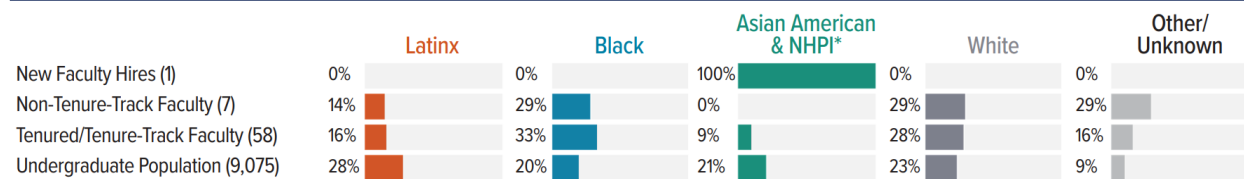




## Laney College



## Merritt College



According to the data, faculty of color are underrepresented across the district with some campuses having closer gaps than others.

The Faculty Diversity Internship Program aims to train a diverse pool of potential faculty to effectively teach and serve the wide-range of students in the Peralta Community College District, address gaps in equity, and to develop a faculty that reflects the diversity of our student population.

## Intentionality of program

FDIP provides training to future faculty through workshops, mentorship, experience as faculty whether classroom, counseling or library. Workshops are held by different faculty across the district on topics such as syllabi, distance education, engaging students in the classroom, Ethnic Studies across the curriculum, how to apply for full-time positions, how to interview for full-time positions, sustaining yourself in a hostile environment and others. Completion of the program requires participants to submit a portfolio consisting of cover letter, teaching philosophy, diversity statement, sample syllabus, sample student learning outcome assessment, curated module content for an online class and other faculty related matters.

In some cases, participants have paid internships where they work directly with a paid mentor. These positions are funded mostly through allocated FTEF and in some cases through grants. Some departments intentionally seek interns through their own outreach with graduate programs or directly through FDIP; they do this in lieu of searching through the pool of applicants with HR. In the instances of paid internships, interns work directly with mentors to teach, counsel or conduct librarian duties. For example, interns who teach their own class have a mentor to collaborate on building out the class, constructing the syllabus and provide direct and regular feedback in the class; this is very different than a new part-time instructor who may not receive the same direct support in the classroom. With counseling, interns advise students, but with the mentor also in the appointment. New part-time counselors may not always have another faculty in the appointment to provide regular feedback like interns receive.



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Informal mentorships are common and the easiest to grow at scale since there is no requirement of full-time faculty participation for informal mentorship. Activities of informal mentorship include shadowing, guest lectures, co-creating student learning outcome assessment, analyzing student learning outcome assessment data, co-developing and co-curating modules for online and in-person classes and many others. Additional opportunities exist with departmental activities such as attending department meetings, but also learning, observing or assisting with projects such as guided pathways and zero textbook cost (ZTC) development to name a few. It is important to fund for faculty participation of this kind to build and train a strong workforce of future faculty to serve our students.

In a previous iteration, the program accepted interns based on availability of FTEF and desire and availability of full-time faculty to mentor interns; this model is the most common model in the state. In 2014, the model at Peralta Community College District evolved to accept interns independent of FTEF availability or full-time faculty desire to mentor. Consequently, many more interns were accepted. A cohort model was developed to serve the larger group of interns where all FDIP participants had access to workshops around topics such as syllabus development, assessment, engaging students, applying for full-time jobs, interviewing for full-time jobs and other additional topics. Some participants were able to receive paid internships, but a much larger number of prospective faculty were receiving vital training that they wouldn't otherwise have had access to if it weren't for being accepted into the program. Now, FDIP participants are encouraged to attend FLEX days in person and on zoom to meet faculty in their disciplines.

## Recruitment

The initial outreach was to local graduate departments and graduate division offices. Expanded outreach extended to universities in the far north, central valley and as far south as Monterey County. Although the extended reach may overlap with other FDIPs, the hope was that some graduate students hail from the Bay Area and would want to return home to serve their community by teaching at a community college. Emails were sent out for an initial review as well as an extended deadline. Many prospective interns did not hear about the initial review date and there at least 25 applicants per extended deadline.

In 2024, the district held an in-person Future Faculty Symposium for graduate students as well as prospective faculty. Over the last 2 academic years, FDIP has facilitated zoom meetings with graduate programs in Counseling, Math and Biology.

## Data

Very little data has been gathered regarding FDIP participation and successes. Below is some salient data regarding the recent 2025-26 cohort.

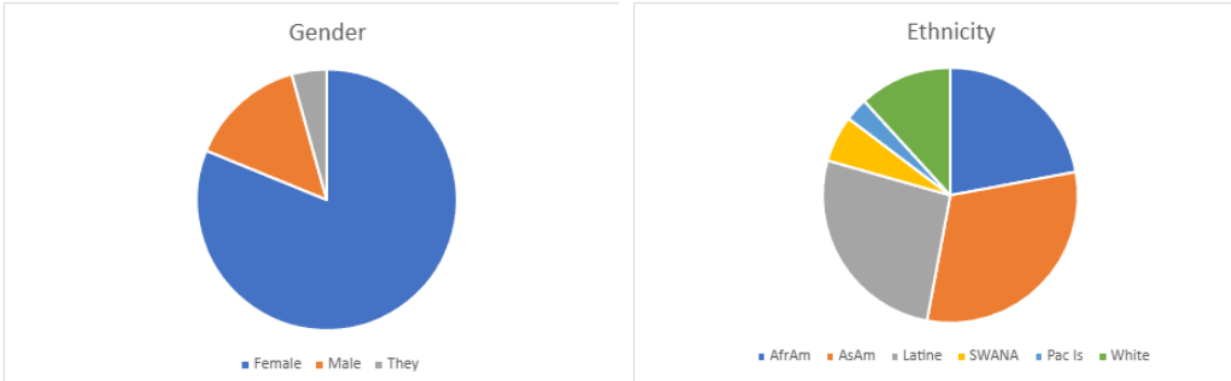
Accepted Applicants (Participants): 71

Number of Participants with faculty employment within Peralta during 2025-26 academic year: 10

Number of Participants who earned full-time faculty employment for Fall 2026: 1



Demographic data:



Future data to be collected include faculty employment at any community college or university, longitudinal data over the years and qualitative feedback from current, previous and prospective FDIP participants.

## Academic Disciplines in FDIP

Under the current model of FDIP, many participants are accepted to the program. The prior model accepted interns solely based on availability of full-time faculty to work with interns resulting in a much smaller number of participants accepted. The discipline list below show the wide array of future faculty disciplines participating in FDIP and this can be found on the FDIP website and are updated annually. For the 2025-26 academic year, the following disciplines were represented in FDIP:

|                        |                |                       |
|------------------------|----------------|-----------------------|
| Acupuncture            | Counseling     | Library               |
| Asian American studies | Education      | Math                  |
| Biology                | Engineering    | Mental Health         |
| Biophysics             | English        | Music, Theater        |
| Biomedical Engineering | ESOL           | Photography           |
| Broadcasting           | Ethnic Studies | Political Science     |
| Business               | Health         | Psychology            |
| Communications         | Kinesiology    | Public Administration |
| Co-Operative Education | Law            | Women's Studies       |



## Peralta Community College District

### Looking forward

The following are goals and milestones the program is working to meet for the coming year:

#### Communications

Every year, new department chairs and deans are onboarded and their training may not include knowledge of FDIP. A regular cadence of visiting department chair's meetings and VP/deans meetings before scheduling for future semesters will occur to provide updates and keep FDIP in the front of minds of those who are at the front lines of scheduling. Additionally, many faculty who become mentors are not department chairs. To reach more faculty, presentations at academic senates and district FLEX days will occur each semester to maintain program visibility and recruit faculty mentors.

#### Expanded informal mentorship

Paid internships are dependent on FTEF availability, whether courses or hours in counseling or library. In the instances where FTEF is not available, the hope is that FDIP participants can connect with faculty and still learn in some manner, but not in the formal process that is a paid internship. In these informal settings, participants can shadow, co-create assignments, co-curate class content, or observe department activities such as attending department meetings, seeing how guided pathways and program maps are developed or other activities related to the discipline. In 2024, the program hosted a FLEX workshop on ways for FDIP to participate beyond a formal mentorship; an updated workshop will be held at a district FLEX this coming academic year. The purpose of the workshop is to educate existing faculty on ways to think about how to support future faculty particularly FDIP participants.

#### Alumni

Every year, there are interns with paid assignments. These new faculty are the best individuals to recruit for informal mentorship with incoming FDIP participants since they have most recently been through the program and understand the ins and outs of being an intern. Also, prior FDIP interns with paid assignments who are still with Peralta are great for current and future FDIP participants to make connections for informal internships.

The recent alumni are great resources to tap into for connecting with current and future FDIP participants. However, their future successes do not currently have a process to be documented. An alumni network hopefully will be the vehicle that former FDIP participants can share their stories and thus provide data about their employment status following their time with the program. This is a new idea and will begin with gathering focus groups of engaged former FDIP participants who still help out with the program and then gather other former FDIP interns who are still in the district to form an additional focus group. Their feedback will inform the initial steps on building an alumni network.



**Peralta Community  
College District**

## Investigate CE recruitment

Most of the focused efforts have been with disciplines that require Master's degrees. As shared earlier, email blasts to graduate departments, but also graduate division offices are quick and effective ways to reach prospective faculty. For Career Education prospective faculty, the pathway is very different since requirements for teaching include years of experience in the field/industry and we have not found a way to easily reach prospective faculty in CE disciplines yet.

Starting with CE programs that have the most FTEF, I would interview department chairs to see how they recruit new faculty. Following, I would learn which departments newly hired full-time tenure track faculty and learn how recruiting for those positions occurred. These two sets of interviews would be the starting point and then collaborate with CE deans to brainstorm initial steps.