Vision 2020 Grant Application: Year 2
Internships in the Liberal Arts and Sciences:
Extending High Impact Practices at IU South Bend

Team: Gail M. McGuire (SOC, team leader), Gretchen Anderson (CHEM),
Elizabeth Bennion (POLS), and Lee Kahan (ENG).

Abstract
Internships are a “high-impact” practice that increase rates of student retention and improve
student learning. Internships create a bridge between what students learn in the classroom and
real world practices. They help confirm students’ choices in their majors and career paths and
allow them to begin building their professional networks. Internships allow students to gain the
practical skills they need to successfully secure a job and excel in a work environment.
Despite numerous benefits associated with internships, there are no standardized procedures for
locating, developing, offering, or assessing internships with the CLAS. We seek a VISION 2020
Grant to coordinate and expand internships in the College. Improving internships in CLAS will
further our campus mission to “engaged citizens prepared to build strong communities” as well
as our College mission to provide “transformative learning experiences, leading students to
become engaged, informed, creative, and adaptive contributors to the local and global society.”

Project Goals from Year 1

1. Share best practices in the College.
We plan to invite stakeholders from all CLAS departments to participate in two half day
(luncheon) meetings in the fall of 2014. In the first meeting, we will share what our practices are
across the college and discuss their effectiveness. What has been working? How can we learn
from our mistakes? In the second meeting, McGuire will share best practices identified by other
colleges and universities, and in the literature on high-impact practices. The goal of this meeting
will be to identify a set of best practices for our College. Discussion items may include: the
recommended number of hours in the field/credit hour, model assignments, background checks,
internship contracts, face time with interns, and balancing academic and professional
expectations. After we identify a preliminary set of best practices, McGuire & Bennion will
present them at a CLAS meeting to obtain additional feedback from the faculty.

2. Create a list of organizations with whom our student interns have worked, including
supervisor contact information and website addresses.
Because we do not have a database of internships for CLAS students, many departments aren’t
aware of the many places in which their students could intern. Students also spend a ridiculous
amount of time trying to identify organizations that accept interns and trying to identify the
appropriate contact people within organizations. In McGuire’s experience, students can spend
weeks just trying to find the right person to talk to in an organization, which can interfere with
students’ ability to begin their internship on time. This list of internship organizations would be
available on the CLAS website and regularly updated by our work study student.
3. Expand the number of organizations that use our interns.
While the internet has allowed us to obtain and process information efficiently and quickly, it cannot replace the importance of face-to-face connections in work organizations. Informal social ties are critical for building trust and enduring relationships, which is why McGuire and Bennion will use their personal contacts in local organizations to expand the number of organizations using CLAS interns. We also hope to increase the number of departments within large organizations, like Memorial Hospital, that accept our interns.

4. Collect basic data on current internships in CLAS
In order to set realistic goals for our project and to assess our effectiveness in meeting those goals, we need to collect some basic information on internships in the College. While we know which departments theoretically offer internships, we do not know how many interns each department has actually had each semester and their number of credit hours.

Project Assessment of Year 1

Activities thus far:
• Conducted interviews with CLAS chairs or faculty members about the internships offered in their department. Obtained information on course credit, placement sites, expectations, supervision, etc. We obtained data from 13 departments (four departments did not respond to our requests for information).
• Reviewed list of best practices from various academic/educational organizations, including the AAC&U, Council for the Advancement of Standards in Higher Education, National Society for Experiential Education, and National Association of Colleges & Employers (NACE). Also looked for internship handbooks and best practices in the professional associations of each of the disciplines in CLAS.
• Met with Career Services two times to discuss their new data base program, Simplicity, and to strategize about how to combine our efforts.
• Did fundraising for 9-26-14 luncheon.
• Organized a 2.5 hour meeting and luncheon with CLAS faculty, chairs and administrators to share what we learned about best practices, to inform everyone about the current practices in the College, and to discuss what departments need in order to create or sustain internships. Sixteen people (faculty, staff & administrators) attended this event (excluding the two presenters) on 9-26-14. Assessment data indicate that 100% of participants agreed (46% strongly agreed) that they learned a lot about internships from the meeting, 100% agreed (54% strong agreed) that the meeting was useful for their department, and 91% said that they were interested in attending a follow-up workshop.
• Created a CLAS internship data base by reviewing internship contracts and data bases provided by CLAS departments. We currently have information on 144 possible internship placements.
Additional Year One Activities Planned – Spring 2015:

- An internship workshop for CLAS faculty is scheduled for March 6th from 8:30-9:45. In addition to our team, nine faculty and staff members have said that they plan to attend this workshop.
- Sample syllabi, learning agreements, evaluation forms, assignments, and our internship database will be posted in an internship file on the CLAS IU Box site.
- Bennion and McGuire will each contact five local organizations about internship possibilities for our students and guidance on our internship pamphlets. This number is lower than our initial goal because we underestimated how much time our activities would take and because our new team members, Anderson and Kahan, recommended that we develop our promotional materials prior to contacting local organizations.
- We will give an update on our progress at the CLAS February meeting.
- McGuire will serve as a Panelist for UCET’s Active Learning Institute Series, “Internships.”

Evaluation of Work

By the end of this semester, we will have accomplished all of our goals for the first year of this project. We haven’t collected all of our assessment data yet (i.e. evaluation of the March workshop), but initial assessment data indicate that CLAS faculty are interested in receiving assistance with internships. Specifically, 13 departments provided us with information about the state of their internships and 16 people attended our internship luncheon/meeting in the fall, all of whom found the event worthwhile. In addition, nine people signed up for the internship workshop this spring. The enthusiastic reception of our colleagues, especially department chairs across the College, combined with the many questions and requests for sample materials we have received, suggest that we should continue with this project in order to meet a demand for information and materials that will help create high-quality internships for students across the disciplines.

Budget for Year 1 (revised)

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<tr>
<th>Description</th>
<th>Cost</th>
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<tr>
<td>Summer Salary for McGuire ($2000+$540 fringe benefits):</td>
<td>$2540</td>
</tr>
<tr>
<td>Summer Salary for Bennion ($2000+$540 fringe benefits):</td>
<td>$2540</td>
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<tr>
<td>Student Hourly: 30 hrs @$10.00/hr (Dean of CLAS provided funds for this)</td>
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</tr>
<tr>
<td>One Luncheon: 20 people (CLAS departments provided funds for this)</td>
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<td><strong>Total Cost</strong></td>
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<td><strong>Total Amount of Vision 2020 Request:</strong></td>
<td><strong>$5000</strong></td>
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Updated Goals for Year 2:

Our newly expanded team has set the following goals for Year 2 of this project:

1. **Make site visits to successful internship programs.**
   According to U.S. News and World, two of the top ten most successful internship programs in the country are within driving distance of South Bend: Butler University and Purdue University-West Lafayette. We plan to visit these programs and/or invite representatives from them to IU South Bend in order to learn how they developed, grew and maintain their thriving internship programs. While obviously the scale, mission and resources of these universities is different from IU South Bend, we hope to discover some practices and procedures (for recruiting employers, helping students find appropriate internship opportunities, etc.) that we could adapt to our circumstances in CLAS.

2. **Improve student awareness of and access to internship opportunities.** The team will work with Career Services to create and maintain a searchable database of local internship opportunities that will make it easier for students to find an internship associated with their majors. Drawing on what we learned from the site visits, our team will also discuss with Career Services other ways that they might help CLAS place students in appropriate internships. Finally, the team will design promotional materials geared to students that inform them about internship opportunities at IU South Bend, how to take advantage of them, and the benefits of doing an internship.

3. **Create promotional materials for employers** that inform them about the internship programs at IU South Bend and advertise the skills of our students.

4. **Increase the number of organizations that accept CLAS interns.** Now that the team has representatives from the natural sciences and humanities, as well as the social sciences, we can expand our personal outreach efforts to prospective organizations. We will use the promotional materials to make initial contact and then follow up by offering to meet with prospective employers about their needs and how our students can fill them. At the same time, the team will work with Alumni Affairs to identify CLAS alumni who can help place our interns. After sending these alumni our promotional materials, the team will invite them to a small event where we can discuss how our interns might contribute to their workplaces and to share ideas about other ways in which they can help us grow internship opportunities in CLAS.

5. **Continue to offer training on best practices for internships through UCET.** This training will follow up on the questions that faculty raised at the internship workshops in 2014-15.
Fiscal Sustainability

Current and Future Funding Sources
We expect that once launched, the internship program will be sustainable with minimal additional funds. Our goal is to provide enough infrastructure so that courses will be in place for which students will pay tuition. Drawing from faculty across the college, qualified faculty can be released from one of their current courses to administer the internship course. In the sciences, we are also exploring a model in which students are connected to (paid) internships through their academic advisors. This results in no increased needs for sustainable funding. However, we expect to incur modest expenses for advertising materials, refreshments for debriefing meetings with employers, and travel to stay abreast of current best practices at other campuses. Our plan this year is to work with IU South Bend’s development team to start soliciting small donations ($200) from prospective employers and/or donors, and to apply for an ICC “Listening to Communities” grant ($2000). This grant will help us host focus groups for discerning needs and expectations of local employers, and perhaps provide travel funds for on-site consultation with campuses with exemplary internship programs. The Dean of the College may also be willing to provide either one-time funds or a small budget to support sustained high-quality internships and university-community partnerships.

We plan to explore the feasibility of an umbrella internship course, or at the minimum develop a “CLAS Internship Course Toolkit” for departments and units that would prefer to have their own internship courses. Ideally, this planning will be supported by an IU South Bend Curriculum Development Grant ($3000). For smooth implementation and consistency of intern experiences across the units, it will be essential to have a solid framework in place to educate students regarding academic and onsite performance expectations, provide a structure for faculty to monitor student success, and facilitate assessment and self-reflection. This will include common assessment tools among the various disciplines for comprehensive and interpretable data analysis.

Timeline

Year 1 2014-2015:
- Near completion
- CLAS meeting update (February)
- CLAS faculty workshop (March)
- Posting of sample materials and internship database to CLAS IU Box site (March)
- Applications for ICC grant and CDG grant (March)
- Contacts with ten local placement sites (completed by April)
- Participation in relevant UCET workshops

Year 2 2015-2016:
- Offer training on best practices for internships through UCET
- Continue personal outreach to prospective employers
- Create promotional materials both for employers and for internal use
- Design (with Career Services) an internship database of companies and agencies willing to work with interns
- Solicit funds to create an “umbrella course” and internship course toolkit through an IU South Bend Curriculum Development Grant
- Contact alumni (with Alumni Affairs) to connect with local employers
- Organize focus groups to discern employer needs and expectations
- Solicit funds to bring employers to campus through an Indiana Campus Compact Grant
- Solicit small donations from employers to sustain the program
- Collect and assess data from current interns and their companies or agencies
- Meet with campuses with exemplary internship programs (pending funding availability)

**Year 3 2016-2017:**
- Continue with activities from Year 2
- Organize focus groups with local employers and faculty advisors to determine best practices for students to market their degrees
- Streamline internship database for most efficient matching of students with available internships
- Organize showcase of student internship accomplishments
**Summer Salary for McGuire ($950+$256 fringe benefits):**  
$1,206.00  
- Connect with prospective employers with the goal of establishing internship opportunities  
- Consult with campuses with effective internship practices/processes  
- Design an internship data base (with Career Services)  
- Solicit donations from employers to sustain program

**Summer Salary for Bennion ($950+$256 fringe benefits):**  
$1,206.00  
- Organize best practices training for internships through UCET  
- Connect with prospective employers with the goal of establishing internship opportunities  
- Contact alumni who may serve as intermediaries to companies/employers  
- Solicit funds through Curriculum Development Grant

**Summer Salary for Kahn ($950+$256 fringe benefits):**  
$1,206.00  
- Connect with prospective employers with the goal of establishing internship opportunities  
- Contact alumni who may serve as intermediaries to companies/employers  
- Consult with campuses with effective internship practices/processes

**Summer Salary for Anderson ($950+$256 fringe benefits):**  
$1,206.00  
- Connect with prospective employers with the goal of establishing internship opportunities  
- Contact alumni who may serve as intermediaries to companies/employers  
- Consult with campuses with effective internship practices/processes  
- Solicit funds through Curriculum Development Grant  
- Solicit donations from employers to sustain program

**Promotional materials**  
(from Dean’s office and Office of Development Donors)

**Compensation for Work Study Student (80 hrs @$2.50/hr):**  
$200.00  
- Update and improve CLAS internship database  
- Collect assessment data

**Luncheons for employers, consultants (50 meals at $10/meal)**  
(will request funds from participating departments)

**Cost:**  
$5,024.00  
VISION 2020
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Erika Zynda  
Office of Research Administration  
A247  
South Bend  

Project Director: Gail McGuire  
SOCA, Ext. 4572  
Name: Submitting Dept.: Phone #: E-mail:  
Elizabeth Sawyer, Gretchen Audran, and Lee Kolber  
Name: Submitting Dept.: Phone #: E-mail:  

Project Title:  

Amount of this request: $5,000  

Type of Proposal:  
☐ Faculty Research Grant  
☐ Curriculum Development  
☐ Seed Grant  
☐ Research Project Initiation Grant  
☐ Regional Research Grant  
☐ Other Vision 2020  

Brief layman’s description of project:  
Internships are a “high-impact” practice that increase rates of student retention and improve student learning. Internships create a bridge between what students learn in the classroom and real world practices. They help confirm students’ choices in their majors and career paths and allow them to begin building their professional networks. Internships allow students to gain the practical skills they need to successfully secure a job and excel in a work environment.  

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Special Needs:  
☐ Human Subjects  
☐ Animals  
☐ Biosafety:  
☐ Pathogenic agent  
☐ Human tissue or fluids  
☐ Recombinant DNA  

APPROVALS:  

Project Director: [Signature]  
Date: 1-29-15  
Comments:  

Chairperson: [Signature]  
(If applicable)  
Date: 1-28-15  

Dean: [Signature]  
Date: 1-29-15  
Comments:  

[Signature]