



Interns working at Rocky Mountain National Park



Colorado Plateau Cooperative Ecosystems Study Unit Internship Workshop Program Planning

A Partnership Project of the National Park Service Colorado Plateau CESU
and Northern Arizona University's Landsward Institute

Final Report
January 2011

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Landsward



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1. EXECUTIVE SUMMARY

This project was conceived as a first step in meeting one of the Colorado Plateau CESU's strategic goals: to design and implement a cooperative internship program for Federal Agencies, tribes, community and partners on the Colorado Plateau.

In November 2010, 24 representatives of federal agencies, universities and organizations across the Colorado Plateau Cooperative Ecosystem Studies Unit service area met over a day and a half to discuss a collaborative approach to building more and more effective multidisciplinary internships in the region. The workshop resulted in a phased plan to develop a Colorado Plateau Internship Consortium (CPIP) to facilitate activities and initiatives that can be accomplished collaboratively.

Specific areas of focus for the consortium were identified, including:

- 1) Outreach to increase awareness of opportunities and facilitate information flow among all constituencies (interns, intern providers and intern employers)
- 2) 'Inreach' to build on and expand successes of existing programs through sharing of information and expertise among partners
- 3) Collaborative fundraising
- 4) Capacity building to increase the number and success of internships within partner agencies
- 5) Strategic assessment of needs and action planning
- 6) Increasing access to underrepresented populations
- 7) Increased number and capacity of partners

A specific action plan for the next year was identified that included sharing workshop findings broadly, drafting a governance structure and mission/vision statement, and establishing a pilot online and email communication system to support further planning. The workshop planning committee will continue the momentum generated at the workshop by facilitating communication among interested CPCEU partners and fostering further development of the action plan until proposals and drafts can be addressed at the 2011 CPCEU partners meeting.

2. PROJECT DESCRIPTION

This project was conceived and funded to organize, plan and implement a workshop to design and implement a cooperative internship program for Federal Agencies, tribes, community and partners on the Colorado Plateau. This is one of the Colorado Plateau CESU's strategic goals.

The project team included Shawn Newell, Landsward Institute Program Coordinator as Principal Investigator; Dr. Judy Bischoff, National Park Service CPCEU Research Coordinator as NPS Liaison; Mary Anne Schrade, National Park Service CPCEU, Administrative Assistant; and a steering committee consisting of Dr. Wolf Gumerman, Director, NAU Honors Program; Steven

McCarthy, Agency Coordinator, Intergovernmental Internship Cooperative; and Martha Hahn, Chief of Science and Policy at Grand Canyon National Park.

The results from the workshop are presented as a final draft report in the appendix to this report.

3. APPENDIX –FINAL DRAFT REPORT

**Colorado Plateau Cooperative Ecosystem Studies Unit
Internship Workshop Final Report**

Dubois Conference Center – Northern Arizona University

November 2-3, 2010 – Flagstaff, AZ

I. Executive Summary

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A specific action plan for the next year was identified that included sharing workshop findings broadly, drafting a governance structure and mission/vision statement, and establishing a pilot online and email communication system to support further planning. The workshop planning committee will continue the momentum generated at the workshop by facilitating communication among interested CPCEU partners and fostering further development of the action plan until proposals and drafts can be addressed at the 2011 CPCEU partners meeting.

II. Workshop Vision and Purpose

The vision for the workshop was to develop a plan for a multidisciplinary internship program for the Colorado Plateau that engages the Colorado Plateau Cooperative Ecosystem Studies Unit (CPCEU) federal and non-federal partners, tribes and members of the community; enhances existing programs; and fills identified gaps. The specific workshop goals were to understand what internship programs exist among different agencies and institutions, what internship program needs agencies and institutions have, and what a coordinated internship program involving willing agencies and institutions might look like.

Through the course of the workshop, the vision evolved from developing a comprehensive program to creating a phased plan to develop a Colorado Plateau Internship Consortium (CPIC) that facilitates activities and initiatives that could be accomplished collaboratively. This report

summarizes the information shared, ideas generated, and action steps reached by consensus during the workshop.

III. Learning from Existing Internship Programs

Invited speakers from a sample of internship programs across the U.S. presented information about their programs. Each shared what their program offers, the needs it meets, how it functions and stays sustainable, and lessons learned. The goal of this session was to offer participants a similar frame of reference and information about what has worked and what has not.

A. Definitions and Trends

Internship definitions can vary widely depending on perspective and experience. Internships can be:

- Short term work experiences
- Opportunities to extend staff capacity
- Preparation for a career
- Academic activity linked with work experience
- Paid or unpaid¹
- Authentic experience with high standards and accountability
- Competency-based with the intern learning specific skills/knowledge

Presenters emphasized that internships are NOT cheap/free labor, easy, or a rite of passage and that interns should not be considered less than other employees.

Internships in higher education have historically given credit for work experience rather than learning. Internships have the potential to provide students many dimensions of learning. Best practices are to build strong links between work experience, professional development and academics by integrating into the internship multiple academic assignments that require reflection on the work experience and connections to learning.

Successful internships require site supervisors to be co-educators and mentors to help the intern develop critical and professional thinking skills. Formative evaluation should also be included. Research shows that internships help students in their careers, although students are not always aware of the positive impact of internships on their future career (Appendix F).

B. Intergovernmental Internship Cooperative

Seth Ohms and Steve McCarthy described the Intergovernmental Internship Cooperative (IIC), based out of Southern Utah University (SUU) in Cedar City, Utah. The program serves both students and partner agencies with the goal of “developing tomorrow’s leaders today” offering internships in topic areas ranging from Accounting to Zoology. Seth Ohms is the SUU Campus Coordinator, a university employee, who works on the university side of the program. Steve

¹ See Fair Labor Standards Act for criteria defining employment (<http://www.dol.gov/elaws/esa/flsa/scope/er15.asp>).

McCarthy is the Agency Coordinator, a National Park Service employee, who works with agency partners including National Park Service, Forest Service, Bureau of Land Management and Utah Department of Natural Resources (Utah State Parks and Forestry Fire & State Lands). SUU engages with agency partners through a Memorandum of Understanding. Each partner provides a representative to a Steering Committee which governs the IIC and guides staff activities.

The IIC began in 2007 with funding from small grants. The first year, the program served a total of 35 students: 9 interns and 26 practicum students. In 2010, the core program served more than 180 students: 150 interns and 30 to 40 practicum students. IIC offers students four progressive levels of opportunities. The first is youth programs such as Cedar Mountain Science Camp, the Missing Link Middle School Program, and Youth Conservation Corps to engage youth before college to help mold their minds toward outdoor careers. The next three tiers are for university students. Tier I offers practicum experiences (30 hours) and volunteer opportunities intended for small-scale projects where students can be exposed to agency missions and meet agency staff. Tier II offers internship credit for seasonal jobs and Student Temporary Employment Positions (STEP)². Tier III offers students future career placement through career internships and Student Career Experience Positions (SCEP)². The IIC offers partners the option of hiring students as SUU employees or as agency employees.

IIC has also teamed with Utah Conservation Corps to train and supervise high school and university student crews to meet specialized needs of partners. Specialized crews are available in areas such as fuels management, trails and campgrounds, wilderness management, plant identification, and restoration.

C. Pathways to Parks- Internship Lessons Learned

Ben Baldwin, Research Learning Specialist with the Continental Divide Research Learning Center, stated that Pathways to Parks was an overarching framework to make parks relevant to the American people, to reach new audiences and bring them back through personal connections to the agency, people and place. Information, involvement and internships are the program's essential elements. Ben presented information about and lessons learned from the following three internship programs.

D. Eagle Rock Internships at Rocky Mountain National Park's Continental Divide Research Learning Center

Eagle Rock High School, located near Estes Park, Colorado, is an alternative school that attracts underrepresented students from across the nation. Eagle Rock Internships is a partnership between Rocky Mountain National Park and Eagle Rock School. The program offers high school students (18 years old) an internship which consists of two parts. The first is an unpaid service learning 'Volunteer in Parks' experience integrated into coursework. Interns spend two days a

² STEP and SCEP are special Federal hiring authorities that allow Federal agencies to hire students on a temporary basis (STEP) or with the intent to incorporate them into the Federal workforce upon completion of their education (SCEP). The SCEP program has recently been designated as the "Pathways" program.

week in the park and three days in class. In the second half of the internship, students are hired as paid STEP employees and serve in uniformed positions. The Continental Divide Research Learning Center provides logistical support and professional development. The host division provides supervision and training. This program embeds the students into existing work crews and utilizes existing park funds; the program itself has no operating budget.

E. ProRanger LE—Intermountain Region, National Park Service

The ProRanger LE program began this past summer as a partnership between the Intermountain Region of the National Park Service (NPS) and San Antonio College, a two year institution with more than 30,000 students. The partnership offers summer law enforcement internships to San Antonio College students in parks across the Intermountain Region. NPS provides staff on campus that offers interns professional development one to two times a week after classes and assist with filling out applications and provide classroom and physical training. Host parks apply for interns using the STEP (first year interns) and SCEP (2nd year interns) hiring programs. The goal is that after two years of internships, the intern will attend seasonal law academy and be offered a full-time GS 5 to 11 positions. The partnership with San Antonio College offers NPS a good demographic fit for the increasing need for law enforcement staff in southern U.S. border parks. The NPS is expanding the ProRanger program to other focus areas.

F. Tehabi Internships

Ben Baldwin also spoke about the Tehabi Internship program developed at Utah State University (USU) in Logan, Utah in 1999 and operational through 2008. Tehabi offered 12 week internships including integrated educational assignments, a field course for internship training, debriefing meetings, intern presentations, feedback from intern sponsors, and professional development. USU recruited, hired and trained the interns. Agency sponsors provided authentic positions with day-to-day supervision.

G. Center for Experiential Learning, Loyola University Chicago

Patrick Green, Director of Experiential Learning at Loyola University Chicago, described the mission of the Center for Experiential Learning as providing a centralized facility and resources to enhance experiential learning for Loyola University's 15,000 enrolled students. The Center uses a student initiative model where interns are supported but responsible for finding their own internships—some on campus, many with community-based organizations in the area. The Center serves as a connector, coach, and resource for the interns, community employers, and faculty engaged with internship courses. Each department on campus has designated a point person for the Center to work with. The Center conducts site evaluations to determine if an internship sponsor will provide a professional setting and a committed professional mentor and offer an opportunity for the intern to learn professional skills.

The Center offers the following experiential learning programs: academic internships, service learning, student employment, and undergraduate research.

- *Academic Internships* engage individual students for at least one semester with intensive work responsibilities (100 hours/semester for a three credit class) to gain

professional experience while enrolled in an academic course. Credit is given for the learning not the internship experience. The course requires reflection on community-based experiences through readings and assignments. Internships may be paid or unpaid.

- Each semester more than 25 *service learning* courses are offered at Loyola which generally require students to do 20 to 40 hours of unpaid service in the community at organizations whose mission relates to the class' academic topic. This allows students to enhance their understanding of academic material through community-based experiences while meeting real community needs.
- *Student employment* offers students opportunities designed to help them earn money, build skills and, when possible, utilize Federal Work-Study awards through on-campus or off-campus employment. Student employment positions vary in length from a few weeks to over a year resulting in, ideally 10-15 hours/week of work.
- Loyola's *undergraduate research program* promotes one-on-one research collaboration between undergraduate students and faculty researchers through funded fellowships. Research can be academic or community-based.

The Center has developed a range of resources including databases of available opportunities, templates for learning agreements and evaluation tools, internship manuals for students and employers, as well as guidelines and how-to documents. All are available online at <http://www.luc.edu/experiential/resources.shtml#Internship%20resources>.

H. Student and Employer Perspectives

The presentations were supplemented by presentations from and a panel discussion among interns and intern employers. Panelists included: Braden Yardley, a current intern with SUU's IIC program; Sarah Lewis, a recently graduated student intern with the CPCESU; Sonya Malkhassian, a former intern with Landsward Institute's Student Connections program at Northern Arizona University; Teri Saa, Management Assistant and intern supervisor at Cedar Breaks National Monument; and Kate Stephens, Program Administrator of the Utah Conservation Corps (UCC), a partner with Utah State University's (USU) internship program.

Key points covered during the discussion included the importance of clear expectations and deliverables yet maintaining flexibility, reasonable work plans, meaningful, hands-on learning experiences, a thorough hiring process, and the ability for both interns and supervisors to be able to adapt as the internship progresses. Braden emphasized the benefit of sampling a variety of work experiences through his volunteer work and internships which helped him focus on a career path as well as leave some career ideas behind. Sonya was involved in two concurrent internships, each with a broad scope in green building design, which proved very demanding and stressful but created a portfolio that led to her current full-time position. Terry shared a rigorous interview process that helps her find good students that fit available positions, and emphasized the need for interns to have support staff to help them settle in and find

community while working at the agency. Kate described an innovative collaboration between UCC and USU that offers students academic field courses focused on Western environmental issues. The field courses include a summer internship working with crews on environmental conservation on-the-ground. Field courses include two hours of reading per week, with journal reflections and discussions. Graduate students completing two field courses can qualify for an environmental education certificate.

I. Internship Program Survey

A survey was completed by workshop participants to inform the group about the characteristics of internship programs represented at the workshop. Recognizing that internship programs can be defined from multiple perspectives, participants were asked to respond under any of the following categories that represent their program: 1) intern suppliers (sources of student interns); 2) internship program administrators; and 3) intern sponsors (host agencies/ organizations). See Appendix C for the comprehensive survey instrument.

Four organizations responded as intern suppliers: Diné College, Northern Arizona University (NAU) Dept of Anthropology Graduate Program, NAU Honors Program, and Utah State University Dept of Environment and Society. All responded with 'yes' or 'sometimes' in response to questions asking if their students need housing, academic credit, and a paycheck for internships and that at least some of their students are available year-round.

Nine organizations responded as potential or actual internship sponsors: Colorado Plateau CESU, Intergovernmental Internship Cooperative (IIC)/Southern Utah University (SUU), Museum of Northern Arizona, Navajo Nation Workforce Development, Navajo Nation Partnerships and Local Chapters, NPS Southern Colorado Plateau Network, NPS Youth Intake Program (YIP), Southwest Conservation Corps, and Youth Conservation Corps. Of these organizations, all but one provide housing. However, only one organization always pays interns. Two others sometimes offer paid internships. All have at least some need for interns year-round, and four of the nine provide an intern orientation.

Six organizations responded as internship program administrators: AmeriCorps Young Adult Crews, Colorado Plateau CESU (an informal program), IIC/SUU, NAU Landsward Institute, NPS YIP, and Utah Conservation Corps. All six indicated they have some funding and four have academic credit available. All but one have a formal recruitment program; a board of directors, steering committee or other formal governing body; a strategic plan; and a formal internship orientation.

Respondents were also asked to list strong and weak components of their respective programs. See Appendix D for a comprehensive list of responses to these questions responses.

J. Lessons Learned

This section is a compilation of comments from presenters, the panel discussion, and a focused discussion among all workshop participants in response to the questions: 1) What works for internship programs? 2) What doesn't work? 3) What are the obstacles that internship

programs encounter? Note: statements in [brackets] in this and the following sections are not the words of the participants, but are intended as clarification for those that were not present.

1. *What Works*

- a. Experiential learning
- b. Expansion of students' networks
- c. Contributing to the public good
- d. A broad definition of internship
- e. Clear definition of benefits and costs to all
- f. Equal focus on student's experiential learning and agency needs
- g. Clear objectives, purpose, outcomes, and definition of success with flexibility
- h. Internships that increase agency capacity
- i. Cost-effective, high quality results for agencies without undue negative impacts
- j. Internships that bring specialized technical expertise of university to agencies
- k. Internships embedded in authentic positions (working with and supervised by agency staff with same standards and requirements)
- l. Prior research by interns on potential careers within an agency so s/he can propose options for a variety of work experiences with the agency
- m. Developing learning objectives with the agency sponsor
- n. Multiple academic assignments and a time and place for evaluation and reflection
- o. Offering academic credit where credit is not the responsibility of the employer
- p. Paid internships, especially for lower income and under-represented populations
- q. Professional development—a must to get and keep good students
- r. Faculty advisors
- s. Agency mentors
- t. Skills of intern and mentor(s) matched and supplemented by outside mentors if needed
- u. Support and professional development for agency mentors
- v. Agency awareness, cooperation through employee training
- w. A designated internship coordinator within the host agency
- x. A designated agency 'den mother' for interns to reduce personal stressors and help interns connect with agency staff and the community
- y. A cohort approach to provide peer support and sense of community
- z. A broad and multi-faceted orientation to explain agency expectations and work culture
- aa. Regular (e.g. bi-weekly) communication between the intern and internship program staff to identify and address problems as they arise
- bb. Feedback to intern from employer and academic advisor
- cc. Post-internship presentation, evaluation, report to agency
- dd. The Cooperative Agreement through CPCEUSU
- ee. Partnerships outside the university business model
- ff. MOUs and MOAs among internship program partners

- gg. Knowing how to navigate agency processes, timelines, and deal with multiple constituencies (e.g. interns, agencies and universities)
- hh. Agencies and institutions that consider internships an investment not a cost (a first date versus a one night stand)
- ii. Universities that highly value experiential learning experiences and recognize the contribution of internships to their own goals (e.g. federal work study spending requirements, community contributions)
- jj. Communicating the value of internships through outreach—vital for sustainability

2. *What Doesn't Work*

- a. Tapping into and providing opportunities for under-represented groups for the sake of saying that diversity opportunities have been met
- b. Timing (e.g., funding cycles, agency work cycles, and student availability)
- c. Variability in how CESU task agreements are administered (e.g., differences between Intermountain Region and Washington Office)
Lack of uniform processes across institutions and agencies
- d. Lack of understanding of agency processes
- e. Some agencies don't use CPCEUSU
- f. Aiming for consensus among all CPCEUSU partners (some are not engaged)
- g. Standardization – lack of flexibility
- h. University business models of unfunded mandates [faculty/staff take on extra work related to internships without compensation]
- i. Once a student graduates we cannot help them, and cannot track them

3. *Obstacles*

- a. Getting funding from agencies that are not a part of [or don't use] the CPCEUSU
- b. Convincing students that internships [with an academic component] are worth the extra effort
- c. Outside funding--logistics, constraints and timing
- d. Knowledge about grants (laws)
- e. Unclear understanding of the purpose of the internship program
- f. Agency mentors unprepared to conduct a valuable orientation or lack capacity to mentor interns
- g. False expectations
- h. Geography
- i. Turf issues
- j. Curriculum that does not support an internship program
- k. Interns do not exist in the federal government (e.g. there is no federal 'intern' hiring authority).
- l. Computer security (it takes time and effort to get interns computer access)
- m. Matching supply and demand
- n. Background checks

IV. What Agencies, Institutions and Interns Need in Internships

A brainstorm process resulted in the following list of the elements agencies, institutions, and interns need in internships and internship programs.

1. Needs Common Among Agencies, Institutions and Interns

- a. Communication
- b. Professional and technical expertise to support the intern and the project
- c. An objective
- d. A sense of humor
- e. Willing mentors
- f. Meaningful projects linked with an academic component
- g. A coordinator and organizer
- h. Host position or guide
- i. Social connections
- j. Benefit
- k. Realized capacity/success
- l. Clearly stated expectations
- m. Clear timelines and checklists
- n. A position description
- o. A work plan
- p. Realistic scope
- q. Alumni relations (tracking)
- r. Operational funding
- s. A career ladder
- t. A forum for communicating outcomes and successes
- u. A cool name
- v. Housing

2. Needs Specific to Agencies and Institutions

- a. Students/interns, especially from underrepresented populations
- b. Benefactors [within agencies and institutions to champion the program]
- c. Alignment and conformity [among agency processes]
- d. Proof of concept “shovel ready” projects
- e. Administratively possible design
- f. Niche needs [some agencies need specific expertise, some institutions have specific expertise]

3. Needs Specific to Interns

- a. An office where students can learn about internships and connect with resources
- b. A paycheck
- c. Flexibility
- d. Fun
- e. Mentor

V. Available Resources for Internship Programs

Another brainstorm session identified abundant and scarce resources for internship programs.

1. *Abundant Resources*

- a. Students
- b. Opportunities
- c. Needs
- d. Training
- e. Value of experiential learning
- f. Passionate and dedicated people
- g. Ways to communicate
- h. Unreliable funding
- i. Funds currently not being accessed
- j. Focus and emphasis on youth
- k. Executive [branch] support
- l. Structure and stability
- m. Knowledgeable people
- n. Responsibility
- o. Success stories
- p. Beautiful places
- q. Natural, cultural and recreational resources
- r. A lot of facilities
- s. Public lands, Parks, Native lands, partners
- t. Non-profits
- u. Interested community members

2. *Scarce Resources*

Can we effect change? / How?

- | | |
|--|------------------------|
| a. Career opportunities for interns | Yes |
| b. Funding | Yes |
| c. Time | |
| d. Staffing | |
| e. Administrative and structural support | Yes |
| f. A national commitment to our nation's resources | |
| g. Contracting support | Yes / white paper |
| h. University resources | Yes / |
| i. State resources | |
| j. Organizational flexibility | Maybe |
| k. Well known successful and mature models | Yes |
| l. Alignment and conformity across agencies | Yes / CPCEU could help |
| m. Transparency | Yes |
| n. Media recognition | Yes |
| o. Long-term commitment | Yes |
| p. Communication among internship programs | Yes |

- (silos)
- | | |
|---|-------|
| q. Big picture perspective | Yes |
| r. Recognition and reward | Yes |
| s. Intern credit hours integrated into academic program | Maybe |
| t. Existing relationships (e.g., MOUs, MOAs, etc.) | Yes |

VI. Components and Structure

To generate ideas about an ideal structure for a Colorado Plateau Internship program, participants responded to the following questions, working individually, in small groups, and then as a whole. During the course of the conversation, the group chose to loosely define 'program' to include the possibility of an alternative structure like a consortium. After additional discussion, the concept of a consortium was accepted as a preferred strategy, so the second and third questions were reworded to reflect this change in direction. Two comments not otherwise captured below: 1) be aware that programs have different missions, so any one approach may not fit all programs; and 2) add 'internships' to the CPCEU mission statement.

1. *How would an effective and sustainable Colorado Plateau internship program benefit existing programs?*

- a. Overarching coordination [including MOU/MOAs]
- b. Promotion and awareness
- c. Communication
- d. Clearinghouse
- e. Resources
- f. Partnering
- g. Larger scale
- h. Leverage what exists
- i. Bring people to Internships and internships to people [help make connections across the Plateau]

2. *A consortium for what goal?*

- a. OUTREACH
 - i. Engage partners, students and tribes
 - ii. Improve awareness among potential hosts, intern suppliers, and public
 - iii. Showcase accomplishments of interns and partners
 - iv. Increase awareness of existing opportunities
 - v. Facilitate flow of information about opportunities
 - vi. Share, connect and communicate resources, opportunities and success among agencies, institutions and students/interns
 - vii. Introduce students to agency career opportunities
- b. INREACH [communication within consortium]
 - i. Increase connectivity
 - ii. Replicate success

- iii. Facilitate flow of expertise/experiences among programs
- iv. Clearinghouse for best practices, topic experts, and program summaries [descriptions]
- v. Provide website to serve all constituencies (students, agencies & institutions)
- vi. Host annual meeting for all constituencies
- vii. Make better use of existing programs
- viii. Provide mechanism for simplified placement – cut through red tape
- ix. Increase knowledge
- x. Facilitation role

c. FUNDRAISING

- i. Assist in grant writing to support internships and operations
- ii. Create entity positioned to obtain outside funding

d. CAPACITY BUILDING

- i. Develop employment alternatives for agencies
- ii. Increase agency use of internships to enhance and leverage capacity
- iii. Provide more experiential learning opportunities
- iv. Improve success rates for all constituencies
- v. Effective match-up of students and organizations [host agencies]
- vi. Increase agency's role as learning institute

e. NEEDS ASSESSMENT

- i. Increase awareness of unmet needs
- ii. Identify needs of [each] constituency
- iii. Develop strategic plan and standards

f. DIVERSITY

- i. Ability to bring diverse students to internship program(s)
- ii. Increase access to underrepresented populations
- iii. Diversity recruitment

g. PARTNERSHIP BUILDING

- i. Increase capacity for partnering
- ii. Develop relationships among partners (members) and tribes

3. *What are the components of a responsive and sustainable Colorado Plateau Internship consortium that complements existing programs?*

a. PROCEDURES

- i. White papers on best practices
- ii. Toolboxes [containing templates and best practices for both developing and maintaining internships]
- iii. Standards

- iv. Awareness/attention to timing issues
- b. SUPPORT
 - i. Buy-in from partner leadership (2 responses)
 - ii. Champion
- c. EFFECTIVE COMMUNICATION TOOLS
 - i. Means to communicate (video conference website, wiki, email, phone, in person)
 - ii. Lists of contacts
 - iii. Website (2 responses)
 - iv. Build an organized communication network
- d. ORGANIZATIONAL STRUCTURE
 - i. Consortium coordinator/facilitator (3 responses)
 - ii. Support staff with position descriptions and funding
 - iii. Active members
 - iv. Partner representatives (with authority)
 - v. Steering committee with yearly meetings
 - vi. Structure/governance (2 responses)
- e. MISSION/VISION
 - i. Criteria for membership and participation requirements
 - ii. A functioning operation plan
 - iii. A long-range plan
 - iv. A work plan
 - v. A cool name
 - vi. A mission/vision statement
 - vii. A clear, shared mission
- f. FUNDING
 - i. Simplified mechanisms for [transferring] funding among partners
 - ii. Reliable funding sources
 - iii. Sustainable funding (2 responses)
- g. MARKETING
 - i. Mascot
 - ii. Marketing/outreach plan (2 responses)
 - iii. Needs assessment

VII. Action Planning

Less than an hour remained to identify action items, a timeline and assign responsible leads. The following preliminary list of action items was developed with the lead and volunteers listed after each item. Others interested in participating in moving any of these activities ahead are welcome and encouraged to join by contacting the designated lead at the email address below.

First Year

1. Design/propose a governance structure – Wolf Gumerman (lead), Steve McCarthy, Mary Anne Schrade
2. Draft a mission/vision statement – Shawn Newell (lead), Steve McCarthy, Wolf Gumerman, Lisa Thomas, Diane Chung, Lonnie Pilkington
3. Present workshop findings (report) – Shawn Newell (lead), Wolf Gumerman, Judy Bischoff, Steve McCarthy, Mary Anne Schrade, Joe Winfield
4. Pilot website listing existing programs– Judy Bischoff (lead), Liz Krug, Wolf Gumerman
5. Create a list share/email distribution list for future communications– Judy Bischoff (lead)

Future

1. Design/draft a Memorandum of Understanding to establish a consortium
2. Develop a web-based clearinghouse for sharing information
3. Develop marketing strategy
4. Create a mentor award

VIII. Next Steps

Leads for first year action items will convene committees over the next several months to develop drafts and pilot products. The specific process and decision-making body for taking action on these drafts was not clearly defined in the meeting. To address this interim leadership gap, the workshop Steering Committee—Wolf Gumerman, Steve McCarthy, Mary Anne Schrade, Judy Bischoff, and Shawn Newell—committed to continue the momentum generated at the workshop by facilitating communication among interested CPCEU partners and fostering further development of the action plan until proposals and drafts can be presented to the at the 2011 CPCEU partners meeting.

IX. Contact Information

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X. Appendices

- A. Agenda
- B. Participants
- C. Survey Instrument
- D. Summary of Open Ended Survey Responses
- E. Parking Lot Items
- F. Loyola University Chicago Internship Handout
- G. IIC Presentation – Seth Ohms and Steve McCarthy
- H. Pathways to Parks: Internship Lessons Learned Presentation – Ben Baldwin

Appendix A- Agenda

Colorado Plateau CESU Internship Workshop Agenda

Dubois Conference Center – Northern Arizona University

November 2-3, 2010 – Flagstaff, AZ

Time	Topic	Process	Who
Tuesday 11/02/10			
8:00A.M.	Meet & Greet, Refreshments		
8:30	Welcome Introductions CPCESU and Workshop Vision Desired Outcomes Agenda	Present Present, clarify, edit, agree	Judy Ron Hiebert Joe
8:50	Examples of Existing Internship Programs	Present, Q&A	McCarthy, Baldwin, & Green
10:45	B R E A K		
11:00	Student and Employer Perspectives: “What Worked and What We Would Change”	Present, Q&A	Panel & Moderator
12:00	Existing Internship Programs	Administer Survey	Mary Anne
12:20	L U N C H	Food Service at DuBois Conference Center	
1:20P.M.	Reflect back on the morning presentations.	What additional questions or thoughts do you have from this morning’s presentations?	Joe
1:30	Existing Internship Programs	Review Survey Results – Map and Matrix	Joe
1:45	Lessons Learned <ul style="list-style-type: none"> • What works • What needs to be changed • Obstacles encountered 	Focused Discussion	Joe
3:00	B R E A K		
3:15	What Agencies and Institutions need in an Internship?	Brainstorm	Joe
4:00	Internship Program Resources <ul style="list-style-type: none"> • Abundant Resources 	Brainstorm	Joe

	<ul style="list-style-type: none"> • Scarce Resources 		
4:45	Wrap-Up: <ul style="list-style-type: none"> • Desired Outcomes for Tomorrow • Agenda • Action Items • Evaluation 	Propose Propose Present Plus/Delta	Joe
5:00	E N D		
Wednesday 11/03/10			
8:00A.M.	Meet & Greet, Refreshments		
8:30	Welcome Start-Up Desired Outcomes Agenda	Review	Judy Joe
8:35	Interagency Internship Program Structure	<i>ToP</i> Workshop Method	Joe
10:15	B R E A K		
10:30	Interagency Internship Program Action Plan	Collaborative Action Planning Method	Joe
12:15	Wrap-Up <ul style="list-style-type: none"> • Follow-Up Meeting(s) • Action Items • Evaluation 		Judy/Joe
12:30	E N D		

Appendix B – Participants

	Name	Representing
1	Mark Brunson	Utah State University
2	Seth Ohms	Southern Utah University (IIC)
3	Braden Yardley	Southern Utah University
4	Patrick Green	Loyola University Chicago
5	Teri Saa	NPS - Cedar Breaks National Monument
6	Steve McCarthy	Southern Utah University (IIC) and NPS – Cedar Breaks National Monument
7	Ben Baldwin	NPS - Rocky Mountain National Park
8	Anne Worthington	NPS - Hubble Trading Post National Historic Site
9	Karan English	Northern Arizona University (Landsward Institute)
10	Kate Stephens	Utah Conservation Corps
11	Barb Klein	Diné College
12	Lonnie Pilkington	NPS - Glen Canyon National Recreational Area
13	Ted Neff	Museum of Northern Arizona
14	Sarah Lewis	Northern Arizona University CPCEUS intern
15	Diane Chung	NPS - North Central Arizona Monuments
16	Kimberly Hartwig	Forest Service – Prescott NF
17	Lisa Thomas	NPS - Southern Colorado Plateau Network (SCPN)
18	Mary Anne Schrade	NPS – SCPN and CPCEUS
19	Shawn Newell	Northern Arizona University (Landsward Institute)
20	Wolf Gumerman	Northern Arizona University (Anthropology & Honors)
21	Joe Winfield	NPS - Intermountain Region
22	Judy Bischoff	NPS - CPCEUS
23	Sonya Malkhassian	Loven Contracting
24	Liz Krug	Northern Arizona University CPCEUS
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Appendix C – Survey Instrument

SURVEY INSTRUCTIONS

You may fill out more than one page, but please decide which one(s) based on your position related to interns/intern programs. We have identified three categories:

1) **Prospective intern sponsors** --those who can sponsor interns

2) **Internship program administrators** -- those who currently administer internship programs

3) **Intern suppliers** -- those who would like to place interns in any of the nine federal agencies that are members of the CPCEU (These include the following: Bureau of Land Management, Bureau of Reclamation, Department of Defense, National Park Service, Natural Resource Conservation Service (NRCS), U.S. Army Corps of Engineers, U.S.D.A. Forest Service, U.S. Fish and Wildlife Service, and U.S. Geological Survey.)

Y/N/DN means Yes/No/ Don't Know. Please CHOOSE ONE ANSWER and write it in the box.

Please consider the following keywords as you answer the last two questions. (Answers should not be limited to these keywords or the list of possible components, but they indicate types of information we are interested in obtaining.)

- Geographic range
- Diversity
- Disciplines or focus
- Career development
- Underserved population
- Sustainable funding
- Orientation
- Recruitment/outreach

Examples of strong or weak components

- abundant funding/lack of funding
- limited/extensive geographic reach
- housing/no housing
- restricted/not restricted seasonal availability
- diverse/limited disciplines
- academic credit offered/not offered
- paid/unpaid
- well-planned/lack of structure
- graded/unevaluated
- professional skill development offered/not offered

Internship Meeting Survey for **prospective intern sponsors**:

List your primary organization/agency affiliation:

What existing internship program(s) (by program name) on the Colorado Plateau do you currently use to find available interns?	Location:	Do you need interns throughout the year?	Do you offer housing?	Are your positions paid?	Do you provide a formal orientation for interns?	List strong components of the program (Reference keywords and examples of components lists.)	List weak components of the program (Reference keywords and examples of components lists.)
		Y/N/DN	Y/N/DN	Y/N/DN	Y/N/DN		

Internship Meeting Survey for **internship program administrators:**

What existing internship program(s) do you administer on the Colorado Plateau? (program name and location)	Do you have a strategic plan?	Do you have a formal recruitment program?	Do you have a Board of Directors, Steering Committee or governing body?	Do you have funding to support internships ?	Does your program provide academic credit?	Do you provide a formal orientation for interns?	List strong components of the program. (Reference keywords and examples of components lists.)	List weak components of the program. (Reference keywords and examples of components lists.)
	Y/N/DN	Y/N/DN	Y/N/DN	Y/N/DN	Y/N/DN	Y/N/DN		
			If yes, please specify:	Fund source:				

Internship Meeting Survey for **intern suppliers**:

If part of an existing internship program(s) please list the program name. Otherwise, name your agency or organization.	Location	Do your interns require housing?	Do your interns need/seek academic credit in an internship?	Do your interns require payment?	Do the available interns fall within a specific age group?	List strong components of the program. (This may be stated as intern needs that were met.) (Reference keywords and examples of components lists.)	List unmet intern needs. (Reference keywords and examples of components lists.)
		Y/N/S	Y/N/S	Y/N/S	Y/N/DN		
					If yes, please specify:		

Appendix D – Summary of Open-Ended Survey Responses

Table 1: CPCEU Internship Workshop Meeting Survey Feedback from Intern Suppliers

Strong components	Sustainable Funding (3)	Have a coordinator	Orientation	Wide range of disciplines
Weak Components	Limited Geographic range	Limited existing opportunities	Limited disciplines	Unevaluated
Comments on Intern Availability	Summer only	Limited by geographic proximity to college		
Comments on Unmet Needs	Sustainable funding (2)	Programmatic organization		

Table 2: CPCEU Internship Workshop Meeting Survey Feedback from Internship Program Administrators

Strong Components	Weak Components
Student newsletter	Lack funding (2)
Focused geographic area, geographic reach	No housing (2)
Professional presentation	Complex timing/ Seasons (2)
Agency ownership	Limited disciplines (2)
University coordinator	Slow approval process
Sustainable funding (2)	Academic policies
Diversity/ underserved population (3)	No orientation
Orientation (2)	Remote geographic location of placement
Career Development (4)	Limited/ no organizational structure (3)
Broad focus, diverse disciplines (2)	Informal
Recruitment, national recruitment/ Outreach (2)	Unevaluated (2)
Other benefits (living allowance, health insurance, child care, awards)	
Offer academic credit (2)	
Strong leadership	

Identified Funding sources	DNR	NPS	CPCEU base	USFS	BLM
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Table 3: CPCEU Internship Workshop Meeting Survey Feedback from Internship Sponsors

Strong Components	Weak Components
Career and skill development (3)	Lack professional skill development (2)
Orientation	Restrictive availability
Recruitment outreach (2)	Lack structure or planning (2)
Geographic range	Unfocused (not a specific discipline)
Paid (2)	No Housing (2)
Wide range of disciplines	Limited disciplines
Offer academic credit	Need Administrators
Sustain-able funding	

Table 4: CPCEU Internship Workshop Meeting Survey Feedback from Interns

Strong Components	Weak Components
Paid	Lack structure
Easy	Poor communication
Flexible	Lack of mentorship/supervision
Networking and connection (2)	Did not offer real world experience
Outreach (2)	Quality of work/not professional development
Accessible location	Inaccessibility of Federal agency (no existing internship positions)
Friendly staff	

Appendix E– Parking Lot Items

During the workshop participants brought up the following issues which were not addressed during the workshop.

1. How to get more involvement from federal agencies
2. How other non-federal organizations can meet our needs

How to communicate intern opportunities on both ends [to students and to agencies]

Appendix F— Loyola University Chicago Internship Handout

WHAT IS AN INTERNSHIP?

(NACE Journal, February 2010 issue explored some of the different facets of internship and co-op programs)

Integrates Career-Related Work Experience (substantive work) - Structured Academic Learning Experience (supports the intern's academic and career goals)

Provides a supervised effort to promote Critical Thinking, Observation and Reflection

Fosters the intern's Intellectual, Personal, and Professional Development

(Defined by Michael True, director of the internship center at Messiah College)

"All experiential programs need to have a reflective component allowing students to think critically about their experiences and observations in the non-university setting and how to tie the experience back to their academic studies. The awarding of credit needs to be consistent."

(Marianne E. Green, assistant director of experiential programs at the University of Delaware)

"To find out what students are learning, require students to develop a set of learning objectives at the beginning of the internship experience. If the student accomplishes those objectives, you have a method for determining what learning took place and how effective the student's work experience was." *(Michael True)*

The Internship as Partnership: A handbook for Campus-Based Coordinators and Advisors, by Robert P. Inkster and Roseanna G. Ross, Edited and Published by the National Society for Experiential Education (NSEE), 1995

"...the internship experience engages the learner in thinking like a professional not only in terms of a skilled, routine "knowing-in-action" that is typical of that kind of professional practice, but also in terms of a skilled "reflection-in-action" that mimics the kind of improvisation of an effective professional..." (NSEE, p. 8)

"...the final evaluation of an internship is a formative evaluation. The best evaluations will foster the continued growth and learning of all three parties to the internship: the intern, the site supervisor, and the faculty coordinator/advisor...Because of these multiple objectives, the evaluation of an internship will be quite different from the evaluation of student learning in a traditional class." (NSEE, p. 89)

"In deciding on a grade, most faculty advisors make extensive use of the information that has accumulated during the monitoring of the internship, and they supplement this information with evaluative information from the intern and the site supervisor (e.g., Kaston and Heffernan found 90% using the supervisor's comments and written evaluations) at the end of the internship, often including consultations with both the intern and the site supervisor. Most departments require some kind of capstone project, often a term paper or final report written by the intern..." (NSEE, p. 89)

"One of the essential goals of most internship programs is helping students to take mature responsibility for their own learning." (NSEE, p. 90)

Appendix G – IIC Presentation, Seth Ohms and Steve McCarthy



What is IIC?



- Intergovernmental Internship Cooperative (IIC)
\'in-tərn-ship\ noun
 - A short-term job taken by a student in order to learn a profession or trade for which Academic Credit is awarded.
- Developing Tomorrow's Public Land Leaders Today through career oriented opportunities.
- The centralized resource connecting SUU and the public land agencies of southwestern Utah.
- Simplify & support internships, projects, and programs.



IIC Partners



- National Park Service
 - Cedar Breaks NM, Zion NP, Bryce Canyon NP, Pipe Springs NM & Grand Canyon-Parashant NM
- SUU
 - All Colleges & Regional Services
- USFS
 - Dixie National Forest
- BLM
 - Cedar City, AZ Strip & Grand Staircase NM
- Utah Department of Natural Resources
 - Utah State Parks and Recreation
 - Forestry Fire and State Lands



IIC Organization



IIC Roles



- Campus Coordinator
- Agency Coordinator
- Youth Programs Coordinator
- Crew Manager



IIC Objectives



- Internships & Practicum
- Develop career-track opportunities
- Outreach programs
- Internship training program
- Conservation Corps programs
- Develop opportunities for SUU students, faculty, and staff to collaborate with Partners
- Make Program Sustainable



IIC Career Development



Types of Positions...to name a few

From Accounting to Zoology

- Visitor Use Assistant
- Recreation Planner
- Forest Planning
- Graphic Arts
- Interpretation
- Law Enforcement
- Artist in Resident Manager
- Invasive Species
- Multi Media
- Youth Education
- Maintenance
- Botany
- Safety Planner
- GIS/GPS Technician
- Wildlife Crew
- Road Engineer Tech
- Archeologist Tech
- Fuels and Forestry Crew
- Public Relations
- Geology
- Researcher
- Plants Crew
- Historic Preservation
- and MORE



IIC Student Volunteers & Practicum



IIC Student Volunteers & Practicum



IIC Student Volunteers & Practicum

SUU Intergovernmental
Internship
Cooperative



IIC Interns

SUU Intergovernmental
Internship
Cooperative



Jonathan Brunjes



IIC Interns

SUU Intergovernmental
Internship
Cooperative



Trevor Lopez



IIC Interns

SUU Intergovernmental
Internship
Cooperative



Jessica Bleggi



Conservation Corps



- Youth Conservation Corp
- Utah Conservation Corp
- Career Internship Corp



Youth Programs



- Cedar Mtn. Science Camp
- Color Country NR Camp
- More Kids in the Woods
- Take it Outside
- "Nature Deficit Disorder"



Under Development



- SUU Experiential Learning Component
- Internship Catalog
- User friendly website update
- Agency Career Fair 2011
- Career Internships Corps
- Agency based training program
- Expanded partnerships
- Greater campus visibility



Contact and More Info



- Outdoor Engagement Center
- Email List
SUUIIC@gmail.com
- CareerNet
<https://www.myinterfase.com/suu/student>
- Newsletter

- IIC Campus Coordinator
Seth Ohms
Tel: (435)586-1981
sethohms@suu.edu
- IIC Agency Coordinator
Steve McCarthy
Tel: (435)586-7821
stevenmccarthy@suu.edu



Pathways to Parks – Internship Lessons Learned

Ben Baldwin
Continental Divide Research Learning Center
Rocky Mountain National Park

November 2, 2010

Relevance



"Critical to all of our efforts is making parks more **relevant** to the American people—we need to reach new audiences and expand our connections to the broader population to ensure the survival of the parks."
- Jon Jarvis, National Park Service Director

Recruiting
Retention
+ Relationship

Relevance
Personal Connection

Pathways to Parks

Overarching framework to develop opportunities

◉ Information

◉ Involvement

◉ Internships



Number of Participants
Cost (time, effort, money)
Commitment
Complexity
Impact

Internships

ARE NOT

- ◉ Cheap/free labor
- ◉ Less than seasonals or other employees
- ◉ Student Directed
- ◉ Easy
- ◉ A rite of passage
- ◉ Hazing



Internships

- ◉ Principle: Internships should be defined by the possibility not the past

- Previous models and programs provide ideas and lessons learned
- Not the standard

"Ideas are like rabbits. You get a couple, learn how to look after them, and pretty soon you have a dozen."

John Steinbeck

- ◉ Flexible tool to address issues and obstacles

Internships

- ◉ Paid, authentic experience

- High standards, accountability, and responsibility
- Realistic experience and expectations of NPS

- ◉ Part of the system and structure

- Complement mission not compete
- Assigned supervisor, position, duties, critical elements

- ◉ Remove cultural barriers and obstacles

- ◉ Double sided

- Costs and benefits

- ◉ Investment not cost

- Expectations, future relationship

Internships

- ◉ Structured educational component
 - Flexible framework
 - Requires proactive intern involvement
 - Provides context
- ◉ Professional development
- ◉ Competency focus
 - Creating the employees we want
- ◉ Mentoring

Tehabi Internships

- ◉ Utah State University Coordinated
- ◉ Multi – Approach – Agency, University, Discipline, States
- ◉ USU – Recruiting, Hiring, Professional Development
- ◉ Agencies – Authentic positions with day-to-day supervision
- ◉ Structured to complement and supplement agency positions –
 - Field course - USU
 - 12 week Internship – Host Agency
 - Final meeting – USU
 - Overarching Professional Development Curriculum
- ◉ Interns hired and paid through USU

Eagle Rock Internships

- ◉ NPS Partnership with Eagle Rock High School
- ◉ High School Students – 18 yrs
- ◉ “New” Audience



Eagle Rock Internships

- ◉ ER School – instruction, recruiting, screening for success
- ◉ 2 stage approach
 - VIP experience – Class at ER (Service Learning)
 - STEP position – paid position with existing crew
- ◉ Multi-divisions/jobs (optional participation)
- ◉ Hired by NPS – Uniformed positions
- ◉ CDRLC provides logistical support and professional development
- ◉ Host Division provides supervision and training

ProRanger LE

- ◉ Academic Intake
Program Law
Enforcement
- ◉ Partnership with San
Antonio College
- ◉ 2 year program with
multiple internships
- ◉ NPS staff on campus
- ◉ Going to the Students



ProRanger LE

- ◉ Professional development during the school
year
 - Complements academic coursework
 - Prepare for agency employment and internships
 - Held at SAC – taught by NPS
- ◉ Summer Internships at host parks
- ◉ Utilize STEP and SCEP
- ◉ Multiple decision points and evaluations

Common Traits

- ◉ Cohort approach
- ◉ Paid Internships
- ◉ Professional Development
- ◉ Outside Coordination
- ◉ “Embedded” in authentic positions
 - Work with other NPS employees
 - Supervised by host agencies (parks)
 - Same standards and requirements (+ professional development curriculum)

Program Status

- ◉ Tehabi – Last interns 2008 – principles have been carried on in other programs
- ◉ Eagle Rock – Completed 3* years
 - 3 of 5 interns from last year returned to work as STEP employees
 - 6 interns this year – 1 working during holidays, 3 others invited to apply for STEP positions next year
- ◉ ProRanger LE
 - PR01 Completed first internships this summer and starting year 2
 - PR02 – Currently being selected
- ◉ New efforts – ProRanger Trades, NPS Fire NIFC

Lessons Learned

- Clear definition of objectives/purpose

- What is the purpose of the program? What issue or problem does it address? What are the objectives?
- Recruiting – Anyone? Underrepresented groups? Age? Skills? Geographic? Minority group?
- Retention -
- Training and Professional Development
- Academic Requirement
- Work

- Clear definition of “Success”

- What should be measured? How should the program be evaluated?
- Short Term or Long Term
- Agency, Host Organization, Student
- Learn how and what to count

Lessons Learned

- Recognize and address the Culture Shock

- Local, work, organization
- Soft versus Hard Release

- Recognize barriers, pitfalls, and bear traps

- Timing (\$, recruiting, working), bureaucracy, money
- Capacity – lack of knowledge and experience
- Organizational cultures, attitudes, budgets

- Need to help people do what they do best

- Supervisors, HR, professional development
- Change over time

Lessons Learned

- Clear definition of Benefits and Costs
 - Who gets what and why should they participate
 - Agency, Host Organization, Student
- Understand the relationships
 - Cost versus Investment
 - One Night Stand or a First Date
- Must be realistic, successful, and cost effective – over time if there is any hope of sustainability
 - Meet objectives within budget and without undue negative impacts

