



TRAINING & DEVELOPMENT

# Faculty Diversity Internship Program Handbook

## *A Guide for Interns & Mentors*



FDIP Handbook: A Guide for Interns & Mentors

Los Rios Community College District

1919 Spanos Court

Sacramento, CA 95825

(916) 568-3112

[www.losrios.edu](http://www.losrios.edu)

The FDIP Handbook is updated annually by the Los Rios Community College District, Office of Human Resources. Copies are posted at the District website, and copies are provided to all new interns during their onboarding orientation. This document contains hyperlinks to District web pages as well as other web sites operated by third parties. Some links make require you to be at a Los Rios computer.

Please contact HR if you find a broken or outdated hyperlink,

An online copy of this booklet can be found here: [employees.losrios.edu/fdip](http://employees.losrios.edu/fdip)

Revised 8/21/2024

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*The Fall semester was filled with new learning for me. As a former Los Rios student, I was honored to return and participate in FDIP.*

*(Intern, 2018/19)*



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TRAINING & DEVELOPMENT

Dear Faculty Interns and Mentors,

On behalf of the Los Rios Community College District, welcome and congratulations to the new cohort of interns selected to participate in our Faculty Diversity Internship Program (FDIP). We are excited that you are ready to explore the rewards of our faculty training program. We are honored that you have chosen us to assist you in laying the groundwork to become a community college instructor.

We know how critically important content and disciplinary expertise is as a characteristic sought in faculty candidates; also important is the ability to connect with and support students. We hope that your FDIP experience positions you to be better prepared on both points.

The success of our program hinges on the commitment, interest, and active participation of your assigned faculty mentors. Your assigned mentors have chosen to share their abilities, experiences, and knowledge with you in support of your career goals. We know this will be an invaluable part of your internship experience.

Use this handbook to guide you as you initiate, develop, and maintain successful mentoring relationships. Your involvement and engagement is vital to this process.

I applaud your decision to teach. Our students will benefit greatly, and I personally wish you the very best in the pursuit of a most rewarding career in the California Community College system.

Carrie Bray,  
Vice Chancellor, Human Resources

# Our District

## About

The Los Rios Community College District (LRCCD), the second largest, two-year public college district in California. We serve approximately 70,000 students in the greater Sacramento region. The district's 2,400 square mile service area includes Sacramento and El Dorado counties and parts of Yolo, Placer, and Solano counties and is comprised of four uniquely diverse colleges – American River, Cosumnes River, Folsom Lake and Sacramento City colleges. In addition to each college's main campus, the district offers educational centers in Placerville, Davis, West Sacramento, Elk Grove, Natomas and Rancho Cordova. Each college is notable in serving the students of their community, and as such each intern's experience will vary accordingly.

The four colleges of the Los Rios Community College District reside on the traditional homelands of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of the health of the rivers, the wildlife, the plant life, and the overall eco-social balance in the greater Sacramento region since time immemorial. Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. Tribal citizens of these nations continue to be an active and important part of our Los Rios college community.

## Strengths

The Los Rios community colleges center student success by prioritizing support for their educational and career goals and as contributing members of society. We promote a safe and supportive environment that serves the individual learning needs of all students. We encourage a limitless spirit of openness and intellectual curiosity as enduring pursuits.

Our colleges offer a unique setting to get to know what the community college experience is like. With over 4,600 employees, we work hard to provide a welcoming, inclusive, and equitable learning and work environment for students, employees, and our community partners. Each and every district and college department strives for the highest quality in all programs, services, and activities, and is focused on improving educational outcomes for the students we serve.

## Our Vision

Our vision is to transform the lives of students and enhance the vitality of our region. Our mission is to provide a vibrant learning environment that empowers all students to achieve their educational and career goals. Our Colleges offer equity-minded, academically rigorous, student success-centered education to help students achieve their academic goals, including four-year college or university transfer, associate degree, or career education certification.

The Los Rios Community College District commits to the ideals and practices of diversity, equity, inclusion, social justice, and anti-racism as integral to campus and workplace culture. We acknowledge our responsibility to empower marginalized and minoritized segments of our community and to ensure that all populations have the access, support, and opportunities to succeed. To that end, the District is intentional in recruiting, hiring, and retaining diverse employees, to reflect the diversity of our colleges' student populations. The District further seeks to hire faculty committed to diversity, equity, inclusion and social justice, and engage in emancipatory pedagogies that connect classroom and community.

# **Los Rios Community College District Indigenous Land Acknowledgment Statement**

In the spirit of community and social justice, we acknowledge the land on which our four colleges reside as the traditional homelands of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of the health of the rivers, the wildlife, the plant life, and the overall eco-social balance in the greater Sacramento region since time immemorial.

Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. Tribal citizens of these nations continue to be an active and important part of our Los Rios college community. We take this opportunity to acknowledge the land and our responsibility to the original peoples, the present-day Nisenan, Maidu, and

# Program Overview

Since it first began in 1989, the Faculty Diversity Internship Program (FDIP) has provided high quality learning opportunities for diverse faculty interns and students alike. The program is instrumental in developing a talented and dynamic pool of community college instructors who mirror the diversity of our student population which encompasses people with different cultural, ethnic, gender, gender identity, sexual orientation, physical ability, academic preparation, learning style, and socioeconomic backgrounds.

Saturday workshops emphasize community college teaching as interns complete a 16-week classroom internship.

FDIP is committed to providing opportunities for faculty interns to learn and practice inclusive teaching strategies appropriate for diverse community college students as a means of recruiting qualified faculty who mirror our student population and are committed to a diversity of perspectives.

## Program Structure

Participants commit to a one-semester training and internship program.

Fall: 40 hours of community college faculty training (at no cost to the intern). Interns must participate in the Fall Saturday training program in order to participate in a Fall internship. Saturday training topics include an overview of the California Community College (CCC) system and its students and faculty, preparing for a class, assessing student learning, effective and inclusive classroom strategies, equity and implicit bias, and working with diverse learning styles.

## Program Goals

The FDIP is uniquely designed to:

- Attract & recruit qualified faculty who mirror the racial & ethnic diversity of the District's service area.
- Provide mentoring and training opportunities for prospective faculty.
- Provide members of racially minoritized groups with models of their own race, ethnic and cultural background with whom they can identify and recognize as examples of occupational achievement.

# Benefits of the Program

The FDIP provides a variety of benefits to faculty mentors and interns, as well as to the District, including the following:

## Mentors

- The satisfaction of aiding the professional growth & development of potential faculty members
- Training future faculty through collaboration, feedback, and interactions
- Developing mentorship skills & expanding professional networks
- Engaging in reflection about teaching & learning
- Invigorating your classes with additional perspectives & ideas



## Interns

- Better understanding of the structure and culture of the LRCCD and its colleges
- Development of a professional network & support system
- Hands-on teaching & instructional skills
- Constructive feedback & advice
- Familiarity with classroom responsibilities & professional priorities
- Increased clarity of long-range career goals & planning
- Support & advocacy from professional faculty colleagues



## The District

- Increasing opportunities for new faculty
- Expanding collaboration & respect among colleagues
- Enriching District & college environments by collegiality, diversity, inclusion, and succession planning
- Building better relationships with coworkers
- Enhancing learning outcomes for our students





# Getting Started FAQs

## In which course will I be assigned?

Courses must be in the discipline for which you meet minimum qualifications. Equivalency is determined by a faculty committee. For more information, see [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) and [The Equivalency Determination Process](#).

## How is a match made?

FDIP campus facilitators make every effort to match you with a faculty mentor in your chosen discipline at your campus of preference and within your schedule of availability. To prepare for a placement, research LRCCD college catalogs and the upcoming class schedules and identify several courses you would like to teach which match your availability timeframe. The more flexible you can be during the day, the easier it will be to find a seasoned mentor for your internship.

## What if I have to miss a fall Saturday session?

For unavoidable or unforeseen circumstances, one Saturday training session can be missed as long as you contact us (see page 25) and make up what you missed.

## How much time should I spend with my mentor?

Your mentor has a genuine desire to be a part of this program, but they too lead busy lives. You will both need to be clear up front on your expectations and availability to commit to the mentoring relationship. Establish early on how to reach each other: by phone, e-mail, in-person meeting, or meetings via Zoom or Teams.

## How can I ensure a positive mentoring relationship?

If you are new to a mentoring relationship, here are some things to keep in mind.

- a) Be there. Show up for meetings and strive to make things work.
- b) Be a colleague. Respect each other as professional colleagues in the workplace.
- c) Lead by example. Be a positive role model to each other and your students.
- d) Be ready to help out. Model ways to solve problems and offer possibilities & support.

## What if my match doesn't seem to go well?

We stand by to assist if you are struggling with a problem and will guide you in seeking a remedy. Speak to someone in the program right away so we can help.

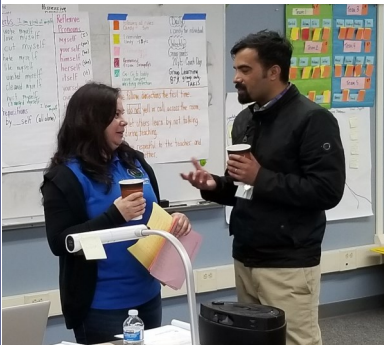
## What if I decide to leave the program?

Please first have a conversation with us. We may be able to work with you.

## What do I need to know as current Los Rios classified staff?

Discuss your interest with your supervisor ahead of time. Find a fall class for your internship that meets outside of your work schedule. If that is not possible, discuss these options with your supervisor to ensure your absence does not adversely affect your department:

- a) Flex your schedule on the same day the class meets (travel time included); to avoid overtime scenarios, you cannot flex time on non-class days when you have already worked 8 hours;
- b) Use available vacation time;
- c) Use both.



*I was pleasantly surprised with how much training the intern got on syllabus writing, student learning outcomes and effective teaching the semester prior to Spring 2018. I also learned that the interns were briefed on how to conduct effective group work. These were used by the intern (in collaboration with me) in my class.*

*(Mentor, 2017/18)*

# Getting Ready

Once you have been admitted into the cohort, here are a few activities you can begin to explore to prepare for your internship.

## Teaching Philosophy

During your training, you will be asked to think about how you perceive the role of a college professor. A teaching philosophy statement includes how you view the process of teaching & learning, a description of how you teach, and why you select the teaching methods you use. It also includes how you plan to assess student understanding, and how you will improve and adapt your teaching. While you will be developing your own teaching philosophy, you can find tips and samples online to get you started.

## Equity

Improving student equity is a major value at the LRCCD colleges. There are a variety of initiatives that support our equity work. You might visit our college websites to see more about those initiatives. In higher education, equity refers to ensuring that each student receives what they need to be successful through the intentional design of the college experience. Equity is grounded in the principle of fairness and inclusion. Achieving equity involves dismantling the barriers facing underserved students and investing in equity-minded policies, practices, and behaviors that lead to success for all students.

## Canvas

The learning management system for Los Rios is Canvas. Easy to use, it allows instructors to focus on teaching rather than the tool itself by providing a simple yet functional interface. From a student perspective, Canvas facilitates interactions outside the classroom between teachers and students to enhance the learning experience while allowing students access to learning anytime and anywhere. [Click here for a self-paced Introduction to Teaching with Canvas.](#)

# Program Expectations

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The FDIP classroom teaching experience is built on the collaborative relationships and experiences of both faculty mentors and interns. To ensure a professional environment and successful program, the following expectations are provided:

## Expectations for Mentors

1. Attend the Mentor-Intern Mixer to meet your intern, discuss program expectations, and plan next steps.
2. Schedule initial meetings with your intern prior to, or early in the fall semester, and regularly thereafter, to discuss ongoing questions & concerns.
3. Affirm 3 Learning Outcomes with your intern, monitor their progress during the semester, provide summative feedback at the end:
  - a) Teaching Philosophy. Discussed during your meet-ups with your intern.
  - b) Teaching /Learning Strategies. Learned during fall training sessions.
  - c) Lesson Planning/Classroom Management. Practiced during fall experience.
4. Observe their teaching; provide constructive feedback and suggestions. Consider spreading out the teaching experiences over the semester so there is time for self-reflection and discussion with you in between.
5. Expose them to all aspects of teaching, including creating assignments, writing and grading tests/quizzes, conducting office hours, scoring homework, and creating lesson plans—under your supervision as instructor of record.
6. Share your knowledge, skills, materials, and experiences with your intern.
7. Introduce your intern to division personnel and support staff; invite them to department or committee meetings; tour the campus; educate your intern about shared governance and leadership activities.
8. Be present at all times as the instructor of record. You have ultimate responsibility over the course, including lectures & grading. Interns are unpaid volunteers.
9. Complete the FDIP Program Feedback Survey at the end of the semester.
11. Attend the FDIP Graduation with your intern.

*The FDIP experience affected my interest in community college teaching by allowing me to observe and experience being a professor on a community college campus. The program offered amazing learning opportunities that I would not have acquired on my own. It allowed me to sharpen my resume writing skills, learn how to write a syllabus and teaching philosophy, meet with current professors from the LRCCD, create and present lessons, and experience teaching at the adult level. Because of this invaluable opportunity, I now feel ready to begin a teaching job at a community college. (Intern 2018/19)*

## Expectations for Interns

1. Attend the onboarding orientation prior to, or early in the fall semester.
2. Attend Mentor-Intern Mixer to meet your mentor, discuss program expectations, and plan next steps.
3. Attend every class meeting of the course in which you intern.
4. Arrange meetings with your mentor prior to and during the semester to discuss questions, concerns, ideas, and constructive feedback.
5. Develop Learning Outcomes for the semester with your mentor to get the maximum benefit from the internship.
6. Discuss your teaching experience, preparation, comfort, and interest.
7. Agree to at least 3 teaching opportunities to include lesson planning and delivering material or facilitating new learning.
8. Remember that your mentor is the instructor of record; respect their experience, knowledge, skills, & abilities.
9. Abide by all rules and regulations of the college and District, and behave in a professional manner.
10. Closely observe mentor's teaching style & classroom management techniques.
11. Ask questions.
12. Be committed to and passionate about your internship opportunity.
13. Attend May FDIP Graduation.
14. Pay it forward. Encourage others to apply to the Los Rios FDIP.



## Roles & Expectations for Campus Facilitators

The campus facilitator at each college is a full-time tenured faculty member who serves as the college point of contact for faculty mentor/intern questions and concerns. In addition, the facilitators:

1. Recruit faculty mentors.
2. Disseminate the FDIP Handbook to mentors.
3. Match interns with mentors by discipline and time availability.
4. Answer questions about mentor and intern expectations.
5. Answer questions about intern learning objectives.
6. Follow up with HR about mentor assignments so Employee Service Agreements (ESAs) can be generated.
7. Remind mentors that guidance is provided on page 2 of their ESAs and in the *FDIP Handbook*.
8. Schedule a campus tour for interns at the beginning of the fall semester.
9. Serve as point of contact for mentor and intern questions.
10. Check in and meet with interns/mentors as needed to facilitate program success during the fall semester; this may include initiating group coffee chats, offering FDIP office hours, and/or inviting interns to campus workshops.

### OTHER DUTIES

11. Serve on the FDIP Task Force, which meets approximately 6 times per year.
12. Participate in FDIP Interviews, summer onboarding Orientation, select fall Saturday trainings, the December Mentor/Intern Mixer, and May Graduation.
13. Serve as a program ambassador assisting in program recruitment & promotion.

*The program is effective in getting excellent people into classrooms and demonstrating to them the experience of community college teaching.*

*(Intern 2018/19)*



**FDIP Campus Facilitators** (pictured left to right): Amy Leung, Folsom Lake College; Adam Freas, Sacramento City College



**FDIP Fall Saturday Instructors** : Donnisha Lugo, Cosumnes River College. Clarence Stokes, American River College

*The FDIP experience has been absolutely priceless. The in-classroom portion of the program was a huge help in getting me prepared for interviewing and streamlining my resume. The observations have been important in gaining experience, as well as giving me a snapshot of what it is like to be a full-time faculty member. All of the staff (especially my mentor) have been great in helping me understand the processes and policies. I get to observe didactic classes as well as lab (clinic) courses. Overall, the program has been phenomenal in getting me prepared to move right into a full-time position!*

*(Intern 2018/19, hired full time)*

# Tips for Mentors

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Although all faculty interns are equally qualified for the program, interns' roles in the classroom as well as their teaching talents and confidence will vary greatly. At the very first class meeting, be sure the intern has a role that establishes them as a co-instructor in the course. Consider having the intern conduct an icebreaker, lead an assessment activity, or make a short presentation to overview the discipline. Work closely with your faculty intern to identify teaching activities that are appropriate, transitioning from those for which they are very comfortable to those that they find genuinely challenging.

## Ways to be a great faculty mentor:

- Agree on a mutually convenient schedule for meetings and other activities with your faculty intern.
- Meet regularly with your intern to discuss ongoing questions, issues, problems, and concerns; ask for their input.
- Introduce your intern to your class as a co-instructor.
- Let students know how fortunate they are to have the intern -- additional ideas, perspectives, and information.
- Arrange a campus tour to familiarize them with the services that support students in your class.
- Explore your intern's perceptions of classroom success.
- Allow your intern to select lecture topics they feel most secure presenting.
- Provide opportunities for grading and creating assignments.
- Spend time just conversing and listening to your intern. Encourage your intern to voice their interests, concerns, goals, challenges, and accomplishments.
- Facilitate a meeting between your division dean and your intern.
- Organize a mock interview session to demystify the hiring process.
- Discuss professional development and training opportunities.
- Consult with other faculty mentors or members of the FDIP Task Force.



*We had weekly reflective conversations which were rich and meaningful about topics such as pedagogy, classroom management, assignments, grading, and student expectations.*

*(Intern, 2018/19)*



## Questions you might ask your intern:

1. What attracts you to the teaching profession?
2. Why do you teach what you teach?
3. What is the greatest asset you bring to your teaching role?
4. What do you value most about the interactive nature of the teaching profession?
5. When you are teaching, what do you notice most about yourself and/or your students?
6. How do you communicate to students how to be successful in your class?
7. What techniques do you have for drawing on your students' knowledge and experiences?
8. What is the greatest challenge that you face in becoming a more proficient teacher?
9. What do you believe to be true about teaching and learning, and why?
10. The students: their motivation, capacity, distinctions, purpose in being in the class (by choice? for a career? other?)

## Possible topics to discuss with your intern:

1. Classroom accommodations for students with disabilities
2. The social climate of the class- quiet/talkative; formal/informal
3. The course: where it falls in a sequence of courses for most students, the prerequisite courses and skills/knowledge expected of students
4. The pedagogical style or culturally sensitive approaches that you use in class
5. The kinds of learning activities it requires from students: memorization, analyzing and problem-solving, discussion, writing, invention, public performance
6. The syllabus, textbook, and course outline
7. The objectives of the course
8. The class rules, as stated (and as enforced)
9. The way you assess your students' growth in knowledge
10. Your preferences: aspects of the class you might address with innovative ideas, aspects of the class which must remain unchanged
11. Preferred classroom set-up style
12. Classroom quirks: equipment, lighting, climate control, noises

# Tips for Interns

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At the beginning of the semester, your role as an faculty intern may primarily be that of an observer, watching and learning how an experienced faculty member handles a class. As the semester progresses, you may be expected to share more of the classroom responsibilities. How that evolves depends on what your mentor and you have agreed upon at the beginning.

## Tips for you as an intern:

- Be proactive with your mentor.
- Begin your mentoring relationship with an agreement about your *Learning Objectives*.
- Keep expectations realistic.
- Commit to the process. Stay engaged.
- Show up and work on the relationship.
- Be yourself.
- Communicate clearly.
- Take direction from your mentor.
- Demonstrate exemplary professionalism.
- Accept constructive feedback.
- Respect college processes & procedures.
- Act with honesty and integrity.
- Work to create and maintain good relationships.
- Seek first to understand, and then to be understood.
- Be approachable.
- Be accountable.
- Be on time.



This was one of the best kept secrets in Sacramento. I am an alumni from ARC and had never heard of the program.

(Intern, 2018/19)

## In planning your teaching opportunities in the Fall semester, consider the following:

- What content will you present?
- What chronology of teaching events will you follow?
- What objective or intent (in terms of student learning and behavior) will you seek to achieve?
- What will the students do that will show that they have achieved this intent or objective? (This may not be observable during the class session under discussion, but might be revealed through a later event.)
- What specifically will you do that will result in the students' achievement of this intent or objective?
- What concerns do you have about the content you will present or your method for presenting it?
- What specifically would you like your mentor to pay particular attention to?
- After you teach the class session, and before your mentor meets with you to discuss it, think about the answers you might give to the following questions:
  - ◆ *How do you think it went?*
  - ◆ *What did you see your students doing and what did you see yourself doing that you liked?*
  - ◆ *To what extent did you achieve your objective? How do you know this?*
  - ◆ *What might you do differently in the future?*
  - ◆ *What is the connection between what you planned and what you actually did?*
  - ◆ *What is the connection between what you said or did, what the students said or did, and their learning?*
  - ◆ *What will you focus on in preparing for next time?*
  - ◆ *What do you need to do or obtain before your next teaching experience?*
  - ◆ *What will the mentor observe closely the next time you conduct a class session?*

# Intern Learning Outcomes

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As an intern, you are required to participate in a full semester course in the fall semester following your fall training. The hands-on classroom experience will provide you with practical, instructional experiences in a community college classroom under the direct supervision of your mentor. Your Learning Outcomes will include the following:

- a. **Teaching Philosophy.** Discussed during your meet-ups with your mentor. Through one-on-one meetings with your mentor, or during the six (6) Saturday sessions, talk through your approach to teaching, your pedagogy and culturally sensitive approaches. How will you improve & adapt your teaching?
- b. **Teaching/Learning Strategies.** Learned during fall training sessions. Saturday sessions will provide content and research on topics of interest to community college teaching and learning including: (a) assessing student learning; (b) effective and inclusive classroom strategies; and (c) equity & implicit bias. Identify topics of particular interest to you to delve deeper into and master.
- c. **Lesson Planning/Classroom Management.** Practiced during fall teaching experience. Instruct at least 3 lessons that provide experience with common teaching strategies. Talk with your mentor about how much might be right for you.

You may identify additional outcomes and activities, as agreed upon by you and your mentor. We have provided a worksheet on the next page so that you can put additional details in writing so that all expectations are clear. Here are some activities to support your learning outcomes:

|   |   |  |
|---|---|--|
| Observe mentor teaching                       | Meet before/after class & discuss classroom matters, constructive feedback, suggestions | Be supervised/observed/evaluated by mentor |
| Create assignments                            | Prepare tests/quizzes   | Review textbook selection                  |
| Conduct office hours                          | Read/score homework/papers  | Meet division personnel                    |
| Attend department and/or committee meeting(s) | Schedule a campus tour  | Learn about shared governance              |

# Personalized Intern Learning Outcomes

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Using the components on the previous page as a starting point, what additional personal learning outcomes do you have for this program? What do you hope to accomplish by the end of this experience?

| OUTCOMES                                | ACTIVITIES   | CHECK-IN DATES | MENTOR SIGN-OFF<br>ACTIVITY COMPLETED |
|---|--|----------------|---------------------------------------|
| 1. Teaching Philosophy                  | Prepare a teaching philosophy statement.   |                |                                       |
| 2. Teaching/Learning Strategies         | Identify 3 strategies in which you would like to become more proficient.           |                |                                       |
| 3. Lesson Planning/Classroom Management | Schedule 3 teaching opportunities to include lesson planning & delivering material |                |                                       |
| 4.                                      |  |                |                                       |
| 5.                                      |  |                |                                       |
| 6.                                      |  |                |                                       |

# Notes

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*It gave me a chance to share my teaching philosophy and curricular approaches in the hopes that [my intern] would use my classroom as a model when she teaches a section of this course. I learned from our conversations and from [my intern's] ideas and approaches, which were different from my own. It infused some new energy into a course that I have taught for over five years. (Mentor 2016/17)*

# Dates to Remember 2024

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- August: 29, FDIP Orientation for Interns & Mentors, 5:00—6:30 p.m. (via Zoom)
- September: 7 & 21: Saturday Workshops, 8:30—2:30 p.m. (via Zoom)
- October: 5 & 19: Saturday Workshops, 8:30—2:30 p.m. (via Zoom)
- November: 2 & 16: Saturday Workshops, 8:30—2:30 p.m. (via Zoom)  
18-22: Evaluation of Fall FDIP Training Sessions (via email)
- December: 18: FDIP Graduation, 5:30—7:30 p.m. (via Zoom)

# Program Evaluations

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We continue to improve the Faculty Diversity Internship Program by incorporating the crucial input we receive from both mentor and intern program evaluations.

## **November:**

A link to the brief Evaluation of Fall FDIP Training Sessions , administered by Survey Monkey, is emailed to interns after the last fall Saturday training session. Your input is greatly valued and utilized as we make ongoing improvements to the training program and to this Handbook. The evaluation will include questions such as:

1. What elements of the eight FDIP fall training sessions were most effective?
2. What elements of the FDIP fall training sessions were least effective?
3. What suggestions do you have for improving the fall training sessions?

## **December:**

A link to the FDIP Feedback Survey, administered by Survey Monkey, is emailed to mentors and interns toward the end of fall semester. The goal of the survey is to determine FDIP participants' assessment of the effectiveness of various program elements. Questions include:

1. What part of the fall semester training was most useful to you during your classroom internship?
2. Did your experience during the fall semester classroom internship align with your expectations for that work?
3. Please comment on the classroom internship experience overall. What worked well? What could be improved?
4. How did the FDIP experience affect your interest in community college teaching? Do you feel more ready to begin a community college teaching job?

We greatly appreciate all of our program participants for taking the time to thoughtfully complete these evaluations.



# Contact Information

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## Human Resources Team

|  |                   |              |
|--|-------------------|--------------|
| <b>Carrie Bray</b><br>Vice Chancellor, Human Resources | BrayC@losrios.edu | 916-568-3116 |
|--|-------------------|--------------|

*For general program information, forms, attendance, minimum qualifications, and equivalency information.*

|   |                     |              |
|---|---------------------|--------------|
| <b>Dr. Alexander Casareno</b><br>Director, Diversity, Compliance & Title IX | CasareA@losrios.edu | 916-568-3150 |
|---|---------------------|--------------|

## Fall Saturday Instructors

*For questions about fall training or related resources.*

|   |                        |              |
|---|------------------------|--------------|
| <b>Dr. Adam Freas</b><br>Counselor, Sacramento City College | FreasA@scc.losrios.edu | 916-650-2965 |
|---|------------------------|--------------|

|  |                       |              |
|--|-----------------------|--------------|
| <b>Professor Donnisha Lugo</b><br>Professor of Sociology, Cosumnes River College | LugoD@crc.losrios.edu | 916-691-7901 |
|--|-----------------------|--------------|

## FDIP Campus Facilitators

*For questions about the fall classroom experience, finding a mentor, locating things on campus, making intern-mentor connections, and college information.*

|                             |                         |              |
|-----------------------------|-------------------------|--------------|
| <b>ARC:</b> Clarence Stokes | StokesC@arc.losrios.edu | 916-484-8968 |
| <b>CRC:</b> Donnisha Lugo   | LugoD@crc.losrios.edu   | 916-691-7901 |
| <b>FLC:</b> Amy Leung       | LeungA@flc.losrios.edu  | 916-608-6437 |
| <b>SCC:</b> Adam Freas      | FreasA@scc.losrios.edu  | 916-650-2965 |

# Suggested Reading List

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- Ambrose, SA; Bridges MW; DiPietro, M; Lovett, MC; Norman, MMK (2010). *How Learning Works: 7 Research-Based Principles for Smart Teaching*. San Francisco: Jossey-Bass. ISBN-13:978-0470484104 .
- Bain, K (2004). *What the Best College Teachers Do*. Cambridge, Mass: Harvard University Press. ISBN 0-674-01325-5.
- Chronicle of Higher Education (2018). *New to College Teaching*. Washington, DC: CHE.
- Emdin, C. (2021). *Ratchedmic: Reimagining Academic Success*. Boston: Beacon Press. ISBN-13: 978-0807007143
- Freire, P. (2018). *Pedagogy of the Oppressed: 50th Anniversary Edition, 4th Edition*. London: Bloomsbury Academic. ISBN-13:978-1501314131.
- Hammond, Z. (2014). *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corin Publishing. ISBN-13:978-1483308012
- Kelsay, LS, and EM Zamani-Gallaher (2014). *Working with Students in Community Colleges*. Sterling, VA: Stylus Publishing.
- Love,B.L. (2019). *We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Boston: Beacon Press ISBN-13: 978-0807028346.
- McKeachie, Wilbert J. and Svinicki, Marilla (2013). *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, 14th Edition. Belmont, CA: Wadsworth, Cengage Learning, Inc. ISBN-13: 978-1133936794
- Nilson, LB (2016). *Teaching at Its Best: A Research-Based Resource for College Instructors*. San Francisco: Jossey-Bass.
- Steele, C (2010). *Whistling Vivaldi: How Stereotypes Affect Us and What We can Do*. New York, NY: W.W. Norton & Company.
- Tatum, BD (2003). *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race*. New York, NY: Basic Books (Perseus Books Group).

*I felt my class internship aligned with my expectations, even amidst the pandemic. Having the FDIP [Handbook] expectations for mentor and intern was extremely helpful as everyone was clear on what expectations were, and they could be used as a frame of reference.*

(Intern, 2020/21)

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*The best aspect of the program for me was the ability to intern at the campus I worked at with the best possible mentor I could ask for in the universe. I also found it very valuable to meet other interns and spend time with them discussing approaches to teaching. Holding such interdisciplinary dialogues felt very rewarding to me, and I definitely looked forward to it.*

(Intern, 2016/17)



# Faculty Diversity Internship Program

*Striving to reflect the diversity of our students.*



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