Vision 2020 Grant Year 3 Application

Internships in the Liberal Arts and Sciences: Extending High Impact Practices at IU South Bend

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Abstract

Internships are part of a suite of high impact practices that improve student retention in undergraduate programs and prepare students for professional careers after graduation. In the first two years of this Vision 2020 grant to coordinate and expand internships in the College of Liberal Arts and Sciences, our team has been successful in researching national best practices for managing and assessing internships, and reaching out to community partners and faculty to promote and develop internship opportunities at IU South Bend. We’ve created a database of past, present, and potentially future internships in CLAS, consulted with individual departments within CLAS on ways to promote internships, and met with faculty to discern how best to implement an organized, unified, and accessible internship opportunities through credit-bearing coursework. In the Year 3 of this proposal, we intend to (1) promote internships within CLAS through informational brochures, websites and social media, (2) institutionalize internships through unified coursework, (3) complete compilation of internships through a database that complements that of Career Services, and (4) disseminate information to students, faculty, and local business partners as to the benefits and logistics of internships at IU South Bend.

Year 1 and 2 Milestones Met

1. **Documented what departments in CLAS are doing (and not doing) in regards to internships.** We conducted interviews with CLAS chairs or faculty members about the internships offered in their departments. We 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).

2. **Reviewed best practices for internships.** We examined material 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. We also looked for internship handbooks and best practices in the professional associations of each of the disciplines in CLAS.
3. **Held a workshop/luncheon to share what we learned about best practices, to disseminate information on the current practices in the College, and to identify departmental needs for creating or sustaining internships.** Sixteen people (faculty, staff & administrators) attended this event (excluding the two presenters) on September 26, 2014. 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.

4. **Organized a workshop on internships for CLAS faculty on March 6. 2015.** Ten faculty members participated in this workshop. Participants discussed how they were implementing best practices for internships in their departments, what challenges they were facing, and how we could meet these challenges. The evaluations of the workshop were very positive: 100% of participants agreed or strongly agreed they had a better understanding of internships because of the workshop, the workshop was useful for their department or program, and the workshop was an effective use of their time.

5. **Created an IU Box file available to all IU South Bend faculty, which contains best practices, syllabi, assignments, and learning contracts.** Faculty in the School of Applied Health Sciences, College of Health Sciences, and Business & Economics as well as CLAS faculty have made liberal use of these resources.

6. **Held meetings with community partners.** We meet with representatives from EnFocus, WorkOne, St. Joseph Chamber of Commerce, Big Brothers/Big Sisters, United Way, the Bowman Creek Project, Indiana Small Business Development, Lazarus Group, Lebermuth, Indiana Whiskey, Agdia, LECO, Siemen’s, Eurofins (Formerly Underwriters Laboratories), Panasonic (Formerly Bayer), Hoosier Tire, McCormick’s, Royal Adhesives, Mama’s Against Violence, the Pence Campaign, and the League of Women Voters. Through these efforts we hope to increase the number of CLAS interns that local organizations use and to develop new partnerships between IU South Bend and the community.

7. **Participated in the E2E Convergence (Education to Employment) Conference on STEM internships in Indiana.** Through this conference, we gained insights into successful practices in Indianapolis in a variety of STEM disciplines.

8. **Held several meetings with Career Services (CSO).** We discussed how we could coordinate efforts and to learn about the new Symplicity data base for internships and jobs. We also participated in the testing of the faculty module in Symplicity.

9. **Served on a UCET panel on internships.** We took advantage of UCET’s Active Learning Institute to help disseminate information about internships and best practices for preparing students for internships and career advancement.
10. **Organized an informational session on IU Career EDGE, which includes internship modules for class adoption.** Faculty were offered stipends to incorporate the modules into their internship or FYS courses. They were offered stipends to help to create the modules as well. Nine faculty members attended this session on June 24, 2015.

11. **Met with the Director of the First Year Seminar (FYS), Betsy Lucal.** We discussed incorporating internships into first year seminars, and she made a commitment to have an internship component in every FYS.

12. **Created a data base of all internships in CLAS.** This database includes the organizations (about 150) in which CLAS interns have been placed and the contact information for those organizations. We needed to know where our interns were located and wanted faculty and students to be aware of possible internship placements. The database in the CSO does not have most of the CLAS intern information because students and faculty tend not to use the CSO for internship placement. We also exchanged data on site placements with the School of Social Work.

13. **Provided individual consultation to faculty in two departments, History and Biology, regarding developing an internship programs.**

14. **Met with campus administrators EVCAA Jann Joseph and Dean Dunn, and well as the new Director of the Civil Rights Heritage Center, Darryl Heller, to discuss internships in our college and on campus.**

15. **Conducted two site visits to universities (IUPUI and Butler) with model internship programs to better understand how to institutionalize internships in our college.**

**Remaining Year 2 Milestones & Timeline**

- Conduct outreach to students. Our team is currently developing promotional materials that highlight the benefits of internships as well as the skills our students have to offer. We are still deciding on the best way to get this information to our students, but we’ll likely place this information on the CLAS website, the Preface, Currents, and posters around campus. In order to increase the number of students doing internships, we need to make students more aware of the benefits of internships. **Timeline: We are meeting on February 9, 2016 to review and discuss the first draft of these materials. The materials will be distributed by April 2016.**
- Meet with Dean Dunn and EVCAA Joseph to discuss the steps that need to be taken to institutionalize internships in the College. **Timeline: May 2016.**
- Finish compiling data on Fall 2015 and Spring 2016 internships in CLAS. **Timeline: This should be complete by March 1, 2016.**
- Hold an internship meeting and breakfast with CLAS faculty about creating college-wide standards and practices for internships. **Timeline: February 19, 2016.**
Year 3 (2016-2017) Goals & Timeline:

1. Finalize a list of resources necessary to sustain and coordinate internships in the College, and work with Dean Dunn to create an action plan. **Timeline: Summer 2016.**

2. Create promotional materials on CLAS internship programs for our community partners. **Timeline: Summer 2016.**

3. Organize a luncheon and student panel for community partners. We wish to inform community partners of the following: what CLAS interns have to offer, the difference between interns and employees, and how they can use interns. We will apply for an Indiana Campus Compact grant (up to $2,000), “Listening to Communities Meetings,” to help fund this event. **Timeline: Fall 2016.**

4. Organize a showcase of student internship accomplishments on campus to encourage more students to complete internships. **Timeline: Fall 2016.**

5. 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 luncheon or breakfast to discuss how our interns might contribute to their organizations and ways in which they can help us grow internship opportunities in CLAS. **Timeline: Spring 2017.**

6. Work with the CSO to merge our internship data bases and discuss how the database will be maintained. We still need to figure out a better system (campus-wide) to track where our students are interning. As CSO becomes more stable and adequately staffed, we are hopeful that this will happen. **Timeline: Spring 2017.**

Plans for Sustainability

Now that we have reviewed research on internships, obtained feedback from CLAS faculty, spoken with representatives from colleges/universities with successful internship programs, and consulted with local community partners, we are in a good position to offer recommendations to our administration regarding the institutionalization of internships in our college. We plan to meet with Dean Dunn and EVCAA Joseph again this coming year to identify resources that are needed to expand and coordinate internships in our college. Both Dean Dunn and EVCAA Joseph have been very supportive of this project and we are confident that our successes in the first two years have laid the groundwork for the investment of additional resources.
Vision 2020 Budget: Year 3

Summer Salary for McGuire ($1325) and fringe benefits ($334): $1659
Summer Salary for Anderson ($1325) and fringe benefits ($334): $1659
Summer Salary for Kahan ($1325) and fringe benefits ($334): $1659
Total request:                      $4977

*Additional Team Member: We met several times with the previous Director of the Career Services Office (CSO) and was looking forward to his participation on our team. We have also worked closely with Kim Moore from the CSO. We plan to ask the new Director of the Career Services Office, Deborah Schmitt, to join our team this year.