

Faculty Diversity Internship Program Portfolio Overview (v.8.24; updated 8/12/26)

This worksheet shows the materials FDIP members should prepare in order to apply for a career in the community college system as a librarian, counselor, or instructor. These documents will evolve over time and should be updated based on the different job descriptions.

Items	Details
Resume or CV & Cover Letter	Resume or CV: Your resume or CV offers a guide to your educational history and experience that have prepared you for a community college position. A resume should be concise, no more than two pages, and highlight or summarize your credentials, while a CV will list in detail your professional accomplishments. In community colleges, these have been used interchangeably; I suggest combining them. Cover Letter: Suggested length is 1.5-3 pages and it should directly address the “Desired/Preferred Qualifications” listed in a Full-Time, Tenure Track job announcement. It should give your reasons for wanting to work in your discipline, at that particular college, and in community colleges in general. It should be aspirational and inspirational.
Philosophy of Teaching and Learning	A statement of what you believe about teaching and learning, and how these beliefs translate into the development of your curriculum, choice of texts, and interactions with students. The focus should be on student learning. This can be used for your cover letter, in preparation for interviews, and as a way to document your personal and professional development.
Diversity and Equity Statement	Not all districts require this document, but it's still good to articulate your thoughts. Explain how you bring diversity and equity to the classroom as a person and educator, particularly how it affects your teaching or counseling. I suggest connecting your personal experiences, trainings, and work with programs aimed for underserved students to your work in the classroom or counseling.
Counselors: Case Study	To be done during internship or when shadowing a mentor. Meet with a student, identify their needs, and work with them to develop an academic plan. Write this up to demonstrate hands-on experience with academic counseling, including theories that inform your approach and an assessment.
Librarians: Lesson Outlines	Map out a one-time workshop or training on information competency or other skills provided by librarians. Include agendas, learning outcomes, and assessments.
Visit Classes / Job Shadow	Visit a workshop or class that you might teach over a term (4 - 10 times), or job shadow someone in your field. Gather syllabi or assessments, prepare a teaching demonstration or guest lecture, speak with full- and part-time professionals. This is a key networking and learning opportunity.
Sample Syllabus or Workshop Agenda	Create a full syllabus for a class you're likely to teach or a workshop you would facilitate. It should include texts, grading overview, and other basic information. For counselor or librarians, this would also include objectives for drop-in workshops on a particular skill or theme (i.e. information competency, researching primary sources, mental health and wellness). How does your syllabus invite students into your course, discipline, and the experience of college?
Class Agendas or Lesson Plans	Map out learning objectives and agendas for the first month of a class or series of workshops, including early term assignments, class routines, text selections, and/or learning outcomes.
Assessments	Develop at least 2 assessments (assignments that will help you assess student learning). One might be a major project or final (summative assessment), and another that checks their learning early in the process (formative assessment). Bonus if you can do this with an existing faculty who's going to use it for their SLO process.
Guest Lecture	Give a lecture, facilitate a discussion, or run an activity in a class that you're observing. Document your teaching demonstration for future interviews.
Online Learning Modules	Use online websites or course software to demonstrate your abilities to use online resources in your instruction and work. This can be done by taking a course, or more informally using free blogging software or other media. You can also develop modules for existing classes with faculty that you shadow.
Artificial Intelligence Assignment	Create an assignment that requires students to use AI in your discipline. Generate a rubric for grading including a policy around “cheating” or proper citation.