

CMU Academic Affairs Council
Summary May 2, 2018
3:00-5:00 pm, EH 101

AA Council Members in Attendance: **Dr. Cynthia Pemberton**—Vice President of Academic Affairs; **Dr. Kurt Haas** - Asst. VP, Academic Affairs; **Mr. Tim Pinnow**—Asst. VP, Academic Affairs, Director of Graduate Studies/Director of Distance Education; **Dr. Sonia Brandon**—Asst. VP, Institutional Research, Planning and Decision Support; **Dr. Blake Bickham**—Dept. Head, Teacher Education; **Ms. Suzie Garner**—Dept. Head, Art and Design; **Dr. Jeremy Hawkins**—Dept. Head, Kinesiology; **Dr. Jessica Herrick**—Dept. Head, Social and Behavioral Sciences; **Dr. Calvin Hofer**—Dept. Head, Music; **Dr. Scott Kessler**—Dept. Head, Engineering; **Dr. Barry Laga**—Dept. Head, Languages, Literature and Mass Communication; **Mr. Mo LaMee**—Dept. Head, Theater Arts; **Dr. Carrie McVean Waring**—Dept. Head, Biological Sciences; **Ms. Millie Moland**—Director of Academic Services; **Dr. Sandie Nadelson**—Director, Health Sciences; **Dr. Steven Norman**—Dept. Head, Business; **Ms. Suzanne Owens**—Associate Professor of Accounting, Business; **Dr. Lori Payne**—Dept. Head, Computer Science, Mathematics, and Statistics; **Ms. Sylvia Rael**—Director, Tomlinson Library; **Dr. Gary Ratcliff**—Director, CMU Montrose Center; **Dr. Russ Walker**—Dept. Head, Physical and Environmental Sciences.

Info Items & Updates - Reminders/Announcements

The 2-year course rotation matrix has been uploaded to the R drive, and Ms. Erin Rooks has contacted the department heads regarding updates and the deadline for their submission.

August faculty development/workshop ideas are welcomed. Please send any ideas to Academic Affairs.

Proposed changes to the CMU Professional Personnel Employment Handbook have been finalized by the Handbook Committee and will be sent to the Board of Trustees. Faculty feedback was carefully considered and resulted in changes to the final proposal.

Academic Units and Leadership Reports, Commentary, etc.

AVPAA: Dr. Haas provided a draft of the Internship Working Group's recommendations. See Appendix A for details.

AVPAA: Mr. Pinnow informed Council that the Faculty Senate recommendations for Distance Education and online courses were presented to President Foster. No final decisions have been made, but conversation about how to reach long-term targets will be ongoing.

AVP Institutional Research, Planning, and Decision Support: Dr. Sonia Brandon informed Council of the upcoming DOJ audit that will focus largely on FIRS. She also noted that an RFP process exploring campus-wide survey software will soon be underway and invited participation and input.

Assessment: Ms. Suzanne Owens presented information on the additional Student Learning Outcomes. See Appendix B for details.

Dates & Deadlines/2017-2018 Meetings: August 15, 2018 was set as the date for the Academic Council retreat.

Internship Working Group Recommendations - **DRAFT**

Vice President for Academic Affairs Dr. Cynthia Pemberton charged a Working Group on Internships with examining current internship practices at CMU (**Appendix A**). The group organized the charges into broad categories related to centralization of University tracking of internships, improving consistency of compensation practices, working with non-credit internships, and creating a registration and enrollment process for students. While the group found that many of the specifics related to the charges will be best ironed out during pilot stages, we make the following recommendations as starting points. (Note: Clinical situations and education internships are excluded from the recommendations that follow.)

Recommendation	Rationale
Discontinue usage of the Independent Learning Contract form for internships and replace it with a separate internship form (Appendix B).	While the logic behind development of the “one size fits all” form was sound, in practice the form does not highlight key elements that are specific to internships versus independent study. Partly due to this fact, department-level usage of the form was only sporadic.
Use the newly revised internship form submitted through Handshake via Career Services as required institutional documentation for all internships starting in Spring 2019, with a pilot for select interns starting immediately. As the process evolves, Handshake may also become a tool for survey documentation of the experience, but we will need time to explore the viability of doing so with a high volume of students.	<p>Currently, we have no institutional record of the quantity and quality of internships being offered at CMU. The lack of such hinders our ability to perform even mundane functions such as HLC-related data collection, outcomes assessment, and comparisons of internship experiences across departments. While not designed as an internship database, Handshake’s documentation and survey capabilities make it a logical tool for this purpose.</p> <p>However, it bears noting that the Academic Department Heads on the Working Group expressed considerable concern that a) Handshake would add a layer of complication to the internship process for students, faculty and supervisors and b) that Handshake would somehow usurp the control of the internship process from departments and external entities. Managing both of these concerns will be an important aspect of the pilot process. The assumption of the Working Group is that using Handshake will create a new level of reporting for faculty internship</p>

	coordinators, but will also provide opportunities for making some features of internship evaluation and satisfaction tracking more efficient.
Adopt a general methodology for faculty compensation for internships that acknowledges the need to account for both the number of students being served and the frequency of contact necessary for particular internship types. A trial structure for such a model is found in Appendix C . However, before adopting a specific set of pay rates, Department Heads will have to provide estimates of financial impact.	As indicated in Appendix D , compensation strategies vary considerably across departments. Fairness alone suggests that efforts should be made to even out discrepancies between disciplines, and providing a methodology with some built-in flexibility will help.
Detailed work flow procedures should be developed and shared to describe the institutional process for registration and enrollment in internships while also providing guidelines for how departments should construct their unique layers of the process. Part of the work flow should include an informal process for vetting potential employers based on past history.	Both the institutional internship coordinator and the assigned sub-group of the Working Group have generated rough drafts of the process to ease in the eventual transition from pilot to full implementation. Detailed documentation will assure that students and faculty supervisors can engage in the new process with minimal disruption. Such documentation will also provide clear guidance for the registrar and external stakeholders involved in the process.
Continue to work informally with entities seeking non-credit bearing internships, particularly insofar as Handshake can provide a means of connecting such entities with potential students.	The group felt that, while non-credit bearing internships often provided valuable experience for students, formal processes for University involvement in such jobs would be impractical and potentially create ethical responsibilities that we are not well-equipped to meet.

Internship Working Group Recommendations - Appendix A – DRAFT ONLY

Charge for the Internships Working Group

Increased institutional emphasis on experiential learning--combined with the enhanced commitment to community relations expressed by the CMU 20000 effort—suggest a need for CMU to revise its current practices for encouraging, managing, and monitoring student internships. While academic departments will continue to be the main managers and drivers of credit-bearing internships, the university has purchased software and assigned personnel in Career Services the task of centralizing and standardizing some of the key aspects of the process. To make this revision of processes as seamless and operationally sensible as possible, Dr. Pemberton is appointing a working group of Department Heads and faculty to provide recommendations to her on the following elements:

- Best models for compensating faculty supervisors of academic internships.
- Practical ways to standardize as much of the internship documentation (SLO form, waivers, evaluation documents, surveys, etc.) as possible.
- Determination of which courses (internships vs. practica vs. independent studies) will use standardized forms and whether each type of course is required to complete the same process.
- Strategies for ensuring centralized tracking and follow-up for every internship.
- Effective methods for vetting potential internship site-supervisors to protect students from predatory hiring practices.
- Efficient and uniform processes for enrolling students in internships, starting with initial proposals and moving toward registration.
- The viability of managing non-credit bearing internships and service learning experiences through the same broad processes as credit-bearing internships.

The Working Group will research practices at other universities while also examining CMU's unique needs and institutional culture.

Internship Working Group Recommendations - Appendix B – DRAFT ONLY

Colorado Mesa University Internship Agreement

This is an agreement between the Colorado Mesa University Department of _____ (CMU), the employer _____, and the student _____. This agreement is to set the rules for an internship for which the student, upon satisfactory completion, will receive academic credit. The term of the internship is from _____ to _____ and/or until the student completes the agreed upon number of hours.

A. Responsibilities of the Student

1. The student shall compile a list of learning objectives in accordance with department guidelines that are mutually agreeable to CMU, the employer, and the student.
2. The student shall complete a CMU Waiver of Liability before beginning the internship.
3. The student shall report to the employer during times mutually agreed upon by the employer and the student.
4. The student shall complete a total of _____ clock hours in performance of duties supporting the agreed upon learning objectives.
5. The student shall complete the Internship Experience Evaluation form provided by CMU at the end of the internship.
6. The student shall complete other program-specific requirements specified by CMU and attached to this contract.
7. The student shall register for _____ Internship, ____ credit hours and pay applicable tuition and fees to CMU. (Students must complete at least 45 clock hours for every 1 credit hour.)

B. Responsibilities of the Employer

1. The employer will provide an experience supporting the agreed upon learning objectives and totaling _____ clock hours.
2. The employer will supervise the student.
3. The employer will complete the Internship Supervisor Evaluation Form provided by CMU at the end of the internship.

C. Responsibilities of CMU

1. CMU will assist the student in determining the learning objectives, and shall be responsible for approval of the learning objectives described in item A.1, above.

2. CMU will award the student ____ semester credit hours under _____ upon successful completion of the internship.
3. CMU will award a grade for the student's work based on how well the student meets program-specific requirements.

D. Other Areas of Agreement

1. All parties to this agreement understand that the student is not entitled to a regular job at the conclusion of the internship period, but this agreement does not preclude the employer from hiring a student during or after the term of this agreement.
2. All parties understand that the employer may terminate this agreement for poor performance by the student.
3. All parties understand that CMU may terminate this agreement at any time.
4. All parties to this agreement understand that the student is not obligated to accept an offer of a regular job during or at the conclusion of the internship period, and that the completion of their internship is not contingent on them accepting aforementioned job offer.

Student (signed)
Date

Employer—Organization

Email

Employer—Supervisor (printed)

Phone

Employer—Supervisor (signature)

Title

Address

CMU representative (signed)	Date
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Email

CMU representative (printed)

Phone _____

Email @coloradomesa.edu

Phone

Internship Working Group Recommendations - Appendix C – **DRAFT ONLY**

Internship Load Scoring Table

Points awarded	Oversight Score	Total credit hour generation score*
1	Minimal (Student find by themselves)	1-5
2	Faculty sets- up external internship	5-14
3	Faculty is the supervisor /mentor	15-20
4	Faculty is present at all times (ex. clinical)	21+

*Number ranges in this column represents the number of students supervised multiplied by the number of credit hours offered in each internship.

Compensation by Total Score

Total Score**	2-3	4-5	6-7	8
Regular Term Compensation Rate	None	1-3 credit release	3 credit hour release or part of load or \$55/student/credit hour	Part of load
Summer Term Compensation Rate	\$55/student/credit hour	\$55/student/credit hour	\$55/student/credit hour	\$55/student/credit hour

**Total Score is tabulated by adding the oversight score to the credit hour generation score.

Example: A faculty member who has supervisor/mentor responsibilities (3 pts.) for 5 students taking 3 credit internships (15 credits generated for a score of 3 in that category) would have a total score of 6. Thus, at the ADH's discretion, they would be able to either be paid or accept a load release.

Internship Working Group Recommendations - Appendix D – **DRAFT ONLY**

Survey Results...

1. If your program coordinates student internships, do you have a compensation system of any kind in place?

LLMC

We don't compensate English or Spanish coordinators because we have few internships. Because Mass Comm has a lot, our coordinator is allotted one course release.

Engineering

We don't really manage them. We do have a binder with positions available that students can peruse and apply at ones that are of interest. Prospective employers reach out to us and we post them.

Art

No compensation except for Summer Internships.

Health Sciences

In the undergraduate programs: nursing, Surgical Tech, Rad Science or Med Lab instructor gets paid to set up the internships. For nursing, the clinical groups are no more than 10 students per instructor. The faculty are paid for the course as part of their 12 credit load.

Kinesiology

Faculty who supervise internships during fall and spring receive the equivalent of teaching a 3-credit hour course as a bonus check in the spring. No payment for a program coordinator per se.

PES

Only one program in my department, Environmental Science, has frequent internships. I've been overseeing those internships since the mid-1990's. Compensation has varied over the years, but it was never based on a program-specific arrangement; I always understood it to be part of campus-wide policy. For a period of several years from the 1990's into the 2000's, the compensation was set at a level that seemed reasonable to me. I wish I remember what it was! I think I was getting about \$100 for each 4 credit hour internship, but I'm not sure. I have this vague recollection that it might have dropped to \$50 for a short time. More recently it has been based on the standard pay rate for summer classes: credit hours x students x \$55. That works out to \$220 for a 4-credit hour internship by one student and that, in my opinion is double what it should be and I've felt guilty about taking that money. I typically spend just 2-3 hours on such an internship so \$100 feels a lot better.

SBS

In SBS I've been paying some (CJ, POLS, HIST, FOAN) faculty \$55/per hour/student. The disciplines vary in how much time each faculty member spends on supervising the internship so it probably isn't totally fair. So for example Melissa Connor supervises all the internship students at FIRS. In other programs students typically find their own internships and the internship isn't a requirement of the program.

Biology

A reward system will need some flexibility - often a course release is difficult since a schedule is already set and replacements are not available. The course release may not be possible until the following semester. (Both payment and course release should be options)

2. Do you manage summer internships differently in Summer than Fall or Spring semesters?

LLMC

No.

Art

They are not handled differently.

Engineering

Nope

Health Sciences

We have a full time undergrad nursing faculty who does the clinicals in the summer. She gets paid overload for that. We do have one surg tech instructor who has a 12 month contract. So, teaching the students in the summer is part of her normal load.

Kinesiology

Yes. Summer internships are paid at the rate of \$55/student/credit hour.

PES

Management of internships during the school year is done as a part of service, with no extra compensation. I should note that fall or spring semester internships are infrequent in my department. Probably 90% have been in the summer. Management of *summer* internships has been compensated since I started doing this in the summer of 1994.

3. Do (and how do you) differentiate between internships, structured research, and independent studies?

LLMC

We handle them differently. Faculty teach independent studies as an act of service with no compensation. We don't have structured research projects.

Engineering

Structured research and independent study can be taken for engineering elective credit. We no longer are giving credit for internships. The internships have varied so much that we didn't like the idea of giving credit. Additionally, the Boulder portion of our program does not allow for internship credit.

Art

Internships are where students work with employers outside the department. We used to require them to be outside the University, but eliminated that stipulation since there are so few opportunities available in the valley. We don't do structured research and limit independent studies and encourage students to register for a class experience instead.

Health Sciences

Students in the graduate program do structured research as part of credited courses. We rarely have students do independent study.

Kinesiology

Independent studies and honors projects are paid at \$55/student/credit hour. If the structured research courses falls under the honors project, that is how that is paid. Our actual structured research course is just paid as a normal course. Payment of internships is outlined above.

PES

Management of internships is largely a hands-off activity. There is a very modest amount of work to be done at the outset to make sure that the student and employer have taken care of the paperwork and understand their responsibilities. (Handshake may reduce the paper-pushing and emailing part of this even more.) During the internship, management is limited to reading students' weekly summary and touching base once or twice with the on-site supervisors. At the end of the internship, there is a paper and evaluation forms to be assessed.

Structured research is far more work intensive for the prof. Students are often working side-by-side with the prof in the field or lab. If not, there normally is frequent communication and occasional oversight in the lab. Our last dean, Duane Hrcir, instituted a structured research workload policy for PES, Biology, and Math. Essentially, he would allow five student-hours of student credit to substitute for one credit hour of teaching. (Examples: 5 students each taking one credit hour of structured research = 1 workload credit hour for prof; 5 students doing 2 credit hours each = 2 workload credit hours; 10 students doing 1 credit hour each = 2 workload credit hours, etc.). My recollection is that you had to meet the minimum threshold for each workload credit hour -- you didn't get anything for 4 student-hours, for example. The maximum number of workload credit hours you could get was 3. I have used

this policy on occasion since I've been PES department head. In many semesters there aren't enough student-hours for one prof to matter. Sometimes, I can't honor it because I can't do without the prof teaching their normal courses.

We do so little independent study that it's hard to make a generalization. I think the workload tends to be intermediate between internships and structured research and is probably very case-specific.

SBS

Programs like psychology –counseling concentration – and social work - the internship is required and there is much more oversight and structure. In these two disciplines the oversight of the internships students is part of their teaching load.

4. What is your preferred form of compensation for internship coordinators?

LLMC

For Mass Comm, we prefer a course release because the same person is the program coordinator. As for English and Spanish, coordinators prefer money.

Engineering

Don't have any.

Art

Money

Health Sciences

We don't really have an internship coordinator. We have faculty who have oversight of the clinical groups.

Kinesiology

What we are doing seems to work okay. I haven't thought much about other options.

PES

For my department, with fall/spring internships being infrequent, management during the school year should continue to be part of service. Compensation for summer should be \$100 per internship. I do recognize that in certain other programs the profs may spend more than 2-3 hours on each internship so that the \$100 rate might not be sensible for them.

Biology

In our case the internship is actually a research internship (faculty are the supervisors) so they will be spending a lot of time in the lab training students. Currently we receive student internship stipends from the Saccomanno center. Originally these were all summer internships (students paid a summer stipend) but the program is going to be extended into the semesters. Faculty will be supervising paid interns during the semester so they will need to commit additional time to training and will need compensation. In other cases students are enrolled in structured research (not getting paid) but faculty still supervise the research and train them.

Business

Our model in Business may be a little different as well. We set up our internships in the spring, do most of the work in the summer, and then wrap them up and do all of the closing documentation in the fall. Our Internship Coordinator manages most of these from an administrative standpoint, with help from the discipline 'experts'. For example, if there is an Accounting internship, one of our faculty members in that area helps coordinate, sometimes even finds the internship, and then works with the Internship Coordinator on the administration, weekly reports, etc.. As for compensation, I really struggle with this. When our prior coordinator was here, he got a course release each semester, and he got paid similar to an online course for all of the summer CRN's we had to create. Personally, I struggle with paying someone for something that they also get a course release for, so I just paid for the summer courses (almost \$8,000 for all sessions and internships), and offered no release time last year. However,

I also recognize that there is a lot of work in the spring to set them up, and in the fall to close them down and am getting considerable pushback from our current coordinator about getting an offload. We did about 30 internships last year, so it is growing and I am reconsidering this, but I am particularly interested in hearing what this group comes up with.

Education

First, I do not think that what we do in teacher education is necessarily a model for other departments. We are definitely our own thing and have a few layers of supervision. Rather than sharing any specifics at this point, I will just answer the questions broadly.

- 1) Either course release or service points depending on the level of commitment and whether it qualifies as "teaching" or "assessing" students.
- 2) I lean towards looking at the number of students, the type of work, and the amount of work.
- 3) I would consider "mentoring" or general administrative tasks like collecting paperwork (time logs, evaluations, etc.) as service or even advising. If the faculty member is going into the field to perform evaluations, grading essays/reports/reflections, or other "teaching" type duties, I think credit release (potentially in the form of overload) would be more appropriate. I also would expect these duties to carry on throughout the internship rather than just a one-time performance evaluation at the end.

Implementation of the Information Literacy, and Personal and Social Responsibility Learning Outcomes

As you are aware, we are implementing two institutional student learning outcomes, Information Literacy and Personal and Social Responsibility. In order to facilitate implementation of the SLOs, the following is suggested:

1. The Librarians have started the process for assessing **Information Literacy** this fall by providing a quiz to students who take the FYI courses prior to the start of the fall semester. Most of these courses include a lecture provided by the librarians. There are plans in place to also quiz students in the Introduction to Higher Education courses. The Librarians also teach classes in various Essential Learning courses as well as courses in the majors. As the assessment process builds, we hope to administer the quiz to students in capstone courses to determine if there is learning over time. Faculty are encouraged to add a library lecture to their courses, if appropriate.
2. As was approved by Faculty Senate, the **Personal and Social Responsibility** outcome is comprised of several areas that can be assessed. Each program should determine which area is appropriate for assessing in the major. It is our intention that faculty should discuss which area to add to the assessment plan and curriculum map this coming fall semester. The wording of the outcome should be appropriate to degree level and discipline. It should then be added to the program sheet as well as to any other literature that is used to promote the SLOs. Faculty will determine which semester and courses would be appropriate to begin assessing the outcome. Keep in mind that several programs already have some form of the outcome. All that would need to be changed is the parenthesis behind the outcome from 'Specialized Knowledge' to 'Personal and Social Responsibility'.

Personal and Social Responsibility Outcome (for all certificate and degree levels)

Students will be able to reflect on and respond to ethical, social, civic, and/or environmental challenges at local, national, and/or global levels.

Programs will develop and assess one (or more) outcome(s) that will fit under this category in areas such as:

- | | |
|----------------------|--------------------|
| * Ethical Reasoning | * Civic Engagement |
| * Cultural Diversity | * Global Awareness |
| * Service Learning | |